

# YAV PEM SUAB ACADEMY (YPSA)

Preparing for the Future Charter School



Operated by  
Urban Charter Schools Collective

**Charter School Renewal Petition**

For the term July 1, 2015 – June 30, 2020

Presented to the governing Board of the Sacramento City Unified School District  
Submitted February 27, 2015

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## I. Introduction

*For the purpose of keeping the petitioners and the readers consistent, children attending Yav Pem Suab Academy are not called students. The definition of a student is someone who goes to school. Students go to school, but not all students go to school to learn. Children attending Yav Pem Suab Academy are referred to as scholars. A scholar is defined as someone who studies and learns and is a person of great knowledge. A scholar goes to school to learn, to think, to problem-solve, and to share his or her knowledge and skills with others. In this document, the word student is replaced with the word scholar.*

### A. Background

The Yav Pem Suab Academy (YPSA) Charter School Petition was originally approved by the Sacramento City Unified School District Board on March 18, 2010. YPSA opened its doors to 171 scholars and their families on August 2, 2010. As the school year continued, more scholars enrolled, and Yav Pem Suab ended the 2010-2011 school year with 260 scholars. In 2011-2012, YPSA started the year with 345 scholars. Our enrollment more than doubled between year one and year two. In year three, we capped our enrollment at 420 with 112 scholars on the waiting list. There is a demand for YPSA and the demand continues to grow.

As indicated in the original charter, a grassroots design team composed of parents, educators, and professionals convened throughout 2008 - 2010 to examine the problem of low academic achievement among Hmong children across Sacramento. They found, overall, scholar achievement much lower at schools located in less affluent areas when compared to schools located in more affluent areas of the Sacramento City Unified School District. The majority of Hmong scholars in Sacramento attend schools in less affluent neighborhoods.

When data on scholar achievement were disaggregated, Hmong scholars showed the lowest achievement; they were the lowest of the low. Often times it was overlooked because Hmong achievement scores were reported under the broader category of “Asian.” Many people in the larger community mistakenly assumed Hmong were performing academically well and would prosper like other Asian groups. When the data was disaggregated up to 11<sup>th</sup> grade, Hmong scholars across the district performed the poorest of all ethnic subgroups averaging 12 – 15% proficient. (Data obtained through District DELAC presentation)

Table 1: Percent Proficient on 2007-08 CST ELA by Ethnicity and Grade Level

2008	2nd	3rd	4th	5th	6th
<b>Hmong</b>	<b>31%</b>	<b>14%</b>	<b>36%</b>	<b>23%</b>	<b>23%</b>
African American	38%	24%	41%	32%	36%
Hispanic	36%	23%	43%	36%	36%
American Indian	69%	27%	43%	40%	36%
Asian	56%	33%	59%	47%	49%
Filipino	68%	53%	65%	64%	57%
Pacific Islander	48%	37%	36%	29%	42%
White	62%	55%	73%	60%	63%

Table 2: Percent Proficient on 2008-09 CST ELA by Ethnicity and Grade Level

2009	2nd	3rd	4th	5th	6th
<b>Hmong</b>	<b>35%</b>	<b>18%</b>	<b>36%</b>	<b>31%</b>	<b>32%</b>
African American	41%	24%	45%	36%	39%
Hispanic	42%	28%	46%	40%	43%
American Indian	69%	36%	60%	32%	56%
Asian	56%	41%	57%	53%	55%
Filipino	68%	50%	80%	60%	68%
Pacific Islander	43%	37%	44%	35%	36%
White	66%	55%	71%	67%	68%

While the above charts were used to compare the proficiency rates of the district’s children, the table below illustrates the demographics being represented at YPSA:

Table 3: YPSA Scholar Demographics (2010 – 2014)

School Year	Hispanic or Latino of Any Race	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total Enrolled
2010-11	24	210	0	1	15	3	12	0	265
2011-12	34	249	0	1	42	7	15	0	348
2012-13	48	303	0	0	47	10	11	1	420
2013-14	57	298	1	0	38	19	14	0	427

YPSA has been operating on a 4-day-a-week calendar, Mondays through Thursdays, with no school on Fridays. Kindergarten day runs from 8:00 a.m. to 2:00 p.m., and scholars in first through sixth grade are in session from 8:00 a.m. to 5:00 p.m. The annual calendar at YPSA is designed to support the two-step mastery teaching process. Mastery teaching happens when every scholar has the ability to perform the taught skill at a level of competence appropriate for his/her age in unanticipated situations. It takes time for scholars to learn and then practice to mastery. The longer daily schedule and the 175-day year-round annual calendar at YPSA provide more time for learning and guided practice.

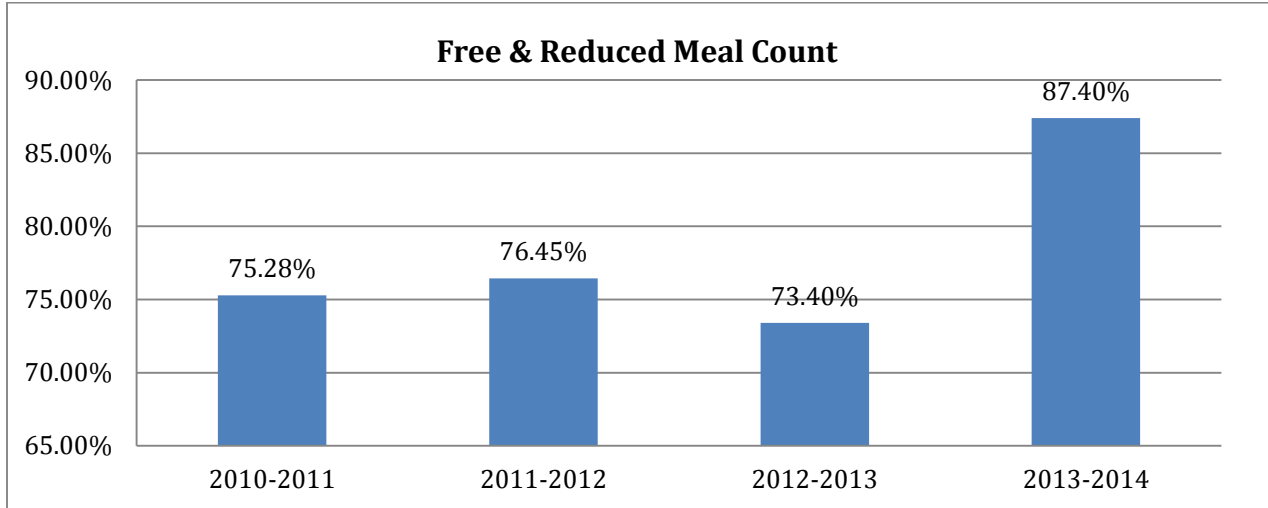
Accordingly, scholars receive Hmong language development and enrichment subjects which can include music, dance, taekwondo, and physical activities as part of the school day. Our modified calendar allows for scholars to maintain a higher level of learning and retention. Moreover, scholars at all grade levels participate in “*Being There*” experiences to various locations that connect with their content, which greatly compliments and brings their learning to life.

The percentages of scholars who receive free and reduced lunch are summarized below. YPSA started in year one with 75.28% of scholars on free and reduced lunch. Four years later, in 2013-2014, the percentage of free and reduced lunch went to 87.4%. In light of the 8:00 – 5:00 daily



schedule, all first through sixth grade scholars at YPSA also participate in the supper program provided by the district’s nutrition services.

Table 4: Free/Reduced Lunch



When compared to all elementary schools within the district, it is important to point out that 52 out of 62 schools decreased in API in 2013. This is 84% of the district’s elementary schools that were affected.

Table 5: SCUSD Elementary School API Scores (2011-2013)

Elementary School	2011 API	2012 API	2013 API
A. M. Winn Elementary	762	768	715
Abraham Lincoln Elementary	771	750	696
Alice Birney Waldorf-Inspired K-8	750	756	758
Aspire Capitol Heights Academy	835	869	860
Bowling Green Elementary	767	773	764
Bret Harte Elementary	752	763	712
Caleb Greenwood	816	816	828
California Montessori Project-Capitol Campus	810	818	815
Camellia Elementary	898	887	892
Caroline Wenzel Elementary	789	795	775
Cesar Chavez Intermediate	809	808	777
Clayton B. Wire Elementary	716	729	701
Collis P. Huntington Elementary	703	699	678
Crocker/Riverside Elementary	931	937	911
David Lubin Elementary	850	874	846
Earl Warren Elementary	824	812	784
Edward Kemble Elementary	793	838	836

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

<b>Elementary School</b>	<b>2011 API</b>	<b>2012 API</b>	<b>2013 API</b>
Elder Creek Elementary	821	812	769
Ethel I. Baker Elementary	708	691	654
Ethel Phillips Elementary	770	766	737
Father Keith B. Kenny Elementary	747	768	814
Freeport Elementary	666	689	
Fruit Ridge Elementary	700	701	646
Genevieve Didion	915	911	903
Golden Empire Elementary	858	849	842
H. W. Harkness Elementary	796	787	771
Hollywood Park Elementary	789	792	777
Hubert H. Bancroft Elementary	795	790	783
Isador Cohen Elementary	840	802	779
James Marshall Elementary	812	813	796
Jedediah Smith Elementary	697	669	-
John Bidwell Elementary	822	815	794
John Cabrillo Elementary	710	724	737
John D. Sloat Elementary	761	682	680
John H. Still	699	721	646
Joseph Bonnheim Elementary	734	756	736
Leonardo Da Vinci	832	825	821
Maple Elementary	709	718	777
Mark Hopkins Elementary	718	674	678
Mark Twain Elementary	759	709	705
Martin Luther King, Jr.	754	754	751
Matsuyama Elementary	880	871	853
Nicholas Elementary	743	724	684
O. W. Erlewine Elementary	864	835	810
Oak Ridge Elementary	740	742	757
Pacific Elementary	744	702	684
Parkway Elementary	769	765	748
Peter Burnett Elementary	747	744	751
Phoebe A. Hearst Elementary	941	933	941
Pony Express Elementary	866	872	856
Sequoia Elementary	816	821	793
Sol Aureus College Preparatory	-	864	846
St. HOPE Public School 7 (PS7)	911	891	856
Susan B. Anthony Elementary	774	744	722
Sutterville Elementary	865	852	842
Tahoe Elementary	751	754	734
The Language Academy of Sacramento	771	797	771
Theodore Judah Elementary	854	889	850
Washington Elementary	771	746	727
William Land Elementary	748	805	833

<b>Elementary School</b>	<b>2011 API</b>	<b>2012 API</b>	<b>2013 API</b>
Woodbine Elementary	701	714	704
Yav Pem Suab Academy	753	805	800
Sacramento City Unified	760	770	760

YPSA, based on API scores, ranked 42<sup>nd</sup> in 2011, 26<sup>th</sup> in 2012, and 22<sup>nd</sup> in 2013, when compared to all SCUSD elementary schools. This demonstrates a consistent growth pattern over the past three years. In light of the state making the instructional shift into common core state standards, schools across California were not tested in 2014. Therefore, there are no standardized test scores to make comparisons, creating a “gap” year for all schools.

Now, in the fifth year, YPSA serves 420 scholars, kindergarten through sixth grade with 114 scholars on the waiting list as of February 2015. Of the 420 enrolled, 72.1% are Hmong or from another Asian group, 11.5% are Hispanic or Latino, 11.2% are African American, 2.4% are white, and 2.9% are other. 84% of the scholars are eligible for the free/reduced lunch program.

YPSA has achieved academic gains and has met all of the four academic performance criteria as set forth in Education Code section 47607. Therefore, on behalf of the YPSA, the Urban Charter Schools Collective respectfully submits this charter for renewal for another five year term to the Sacramento City Unified School District School Board of Education for the Board’s review and approval.

**B. What’s Different at Yav Pem Suab Academy?**

The program described below is a researched-based approach on effective schools and on how the human brain learns to create a school at which every scholar is proficient and/or advanced as defined by state testing. YPSA has incorporated many of these evidenced-based approaches, and these features include:

- a. Each teacher member knowing, using, and correctly pronouncing each scholar’s name at their assigned grade level.
- b. A Brain-based approach to mastery teaching and learning that features a combination of hands-on learning and direct instruction that honors and uses a scholar’s learning style and requires higher order thinking skills.
- c. A focus on building responsible citizenship in scholars through the teachings and daily practice of Lifelong Guidelines and LIFESKILLS, enabling them to make good decisions.
- d. The use of “academic efficacy” to positively affirm and build self-esteem and confidence in scholars, enabling them to become self-motivated, competent, Lifelong Learners.
- e. A clear focus on Dr. Howard Gardner’s work on the multiple intelligences to build and strengthen scholars’ skills to problem-solve and produce products.

- f. Built in “*Being There*” experiences that give scholars the background knowledge, experience, and vocabulary, enabling them to succeed. These “*Being There*” experiences require teachers to do a pre-visit to the sites first, select target vocabulary words, and build the experiences that scholars will be going through when they visit. The purpose of the “*Being There*” experience is to provide scholars a rich, relevant, and meaningful learning experience that connects directly with subject matter teaching and common core standards.
- g. Each grade level selecting a social action project to research, present the information, and/or give back to the community in the manner of monetary donations and information.
- h. Site-based budgeting and control of all state and federal money generated by scholars to achieve the school’s mission and goals.
- i. The equivalent of 88 more days of instruction when compared to scholars attending district elementary schools. This is accomplished by a longer, structured learning day between 8:00 AM and 2:00 PM for kinder and between 8:00 and 5:00 for other scholars. Kindergarten, primary and intermediate scholars would respectively have 82, 96 and 86 more days of instruction.
- j. A 175-day year-round calendar that reduces the long summer break. Scholars attend school four days a week and have three days off.
- k. An average of four hours per week devoted to staff collaboration built into the daily 8:00-5:00 schedule to support staying focused on the mission, the data, and the scholars.
- l. Ongoing professional development/coaching built into the daily 8:00-5:00 schedule and/or throughout the year to support developing *and* practicing teaching skills to achieve the mission.
- m. An hour of teacher preparation time built into the daily 8:00-5:00 schedule to support carrying out the mission.
- n. All staff members serving as at-will employees. Continued employment depends, in part, on an employee’s ability to help scholars grow socially and academically.
- o. An expectation of parents/families to give 20 hours of support annually to the school in a variety of ways including, but not limited to: volunteering in the classroom, chaperoning study trips, coaching soccer, helping with social action projects, and tending the school garden.
- p. Hmong language development component. For speakers of the Hmong language, the program will serve as a Heritage Language Program. For non-speakers of the Hmong language, the program will be a Foreign Language Program. For native Hmong speaking scholars, it takes the form of a heritage language and culture program which is designed to build and strengthen Hmong language skills and cultural understanding. A heritage language learner is defined as an individual raised in a home where a language other than English is spoken and who are, to some degree, bilingual in English and the heritage language (Valdes, G. 2000). Our heritage language approach promotes self-esteem and pride in language and culture, builds confidence in communication skills, and enhances formation of personal and cultural identity. Scholars

feel that their heritage language is valued and important and are motivated to learn and excel. For non-Hmong speaking scholars, our Hmong Language Development program takes the shape of a Foreign Language in Elementary School (FLES) model. It is an approach to language learning that allows non-Hmong scholars to develop basic communicative skills in the Hmong language. Non-Hmong speaking scholars learn Hmong as a second language with the goal that they will become proficient in listening, speaking, reading, and writing within 5-7 years of language learning. Research studies have indicated that the early study of a second language results in cognitive benefits, gains in academic achievement, near native language proficient and increases in self-esteem, creativity, and positive attitudes toward diversity.

- p. Physical activities and Performing Arts which include dance, music, and/or Taekwondo that will teach and build confidence in every scholar, grades 1-6, giving them the ability to perform in front of an audience.
- q. Achievement through Technology (ATT), where each scholar has his or her own technology device (i-Pad for K-2 and laptop for 3-6). Scholars are involved in computer applications or web-based programs to accelerate their learning from 3:30 -5:00, Monday through Thursday. Technology is also incorporated throughout the day to support curriculum and instruction.

### **C. What Can Be Expected at Yav Pem Suab Academy?**

Yav Pem Suab Academy staff and scholars have created a school environment most conducive to nurturing and growing responsible citizens. When a visitor comes onto campus, he or she will notice:

- a. Staff members using common Lifelong Guidelines and LIFESKILLS to consistently build the school culture, a culture of character and values. This language is rooted in the work of Karen Olsen, Sue Pearson, and Susan Kovalik.
- b. Scholars using the Lifelong Guidelines and LIFESKILLS that they've been taught to monitor their own decision-making, choices, and actions.
- c. Academic Efficacy language being used. Such concepts as "Strongside and Weakside" and "Keeping Your Power" help redirect scholars' thinking and putting the responsibility back on them.
- d. Monday morning messages to consistently reinforce the "Think You Can, Work Hard, and Get Smarter" concept. The goals of Monday morning messages are (1) to inspire scholars to think, believe, and achieve to their greatest and (2) to remind scholars of why it's important that they come to school and take ownership of their learning.
- e. Monday morning movements school wide and in the classrooms every Tuesday, Wednesday, and Thursday. Research in body-brain education and action-based learning through the work of Jean Blaydes concludes that movement enhances learning and improves cognition, memory, social skills and behavior, and academic achievement.

- f. Scholars and teachers using movements to enhance learning, such as gestures and Total Physical Response (TPR) activities to help with learning of concepts and/or skills.
- g. Soft music being played in the background during non-direct teaching. Music that is 65 beats or lower helps calm the heart-rate, maintain a healthy learning environment, and increases mental processing.
- h. All scholars and staff members operating in an environment absence of threat. Scholars are able to perform better in a safe and predictable environment with consistency and structure in place. A sense of belonging is created when scholars can come to school, put their trust in the adults, and learn alongside their peers.
- i. All learning environments reflect a healthful, inviting, and comfortable setting providing an immersion area with many resources from which scholars can learn. The enriched learning environment is clutter-free and provides a warm, calm, earth-tone look.
- j. Scholars collaborating and sharing in their “Learning Clubs”. All classrooms are structured where scholars are given multiple opportunities in a given lesson to turn and talk with their Learning Clubs about a particular learning opportunity before sharing with the larger group.
- k. Scholars going on “*Being There*” experiences. We call this “fieldtrips” in the traditional setting, but for Yav Pem Suab Academy, it’s the experience that counts. Intelligence is defined as a function of the experiences that we accumulate.
- l. Scholars learning the Hmong language. To native Hmong speakers, Yav Pem Suab Academy provides a more formal Hmong language learning experience, enabling scholars to strengthen their primary language and at the same time, build their second language. To non-native speakers of the Hmong language, learning a second language provides the experience necessary to appreciate another language and culture. The goal of the Hmong language development program is to enable all scholars the ability to communicate in Hmong orally and in writing with each other.
- m. Scholars learning physical activities and performing arts. All their subjects carefully take into consideration the whole child and the process of performance. Yav Pem Suab Academy moves scholars from whole group to small group to individual development. It is in this manner that scholars are nurtured and groomed to perform in front of the world.
- n. Each scholar having his or her own technology device (i-Pads for every kindergarten through 2<sup>nd</sup> grade and laptops for every 3<sup>rd</sup> through 6<sup>th</sup> grade scholar). Within the day and from 3:30 to 5:00 p.m., scholars use the devices to connect to learning opportunities through technology. Learning and getting smarter occurs in more ways than we know. Technology is a tool that cannot be ignored and left alone.

## II. Our Mission

The mission of YPSA is to grow and nurture underserved scholars to become high-performing individuals through a brain-compatible education. YPSA's vision is to develop Lifelong scholars and LIFESKILLED leaders, enabling them to be productive and responsible contributing members of society.

In order to bring our vision into reality, through our mission, we will:

- *Implement and maximize the use of our common core backwards standards map and provide a learning curriculum that enables all scholars to meet and exceed grade-level standards.*
- *Ensure that all teaching is effective, meets the needs of all scholars, and promotes individual scholar growth through built-in daily and weekly collaboration, prep, and teacher professional development.*
- *Empower all scholars to become thinkers, problem-solvers, and decision-makers through consistently teaching and use of lifelong guidelines, LIFESKILLS, and positive affirmations.*
- *Maximize sensory input through being-there experiences, enabling scholars to develop background knowledge, make connections, and retain learning.*
- *Provide enrichment subjects that teach and inspire language and culture, social, emotional, musical, physical and artistic growth in all children.*
- *Engage in active and open communication, reflecting our commitment to develop and improve scholar achievement.*
- *Reinforce the importance and value of education with parents and community members so they can share the responsibility of bringing about success.*
- *Build a single school climate with consistent use of school wide strategies to be implemented by all staff members.*
- *Support the well-being of scholars, families and staff through schoolwide health and safety practices.*

## III. Affirmation

YPSA is dedicated and committed to fulfill and comply with each of the conditions described in Education Code Section 47605, subdivision (d):

*47605 (d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220.*

*Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.*

*(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.*

*(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.*

#### **IV. Description of the Items Required by the Charter Schools Act**

##### **Education Code Section 47605, subdivision (b), paragraph (5), of the Charter Schools Act**

##### **Element A: The Educational Program**

*(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and Lifelong Learners. (ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Ed. Code 47605(b)(5)(A)*

##### **Overview**

YPSA was approved by the Sacramento City Unified School District Board on March 18, 2010. Since its operation, YPSA has taken its Hmong scholar population and all underserved population and increased the subgroups' academic achievement in a very short time period. For example, in



2011, YPSA took the California Standards Test (CST) and came back with an API of 752. In 2012, the school's API climbed to 806, surpassing the state's target. During the last year of the CST, YPSA scored an API of 800.

About 70% of the scholars that come to YPSA reside within the boundaries of Sacramento City Unified School District. The other 30% are scholars who come to us from neighboring districts such as Twin Rivers, Galt, Elk Grove, and San Juan.

Since our scholars come from different schools and districts, on any particular day, parents can drop off their children at 7:00 am. Once on campus, scholars go directly to the multipurpose room where they can read or sit with their peers until 7:30, when breakfast is ready. At 7:55 am, the 5 minute warning bell rings, and the school's theme song is played over the intercom system. Scholars who are outside line up at their classroom numbers. Once ready, teachers walk their scholars to the classroom doors where teachers greet their scholars individually by name. The song signals the school that scholars have 5 minutes to transition into the classrooms. About ten minutes until 8:00 am, the music ends, and all scholars are inside the classrooms.

Once inside, teachers go over the daily agenda and learning objectives. The scholars participate in 15 – 20 minutes of morning movements to wake up their brains and get their dendrites ready for the day. Instruction in English Language Arts, Math, English Language Development, Social Studies, and Science occur between the hours of 8:00 – 3:00 for first through sixth grade. Kindergarten day ends at 2:00 pm. During the course of the 8:00 -3:00, scholars participate in one hour of either Hmong language development (HLD) or a movement class that includes dance, taekwondo, or physical education. While scholars transition into HLD or Movement, general education teachers receive one hour to prep, plan, and work on curriculum and instruction related tasks.

In light of the long school day, scholars in grades 1 – 6 receive 30 minutes of supper and recess from 3:00 – 3:30. At 3:30, scholars transition into the technology part of the day where first and second grade scholars are involved in using their i-Pads to connect with learning. Third through sixth grade scholars each have their own laptops and connect with learning through web-based learning programs. There is one device per scholar, and learning is truly at the touch of a fingertip. This part of the day is known as Achievement through Technology (ATT). Scholars are dismissed at 5:00 pm.

The educational plan is a means to accomplish the mission of the school. Our mission is to grow and nurture all underserved scholars to become high-performing individuals through a body-brain compatible education. Our vision is to develop Lifelong Learners and LIFESKILLED leaders, enabling them to be productive and responsible contributing members of society. YPSA has continued its mission to educate every child and will only get better with the approval of this charter.

### **An Educated Person for the 21<sup>st</sup> Century**

YPSA scholars are given the foundational skills to become self-motivated, competent, Lifelong Learners, enabling them to be educated individuals in the 21<sup>st</sup> century. Scholars are taught the building blocks of responsible citizenship through the use of Lifelong Guidelines and

LIFESKILLS as embedded in our body-brain approach. In addition, scholars at YPSA, through academic efficacy, use positive habits and language to develop interpersonal and intrapersonal skills which bring out the best qualities in themselves and in other individuals. These skills and qualities, combined with best teaching practices, will enable our scholars to do higher level thinking, deeper level reasoning, and to “Think Beyond the Obvious.”

An educated person must be able to live what it means to be educated. *Education is defined as the process of acquiring knowledge and skills, developing the powers of reasoning and judgment and of preparing oneself and/or others intellectually for mature life.*

Education is a process; it’s a way of life. Acquiring knowledge means that we have to own and/or have possession of our own learning of facts, principles, and strategies. Acquiring the skills means that we have developed, to automaticity, a program of how to do things with what we’ve learned. To develop the powers of reasoning means to bring out our own thinking process of forming judgments and/or conclusions based on known facts. Judgment refers to our ability to listen and make a decision. Preparing oneself and/or others intellectually means to know yourself and others, to listen and understand, and to have high mental capacity. Mature life means to have developed fully in body and in mind.

Our body-brain approach to education will enable all scholars to become competent in critical thinking, collaboration, creativity and communication, which are indicators of scholars prepared for the 21<sup>st</sup> century (Wagner, 2008). Furthermore, an educated person listens, understands, and based on the knowledge and skills acquired, makes the best judgment in the interest of every situation to improve the world.

**How Learning Best Occurs – The Highly Effective Teaching Model**

The cliché “all kids can learn” is incomplete. Instead, kids are “learning all the time.” The real question for educators is “How do we get kids to learn what we want them to learn?” The answer, in part, lies in the body of work created by scholars and researchers during the past 30 years who have examined how the human brain learns. Susan Kovalik is one such scholar. She spent the past 35 years studying and summarizing the literature on human learning. In her book, *Exceeding Expectations: A User’s Guide to Implementing Brain Research in the Classroom* (2005), she concluded that learning best occurs when the following ten elements are present in daily classroom instruction:

**Absence of Threat / Nurturing Reflective Thinking**



Threat, either real or perceived, significantly restricts (or eliminates) the scholars' abilities to engage fully in the learning process. Instructors must orchestrate a safe learning environment free of anxiety, where no threat is present (either real or perceived) and all participants feel safe to share, learn, explore, and exist in a culture of respect. Create an environment filled with meaning to invite thoughtfulness, introspection, and the mental habit of thinking things through.

**Sensory-Rich "Being There" Experiences**



"Being There" experiences are rich in sensory interaction in real-world locations where all 20 senses and mirror neurons can be activated. "Being There" locations anchor curriculum for scholars by illustrating how the concepts and skills appear in real life and how those who work at or visit the location interact with the environment and perform tasks with resources that are available to them.

**Meaningful Content**



Meaningful Content is determined by each learner. It digs deeply into the learner's pool of intrinsic motivation and provides focus for the ever active brain, harnessing attention and channeling effort. When the content of the material being taught is meaningful to learners, it builds conceptual understanding, and can be experienced – thus providing real-life context and engaging scholars in the learning process.

**Enriched Environment**



The learning environment should reflect a healthful, inviting, and comfortable setting providing an immersion area with many resources from which scholars can learn. Special emphasis should be placed on real places, people, and objects to provide real-life context for that learning. The enriched learning environment is body brain-compatible in that it has designated areas for further exploration of material, group work, team projects, reflection, and movement.

**Movement to Enhance Learning**



Current brain research has revealed that the body and mind are a partnership – one cannot be developed without the other. This has confirmed the importance of movement in a learning environment. Movement is critical to every brain function, including memory, emotion, language, and learning. Therefore, movement activates and focuses the body brain systems for optimal learning.

**Choices**



It is clear that all scholars do not learn in the same manner, nor do they have the same interests. Parents know this and so do teachers. In HET classrooms, scholars are given options (Choices) to demonstrate understanding through multiple intelligences, higher level thinking, and personality preferences so that scholars can master required curriculum, explore potential career interests, and acquire the skills to be Lifelong Learners.

**Adequate Time**



It takes time to extract meaningful patterns and it takes time to acquire useful programs. Enough time must be given so each learner can thoroughly explore, understand, and use ideas, information, and skills. One of the greatest gifts a teacher can give the scholar is adequate time to sort through the information, establish the meaning of it all, develop a mental program for using and remembering what is learned, and apply what is learned to his/her own personal life.



**Collaboration**

The use of the word "collaboration" (rather than cooperation) is deliberate. *Merriam-Webster's Dictionary* states: "the act of working jointly with others or together especially on an intellectual endeavor." This means working together toward a common goal – mastery. This leads toward career skills in communication and interaction for solving problems, exploring, and creating when learning or performing.



**Immediate Feedback**

Immediate feedback is a necessary element in the successful learning environment both for pattern-seeking and for program-building (the two steps of the learning process). Receiving feedback that is immediate and ongoing ensures effective first learning by assembling sensory input into understandable components and allowing the correct use of what is understood as well as orchestrating the situation for scholars to explain to others what is learned.



**Mastery (Application)**

The focus must be shifted to what is learned – what the scholar understands and can do with it – rather than on what was taught or covered by the instructor. A focus on Mastery ensures that scholars acquire mental programs (step two of the learning process) to use what is learned in the real-life situations and that such programs get stored in long-term memory.

Biology of Learning:

The Highly Effective Teaching model is based on five principles of learning grounded in brain research. They are:

1. Intelligence is a function of experience.
2. Learning is an inseparable partnership between brain and body.
  - a. Emotion is the gatekeeper to learning and performance.
  - b. Movement enhances learning.
3. There are multiple intelligences or ways of solving problems and/or producing products.
4. Learning is a two-step process:
  - a. Step one: Making meaning through pattern seeking. (Input)
  - b. Step two: Developing a mental program for using what we understand and wiring it into long-term memory. (Output)
5. Personality/temperament impacts learning.

Conceptual Curriculum:

Kovalik’s Highly Effective Teaching model suggests five elements of conceptual curriculum aid in optimal learning:

1. Sensory-rich experiences
2. Organizing concepts

3. Key points
4. Inquiry helps scholar to understand “how” and to incorporate the multiple intelligences and pull from the state and district standards
5. Social/political action

The two guiding questions that help in the development of the conceptual curriculum are:

- a. What do I want my scholar to UNDERSTAND?
- b. What do I want them to DO with what they understand?

Similarly Horacio Sanchez, in his book, *A Brain-Based Approach to Closing the Achievement Gap*, suggested scholars learn best when they come to school and feel safe, feel welcome, and feel that those at school can help them learn. He emphasized the importance of **relationships, relationships, relationships** with adults at school in neutralizing the effect of difficult circumstances in the home environment.

He suggested educators have the power to create a school environment that helps scholars with difficult temperaments become more even-tempered and, thus, better able to learn. Such scholars are often anxious, struggle to establish healthy eating and sleeping habits, slow to adjust to stimuli, sensitive to change, volatile, and impulsive. Sanchez suggests they make up 5-10% of the population, but perhaps more in low-income neighborhoods. All scholars benefit, however, by an environment created in which everyone feels safe, feels accepted, and feels able to learn.

Horacio Sanchez has trained YPSA teachers on the importance of temperament, relationship, and school culture. Furthermore, he has provided our teachers with strategies on how to work with difficult temperament scholars. One key strategy is through relationship building. Scholars must know and feel that they are cared for before they can trust you. Through the work of Horacio Sanchez, YPSA strives to connect with every scholar by making sure that all teachers at each grade level know each scholar at their given grade level. Relationship and trust are built through communication. At YPSA, we take a five-step process:

1. Know the scholar by name
2. Identify the scholar by name and assign one task to him or her
3. Identify the scholar by name and ask one or two questions of him or her
4. Identify the scholar by name and provide one compliment associated with one to two LIFESKILLS.
5. Identify the scholar by name, identify the problem, and problem-solve with the scholar

In addition, Dr. Thomas Armstrong, the executive director of the American Institute for Learning and Human Development, described Kovalik’s model as the closest thing to a unified theory of learning he has seen. He has authored more than a dozen books about human learning and is a colleague of Harvard’s Howard Gardner, the developer of the theory of multiple intelligences. Dr. Armstrong supported YPSA through multiple professional developments on the multiple intelligences and how they play a crucial role in everyday planning and teaching. Through the multiple intelligence trainings, teachers collaborate in grade level teams to plan using the eight multiple intelligence semantic mapping. In this manner, scholars learn a concept in eight different ways. Scholars are able to practice their different “Smarts.” As such, they are more engaged with more learning opportunities. <http://institute4learning.com>

Instead of looking at learning from an individual perspective, another group of researchers studied

how schools organized themselves to produce learning. They generally examined schools at which a high percentage of scholars were successful and then identified common variables. The U.S. Department of Education’s recent study on charter schools, for example, concluded that the following elements were common to schools in their study: leading with a mission and staying mission-driven, strong accountability system, highly collegial culture focused on continuous improvement, supportive school environment, and parents engaged as real, not nominal, partners.

Similarly, Jim Cummins, in his study of Arizona schools that “beat the odds,” found corresponding variables. Given the ethnic and socioeconomic background of the scholar bodies, the schools were not expected to produce as many high-scoring Hispanic/Latino scholars as they did. He found the schools had the following common elements: A clear bottom-line, a focus on individual scholars, ongoing assessments, collaborative solutions, and strong and steady principals.

The effective schools literature revealed a list of similar variables. They included the following: clear and focused mission, time on task, frequent monitoring of scholar progress, safe and orderly environment, strong instructional leadership, climate of high expectations for success, and positive home-school relationships.

In summary, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission-driven, scholar-driven, and data-driven, as summarized in Table 6 below.

Table 6: Common Core Organizational Features Supporting Learning

Feature:	US Dept. of Ed. 8 charter schools	Cummins’ Beat the Odds 12 schools	Effective School literature
Mission	Leading with a mission and staying mission-driven	Clear bottom line focused on each scholar	Clear and focused mission. Time on task
Monitoring progress with data	Strong accountability system	Ongoing assessment	Frequent monitoring of scholar progress
Environment	Supportive school environment		Safe & orderly environment
Leadership		Strong & steady principal	Instructional Leadership
Collaborating to make continuous improvements	Highly collegial culture focused on continuous improvement	Collaborative solutions	Climate of high expectations for success
Parent involvement	Engage parents as real, not nominal, partners		Positive home-school relationships

**The Scholars**

YPSA has been successful in moving towards a school population that is reflective of Sacramento City Unified School District’s population. Teachers and staff members have made many attempts throughout the school year to recruit scholars from all ethnic communities and backgrounds. Furthermore, parents and family members recruited their own families and friends once they saw what type of education their children were getting at YPSA.

YPSA has worked extremely hard towards achieving a racially and ethnically balanced scholar population that would mirror that of SCUSD.

Table 7: Scholar Ethnic Breakdown Compared to SCUSD (2010-2013)

Scholar Ethnic Breakdown	YPSA 2010-11	SCUSD 2010-11	YPSA 2011-12	SCUSD 2011-12	YPSA 2012-13	SCUSD 2012-13
American Indian	1.56%	0.84%	1.15%	1.00%	0	1.00%
Asian Indian	0.78%		0.58%			
Black or African American	7.39%	18.13%	13.26%	17.00%	9.00%	16.00%
Chinese	1.95%	1.03%	1.73%			
Filipino	0.39%	1.30%	0.58%	1.00%		1.00%
Hispanic or Latino	7.00%	35.89%	9.80%	36.00%	11.00%	37.00%
Hmong	77.82%	All Asians 18.43%	68.59%	All Asians 19.00%	70.00%	All Asians 18.00%
Other Asian	3.90%		2.31%		5.00%	
White	1.17%	18.60%	2.02%	19.00%	2.00%	19.00%
English Learners	61.00%	23.00%	60.00%	22.00%	56.00%	21.00%
Free & Reduced Lunch	75.28%	71.00%	76.45%	73.00%	73.40%	68.00%

Source: California Department of Education, DataQuest

Our efforts have resulted in the chart above, and we are working hard to ensure access, equity, and achievement for all scholars.

All scholars who apply, regardless of residency, will be admitted, contingent on available space. When there are more scholars than there are spaces available, which was the case by the end of April for the 2014-2015 school year, a public random drawing (General Lottery) was conducted.

To participate in the general lottery, parents must complete a school enrollment/lottery form at the school for each scholar they wish to enroll. A current utility bill is used to verify the residence of scholars. Scholars who reside in SCUSD are entered in the general lottery twice. This weighted lottery satisfies state law requiring preference be given to scholars who reside in the district in which the charter school is located; separate lotteries for resident and nonresident scholars are not allowed. The school lottery is done at the same time. Drawings are conducted separately for each grade level. Each lottery form is numbered in sequence as it is drawn until all forms are gone. A list is then created and posted for each grade level showing who was drawn first, second, etc.

Parents of scholars on the list are telephoned beginning with the first drawn. Scholars with two entries are listed both times on the list, but are called once. Parents have 48 hours to accept or reject the offer of admission.

Scholars who do not get a seat in the lottery are placed on a waiting list in the order of their drawing. If a scholar does not attend the first day of school, he/she is dropped and the seat is offered to the next person on the waiting list, unless the absence is related to health as verified by a physician.

The following details the school of residence that scholars come from. In district scholars averaged 70% and out of district scholars averaged 30% across the four years of operation.



Table 8: YPSA School of Residence (2010 – 2014)

School of Residence	# of Scholars 2010-11	# of Scholars 2011-12	# of Scholars 2012 - 13	# of Scholars 2013-14
Bret Harte		1		
C. P. Huntington		1	4	
Camellia Basic	1	1		
Caroline Wenzel	4	5	8	6
Cesar Chavez			6	
Clayton B. Wire	3	2		
Earl Warren		1	1	
Edward Kemble	21	19	15	20
Elder Creek	13	14	16	17
Ethel Baker	1	1		3
Ethel Phillips	2	2	1	3
Freeport	23	26		37
Fruit Ridge	3	3	3	
Genevieve Didion	1			
H.W. Harkness	6	6	13	15
Hollywood Park	4	3	6	6
Jedediah Smith		1		
John Bidwell	7	9	11	11
John Cabrillo	3	6	8	13
John Sloat	2	4	3	4
John Still	12	24	57	27
Joseph Bonnheim	2	3	1	
Maple	1	1	2	
Mark Hopkins	3	12	24	22
Mark Twain	1	4	2	2
Martin Luther King	24	35	47	43
Matsuyama	11	22	23	18
Nicholas	5	4	6	7
Oak Ridge	11	8	5	8
Pacific			2	7
Parkway	8	10	11	14
Peter Burnett			1	3
Pony Express	3	8	4	8
Susan B. Anthony	7	9	7	6
Tahoe		2		
Woodbine	3	5	5	7
Out of District	77	96	127	116
<b>Total</b>	<b>262</b>	<b>347</b>	<b>420</b>	<b>427</b>

In or Out of District (2010 – 2011)	Percentage
<b>In District</b>	<b>73%</b>
<b>Out of District</b> 79% EGUSD 14% TRUSD 3% FCUSD 1% GALT	<b>27%</b>

In or Out of District (2011-2012)	Percentage
<b>In District</b>	<b>73%</b>
<b>Out of District</b> 82% EGUSD 6% TRUSD 3% FCUSD 2% GALT 1% WUSD 1% ROBLA 3% NUSD 1% SJUSD	<b>27%</b>

In or Out of District (2012-2013)	Percentage
<b>In District</b>	<b>70%</b>
<b>Out of District</b> 83% EGUSD 9% TRUSD 1% GALT 1% Natomas 1% Robla 1% San Juan 4% Washington	<b>30%</b>

In or Out of District (2013 – 2014)	Percentage
<b>In District</b>	<b>73%</b>
<b>Out of District</b> 82% EGUSD 9% TRUSD 2% FCUSD 1% GALT 1% Natomas 4% Washington 1% San Juan	<b>27%</b>

Table 9: Scholars on Waiting List for 2011 - 2012 (63 Scholars)

Grade Level	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
# of Scholars	15	14	0	6	18	5	5

Table 10: Scholars on Waiting List for 2012 - 2013 (112 Scholars)

Grade Level	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
# of Scholars	27	25	23	5	22	10	

Table 11: Scholars on Waiting List for 2013 – 2014 (123 Scholars)

Grade Level	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
# of Scholars	22	29	24	27	7	7	10

Table 12: Scholars on Waiting List for 2014 - 2015 (114 Scholars)

Grade Level	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
# of Scholars	31	19	18	26	8	11	1

English Language Skills. Of the Hmong scholars enrolled, 88% are English learners. As shown in the table below, the percentage of Hmong EL scholars have remained at a high. Since the majority of the scholars are Hmong, the body-brain education model is ideal in addressing the needs of this subgroup. Accordingly, by focusing on the foundations of the Hmong language and culture piece, Hmong ELs are given the opportunity to learn and excel in subject matter teaching.

Table 13: English Language Learners by Language

Language Name	2010-2011 Percent of Total	2011-2012 Percent of Total	2012-2013 Percent of Total	2013-2014 Percent of Total	2014-2015 Percent of Total
Hmong	94.60%	91.95%	92.11%	90.59%	88%
Spanish	1.30%	4.60%	4.74%	4.95%	7.60%
Russian	1.72%	1.72%		.99%	.80%
Other Non-English Languages	.70%	.57%	1.05%	.99%	.80%
Urdu	.57%	.57%	0.53%	0.50%	0.00%
Mien (Yao)	.70%	0.57%	0.53%	0.50%	0.40%
Vietnamese	0.00%	0.00%	0.53%	0.50%	.40%
Cantonese	0.70%	0.57%	0.53%	.50%	0.80%
Hindi	0.00%	0.00%	0.00%	.50%	.80%

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

Academic Achievement. For years, academically, Hmong scholars have been the lowest performing subgroup of all ethnic subgroups at SCUSD. As a result of attending YPSA, both Hmong and non-Hmong scholars educated through body-brain compatible education, have met the state's API benchmark of 800 and demonstrated gains from 2010 to 2013 as illustrated in the chart below:

Table 14: Growth API, SCUSD Elementary Schools

<b>School for API Growth Sorted by 2013 API Growth Score</b>	<b>2009 API Growth</b>	<b>2010 API Growth</b>	<b>2011 API Growth</b>	<b>2012 API Growth</b>	<b>2013 API Growth</b>
Phoebe A. Hearst	934	940	941	933	940
Crocker Riverside	934	943	931	937	908
Genevieve Didion *	928	938	915	907	902
Camellia	894	900	898	888	891
Aspire Charter	828	825	836	870	860
Pony Express	867	882	862	872	856
St. Hope PS 7 Charter	873	913	911	891	856
Matsuyama	890	875	880	872	853
Theodore Judah	863	852	854	890	849
Sol Aureus College Prep					846
David Lubin	836	844	850	874	845
Golden Empire	862	866	857	849	841
Sutterville	853	864	865	851	841
Edward Kemble Primary	705	735	793	838	835
William Land	791	800	748	805	833
Caleb Greenwood *	845	831	816	815	828
Leonardo Da Vinci *	827	842	832	823	820
Father Keith B Kenny	631	714	747	769	813
CA Montessori Charter	771	856	810	813	811
O. W. Erlewine	833	832	864	835	809
<b>YPSA Charter</b>			<b>752</b>	<b>806</b>	<b>800</b>
James Marshall	783	795	812	813	795
John Bidwell	796	802	822	815	793
Sequoia	844	857	814	822	792
Earl Warren	801	806	824	811	783
Hubert Bancroft	841	834	795	790	782
Isador Cohen	841	843	833	801	778
Cesar Chavez Inter.	730	774	808	808	777
Hollywood Park	773	815	787	795	776
Maple	739	739	709	718	775
Caroline Wenzel	806	792	789	795	774
H W Harkness	699	773	796	786	771
The Language Academy of	714	748	771	792	770

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

Sacramento Charter					
Elder Creek	790	797	822	812	768
Bowling Green Charter	746	765	766	774	763
Alice Birney/John Morse	713	760	751	756	756
Oak Ridge	649	658	740	741	756
Peter Burnett	753	778	748	744	751
Martin Luther King, Jr. *	798	758	753	748	750
Parkway	780	756	765	765	747
John Cabrillo	724	698	712	724	737
Joseph Bonnheim	736	736	733	758	735
Tahoe	755	777	749	754	732
Washington	745	737	771	745	727
Susan B Anthony	718	750	774	742	720
Ethel Phillips	763	781	770	766	717
A M Winn	757	773	760	767	714
Bret Hart	773	747	750	762	712
Mark Twain	753	773	759	710	704
Woodbine	733	731	701	714	703
Clayton B. Wire	720	750	716	727	700
Abraham Lincoln	772	808	771	750	696
Nicholas	765	738	743	724	684
Pacific	728	744	743	700	683
John Sloat	760	765	761	682	679
Collis P. Huntington	695	683	703	700	678
Mark Hopkins	726	740	717	673	678
Ethel I Baker	704	708	709	691	654
Fruit Ridge	676	689	698	701	646
John Still	688	692	699	723	645
Leataata Floyd (former Jedidiah Smith)	661	665	695	668	578
Freeport	701	656	666	689	

Pink = Bottom 10 that year
  Green = Top 10 that year

The data can be disaggregated by subgroups. As depicted below, there is an increase in scholar enrollment in each subgroup from year one to the next. For example, English Learners grew from 104 in 2011 to 150 in 2013. However, when we study the data, we come to a conclusion that in year one, YPSA received an API of 750 compared to that of the district (759) and that of the state (778). Only two subgroups (Socioeconomically Disadvantaged and English Learners) outperformed the district and the state.

Table 15: YPSA 2011 School Accountability Report Card (SARC)

	Group	School	District	State
All Scholars at School	Scholars	150	31,839	4,683,676
	API – G	750	759	778
Black or African American	Scholars	10	4,980	317,856
	API – G		683	696
American Indian or Alaska Native	Scholars	-	281	33,774
	API – G		700	733
Asian	Scholars	121	6,178	398,869
	API – G	771	805	898
Filipino	Scholars	-	345	123,245
	API – G		840	859
Hispanic or Latino	Scholars	12	11,561	2,406,749
	API – G	652	723	729
Native Hawaiian or Pacific Islander	Scholars	-	522	26,953
	API – G		714	764
White	Scholars	1	6,122	1,258,831
	API – G		830	845
Two or More Races	Scholars	6	1,779	76,766
	API – G		809	836
Socioeconomically Disadvantaged	Scholars	116	23,412	2,731,843
	API – G	737	727	726
English Learners	Scholars	104	11,210	1,521,844
	API – G	765	723	707
Scholars with Disabilities	Scholars	11	3,919	521,815
	API - G	528	577	595

Table 16: YPSA 2012 SARC

	Group	School	District	State
All Scholars at School	Scholars	205	31,393	4,664,264
	API – G	806	758	788
Black or African American	Scholars	21	4,946	313,201
	API – G	772	690	710
American Indian or Alaska Native	Scholars	-	258	31,606
	API – G		712	742
Asian	Scholars	157	5,980	404,670
	API – G	818	815	905
Filipino	Scholars	-	368	124,824
	API – G		850	869
Hispanic or Latino	Scholars	16	11,507	2,425,230
	API – G	788	730	740
Native Hawaiian or Pacific Islander	Scholars	-	534	26,563
	API – G		724	775
White	Scholars	3	6,171	1,221,860
	API – G		840	853
Two or More Races	Scholars	8	1,597	88,428
	API – G		820	849
Socioeconomically Disadvantaged	Scholars	170	23,735	2,779,680
	API – G	796	738	737
English Learners	Scholars	123	11,147	1,530,297
	API – G	812	739	716
Scholars with Disabilities	Scholars	24	3,983	530,935
	API - G	633	588	607

In one year’s time, through body-brain education, YPSA surpassed the district and the state in all subgroups but one. This data strongly demonstrates that YPSA is effective in meeting the academic needs of all subgroups and beginning to realize its vision and mission

Table 17: YPSA 2013 SARC

	Group	School	District	State
All Scholars at School	Scholars	272	31,030	4,655,989
	API - G	800	760	790
Black or African American	Scholars	26	4,853	296,463
	API - G	790	677	708
American Indian or Alaska Native	Scholars	-	246	30,394
	API - G		684	743
Asian	Scholars	205	5,794	406,527
	API - G	807	809	906
Filipino	Scholars	-	379	121,054
	API - G		834	867
Hispanic or Latino	Scholars	29	11,564	2,438,951
	API - G	760	728	744
Native Hawaiian or Pacific Islander	Scholars	-	550	25,351
	API - G		722	774
White	Scholars	5	6,095	1,200,127
	API - G		831	853
Two or More Races	Scholars	7	1,543	125,025
	API - G		808	824
Socioeconomically Disadvantaged	Scholars	199	22,778	2,774,640
	API - G	777	731	743
English Learners	Scholars	150	9,376	1,482,316
	API - G	803	709	721
Scholars with Disabilities	Scholars	28	4,346	527,476
	API - G	658	599	615

The same can be said about the subgroups in 2013: all significant subgroups outperformed all subgroups in the district and in the state with an exception of one (Asian). The Asian group, when disaggregated, we find the following according to language categories:

Table 18: YPSA Scholars Sorted by Grade Level and Language (2013-2014)

<b>Language Name</b>	<b>Kinder</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Total</b>	<b>Percent of Total</b>
Hmong	24	33	22	34	34	19	17	183	90.59%
Spanish	1	0	2	4	2	1	0	10	4.95%
Russian	2	0	0	0	0	0	0	2	0.99%
Other non-English languages	0	0	1	0	1	0	0	2	0.99%
Urdu	0	0	0	0	0	1	0	1	0.50%
Mien (Yao)	0	0	0	0	1	0	0	1	0.50%
Vietnamese	0	1	0	0	0	0	0	1	0.50%
Cantonese	1	0	0	0	0	0	0	1	0.50%
Hindi	1	0	0	0	0	0	0	1	0.25%

As shown in Table 18, there are 202 EL scholars. This table indicates that more than 90% of all English learners are Hmong, one of the lowest performing subgroups in the district. Hmong scholars are primarily visual, tactile-kinesthetic, field dependent learners. The traditional American educational system is primarily delivered through modalities that are overwhelmingly auditory, verbal-linguistic, logical-mathematical and field independent. Field-independent learners thrive in independent instructional settings, while field-dependent learners acquire knowledge most effectively in a social or group setting. Hmong scholars are not the only scholars who are more visual and tactile-kinesthetic learners.

**What we want scholars to know**

As a result of studying at the Yav Pem Suab Academy, scholars will master common core standards in English Language Arts (ELA), Math, Science, Social Studies, Physical Activities, and Visual & Performing Arts. In addition, they will be able to use the Hmong language as a medium of communication. In the course of learning the Hmong language, scholars will better understand the Hmong language and culture to develop a respect of all languages and cultures. Finally, scholars will learn and use a set of social skills listed below to help them make good decisions. The Lifelong Guidelines and LIFESKILLS are an essential part of every success in school and in life. It is a part of educating children to think, act, and behave in ways that are globally acceptable. Teaching the LIFESKILLS enables children to learn and practice skills leading them to becoming responsible citizens.



**Lifelong Guidelines**

<b>Trustworthiness</b>	To act in a manner that makes one worthy of trust and confidence
<b>Truthfulness</b>	To act with personal responsibility and mental accountability
<b>Active Listening</b>	To listen with the intention of understanding what the speaker means to communicate
<b>No Put Downs</b>	To never use words, actions, and/or body language that degrade, humiliate, or dishonor others
<b>Personal Best</b>	To do one’s best given the circumstances and available resources.

**LIFESKILLS**

<b>CARING</b>	To feel and show concern for others
<b>COMMON SENSE</b>	To use good judgment
<b>COOPERATION</b>	To work together toward a common goal or purpose
<b>COURAGE</b>	To act according to one’s beliefs despite fear of adverse consequences
<b>CREATIVITY</b>	To generate ideas; To create something original or redesign through imaginative skill
<b>CURIOSITY</b>	A desire to investigate and seek understanding of one’s world
<b>EFFORT</b>	To do your best
<b>FLEXIBILITY</b>	To be willing to alter plans when necessary
<b>FRIENDSHIP</b>	To make and keep a friend through mutual trust and caring
<b>INITIATIVE</b>	To do something, of one’s own free will, because it needs to be done
<b>INTEGRITY</b>	To act according to a sense of what’s right and wrong
<b>ORGANIZATION</b>	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use
<b>PATIENCE</b>	To wait calmly for someone or something
<b>PERSEVERANCE</b>	To keep at it
<b>PRIDE</b>	Satisfaction from doing one’s personal best
<b>PROBLEM SOLVING</b>	To create solutions to difficult situations and everyday problems
<b>RESOURCEFULNESS</b>	To respond to challenges and opportunities in innovative and creative ways
<b>RESPONSIBILITY</b>	To respond when appropriate; to be accountable for one’s actions
<b>SENSE OF HUMOR</b>	To laugh and be playful without harming others

**Goals and strategies to get scholars to learn what we want**

The work at the Yav Pem Suab Academy will continue to be guided by three goals and by the strategies that support each goal. The goals are:

1. Enable scholars to become self-motivated, competent, and Lifelong Learners.
2. Enable scholars to make good decisions.
3. Be ranked among the district’s high performing schools as measured by the California Assessment of Student Performance and Progress (CAASPP).

## Local Control Accountability Plan

### 1. Background

AB97 became a law in 2013. It requires a Local Control Accountability Plan (LCAP) for charter schools. The plan must be included with the charter, however it is separate from the charter. If the plan was part of the charter, updates to the plan might be considered a material revision of the charter. All schools are required to use the template adopted by the State Board of Education in February 2014.

Development of the LCAP requires charter schools to consult with teachers, the principal, other school personnel, parents, and scholars. The LCAP will be updated every year by July 1<sup>st</sup> beginning July 1, 2015. The California Charter Schools Association (CCSA) and the Charter Schools Development Center (CSDC) will be consulted. YPSA is a member of both organizations.

### 2. LCAP Priorities

AB97 identifies eight state priorities required for all public schools, including charter schools. The eight priorities are intended to represent key variables in effective schools. They are described in Table 2. All schools are required to develop annual goals and actions for each priority.

#### The Eight State Priorities

1. The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.
2. Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.
3. Parental involvement, including efforts the school makes to seek parent input in making decisions for the school including how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.
4. Pupil achievement, as measured by all of the following, as applicable:
  - (A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.
  - (B) The Academic Performance Index, as described in Section 52052.
  - (C) The percentage of English learner pupils who make progress toward English

proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(D) The English learner reclassification rate.

5. Pupil engagement, as measured by all of the following, as applicable:
  - (A) School attendance rates.
  - (B) Chronic absenteeism rates.
  
6. School climate, as measured by all of the following, as applicable:
  - (A) Pupil suspension rates.
  - (B) Pupil expulsion rates.
  - (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
  
7. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03. (Section 51210 describes subjects for grades 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)
  
8. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Section 51210 describes subjects for grade 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)

### 3. LCAP Goals

Charter schools are required to describe annual goals for all pupils and each numerically significant subgroup to be achieved in each priority. Goals may address more than one of the state priorities. YPSA's LCAP is included in appendix C. The goals in the LCAP mirror the goals of the charter petition.

#### **Organizing Instruction for Mastery Teaching and Mastery Learning**

Mastery teaching is evident when every scholar makes meaning of what is being taught and develops a pattern to connect the information, demonstrate their learning by teaching others, and retain the information in the long term.

Step 1. Creating a Backward Standards Map (BSM) is the first step in creating an effective common core-based program that leads to scholar mastery of the subject matter taught. The map focuses on conceptual teaching so scholars are able to make daily connections between content and skills. It encourages teachers to plan ahead for "*Being There*" experiences (e.g., study trips), guest speakers, social action projects, and more.

The BSM becomes the yearlong pacing guide for the teacher and class. The map is an intentional and deliberate teaching strategy to assist the brain in pattern seeking. When scholars are able to develop a pattern for what is being taught, they are able to commit the information to long-term memory. This increases the quality of instruction by eliminating the need to re-teach standards.

Teachers at each grade level work together to create a single BSM for the grade level. The BSM is an essential guide for demonstrating a clear understanding of and planning for teaching the grade-level common core standards developed by the California Department of Education. It allows teachers to plan ahead and find proper materials to help scholars engage in meaningful learning. A fourth grade BSM is provided in Appendix B for reference.

To complete a high-quality BSM, the teachers hired at Yav Pem Suab Academy must know the common core standards and have experience working with them. They must also have strong interpersonal skills to collaborate effectively with colleagues while developing a BSM.

Step 2. Teaching and re-teaching strategically is the second step in the mastery teaching process. It involves teaching, checking for understanding, re-teaching, and collaborating with colleagues. This feedback must be instantaneous to children and continuous to help the brain build proper patterns for the information. As teachers teach their scholars, it is important they check whether scholars "get it." Checking for understanding must be built into the lesson. If some scholars do not "get it," then the teacher must re-teach the skill immediately. Continual practice doing the skill incorrectly will build faulty patterns for the brain. Re-teaching means presenting the information in a new way and giving the scholar adequate time and exposure to master the skill.

If a scholar does not demonstrate mastery after re-teaching, then his/her work is brought to the collaboration meeting with the other two grade-level teammates. At the meeting, the scholars' work is examined and the teammates make inquiries as to why the scholar did not "get it." Strategies for re-teaching are identified and if the teacher is unfamiliar with the strategy, he/she

has an opportunity during his/her professional development time to practice it and get coached on the strategy.

Teachers are expected and required to use best teaching practices. Brain-compatible strategies, including differentiation, planning with learning modalities in mind, building relationships, and thorough understanding of developmentally appropriate practices work well with all categories of scholars including English learners, scholars with 504 plans, and gifted/talented scholars. Their needs will be addressed during the core instructional day in homogenous standards-based workshop groups for focused teaching and heterogeneous groups for application opportunities. The 20:1 class size allows teachers to manage the classroom for whole class direct instruction and small group instruction.

In addition, YPSA teachers will customize instruction as needed for each scholar to successfully grasp the content taught in class. These accommodations may include, but are not limited to highlighted textbooks, extended time on tests or assignments, peer assistance with note taking, frequent feedback, computer and iPad aided instruction, enlarged print, positive reinforcements, behavior intervention plans, rearranging class schedules, visual aids, preferred seating assignments, taping lectures, oral tests, individual contracts.

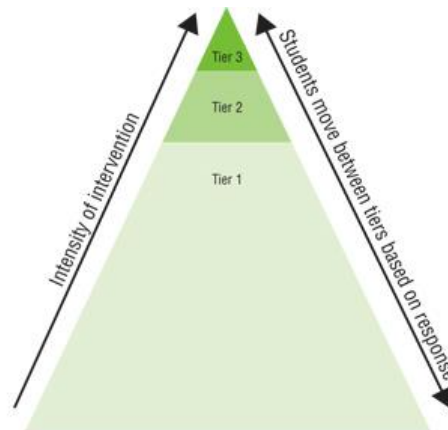
### **Special Education**

YPSA is committed to working with SCUSD to ensure each scholar's special education needs are being met as outlined in his/her Individualized Educational Program (IEP) and in accordance with applicable laws and with SCUSD policies and practices regarding scholars with special needs. YPSA will work with SCUSD staff to provide any required special education services to pupils and to identify and refer scholars as needed for such services using SCUSD protocols. YPSA is committed to securing such services as may be required by the IEP or in compliance with other laws governing scholars with disabilities, including Section 504 of the Rehabilitation Act. To the extent possible, services will be provided in a full-inclusion setting.

YPSA 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 YPSA operates as an arm of the district for special education purposes, YPSA shall pay to the district an amount of funding per ADA equal to the amount 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 scholars with exceptional needs who attend YPSA are provided a free and appropriate education in accordance with each scholar's IEP. Unless otherwise agreed upon between YPSA and SCUSD, YPSA will be solely responsible for compliance with Section 504.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) mandated a multi-level prevention system in general education programs to maximize scholar achievement and to reduce behavior problems. Response to Intervention (RTI) was a recommended option. In the SCUSD Special Education Local Area Plan (SELPA), schools use RTI as the multi-level prevention system. The RTI process can also help schools evaluate their procedures and structures *“to ensure that scholars receive instruction and supports that are culturally and linguistically responsive to their scholars' needs.”*- SCUSD Response to Intervention (RTI) Manual.

The YPSA mastery process described above is in synch with the RTI approach adopted by the SCUSD SELPA. The RTI approach has three tiers and is part of the general education program. The RTI approach reminds the petitioners to take a holistic view at how scholars learn and to take into consideration personal factors (e.g., medical problems, inadequate nutrition, difficult temperament and adjustment problems) and environmental conditions (e.g., school and peers, family, and neighborhood) when organizing meaningful and engaging curriculum and instruction for scholars.



**Tier 1** represents the core instructional program all scholars receive. At least 80% of scholars experience success with the instruction provided. Anything less suggests the curriculum and/or instruction is not working. In Tier 1, instruction is differentiated and personalized as much as possible to produce high results for all scholars. Use of study trips at the beginning of a unit, for example, increases exposure and creates prior knowledge for instruction in class. A structured and nurturing school wide environment, as another example, lowers the affective filter and creates a sense of safety and belonging that is a prerequisite for learning by all scholars.

As indicated above in the YPSA mastery model, scholar work is examined each day by the grade-level team and principal during the three-hour professional block set aside for full-time teachers. Scholar progress is monitored against common core standards. Based on scholar work, the team can determine if progress is being made. If not, the team identifies evidenced-based practices that work. These practices come from a variety of sources, including team members, other site staff, SELPA staff, the research literature, resources found on the Web (e.g., TeacherTube, YouTube, ProjectGlad.com, CDE website), and from consultants.

The RTI process calls for YPSA teachers to look at how scholars learn and then adapt curriculum and instruction to help scholars be successful. When scholars are successful, teachers are successful. If the lack of learning is due to poor instruction, YPSA teachers will take the initiative to identify evidenced-based practices that work, then they will rehearse using the practice before applying it in class. The daily examination of scholar work by each grade-level team is essentially a daily SST, aka, Scholar Study Team. The RTI process also encourages accurately identifying barriers to learning and reducing the dramatic increase in misdiagnoses over the last 20 years

reported by Howard Adelman and Linda Taylor in their 2010 book titled *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (2010).

As described above, creating a positive and supportive school wide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tier 1, as well as in Tiers 2 and 3. In the YPSA environment, scholars and staff will feel they belong, and that they can participate and learn. Adelman and Taylor remind us that “(1) *the behavior, learning, and emotional problems experienced by most youngsters stem from sociocultural and emotional factors not from psychopathology, and (2) such problems often can be countered through promotion of social and emotional development and preventive interventions.*”

**Tier 2** represents a smaller group of scholars who may require additional help to be successful in Tier 1. This tier represents 10-15% of scholars. The supplemental interventions are 8 to 12 weeks in duration and are in addition to the core instruction. The interventions take place in small groups. An after-school or lunch-time tutoring group, for example, may be formed at the beginning of the school year in August to help 4<sup>th</sup> graders master multiplication so they can be prepared to learn and understand long division when it is introduced at the end of September. Or a support group may be formed to deal with anger management and may last two to three months. The group might be facilitated by the school nurse or by a part-time retired school counselor.

**Tier 3** represents an even smaller group of scholars who need more intensive, often, one-on-one interventions to achieve the same goals as other scholars in Tier 1. This tier represents 5-10% of scholars.

If interventions at all three tiers prove ineffective and if poor teaching can be ruled out, then the next step is to determine if a particular scholar qualifies for Special Education services. If done well, the RTI process can be more efficient and accurate than the deficiency model used in the past to identify scholars for Special Education services.

### **Pre-SST Process / Scholar Interventions**

To stay consistent with the RTI model, there are three levels or tiers of intervention that YPSA scholars go through before an SST is initiated. The following will give teachers a breakdown of what is expected to be done at each level:

#### **Tier 1**

##### Team Members

Core Teacher, Grade Level Teachers, Parent, Scholar

- Each scholar has an Individual Learning Plan (ILP) with specific data (BPST, CELDT, Benchmark Assessments, CST, Guided Reading Level, Writing Rubric Level, Other).
- ILPs are developed thoroughly discussed with parents and scholar after all initial assessments have been administered.
- The goals identified in the ILP are discussed with parent and scholar.
- The scholar’s goals and progress are discussed with the parent on a monthly basis.

- Scholars work and data are brought to and shared during the grade level collaboration. Collaboration is based on the Data, Feedback, and Strategy (DFS) model.
- The scholar's ILP is updated on the Shared Drive quarterly.

**Tier 2 (All of Tier 1, Plus the following)**

Team Members

Core Teacher, Grade Level Teachers, Parent, Scholar, Principal, Nurse

- Intervention plans include the scholar being in a small group (less than 5) during School-wide Intervention and/or Workshop.
- The scholar's goals and progress are monitored and discussed with the parent, Principal, and Nurse on a monthly basis.
- The scholar's ILP is updated on the Shared Drive every month.

**Tier 3 (All of Tier1, 2, Plus the following)**

Team Members

Core Teacher, Grade Level Teachers, Parent, Scholar, Principal, Nurse

- Intervention plans are one-to-one, during School-wide Intervention and/or Workshop.
- The scholar's goals and progress are monitored and discussed with the parent, grade level Team, Principal, and/or Nurse every other week.

After Tier 3, if the interventions prove ineffective and if poor teaching can be ruled out, the next step is to determine if a particular scholar has a greater need for additional services and/or interventions. At this time, any members of the team at Tier 3 can initiate an SST referral. The SST referral is then turned into the nurse for scheduling.



<u>Procedures</u>	<u>Tier 1</u>	<u>Tier 2</u>	<u>Tier 3</u>
1. Each scholar has an ILP with specific data	X	X	X
2. ILPs are developed thoroughly with goals, intervention strategies, and discussed with scholar and parents	X	X	X
3. Intervention plans include:	Teacher differentiation. Parent support with specific tasks.	Small group of less than 5 during school-wide intervention and/or workshop.	One-on-one during school-wide intervention and/or workshop.
4. Scholar's work and data are brought to and shared during the grade level collaboration. Collaboration is based on the Data, Feedback, Strategy (DFS) model	X	X	X
5. Scholar goals and progress are monitored and discussed With:	Parents on a monthly basis.	Parent, Principal, Nurse monthly.	Parent, Grade Level Team, Principal, and Nurse every other week.
6. Scholar's ILP is updated on the Shared Drive	Quarterly	Monthly	Monthly

After Tier 3 interventions have not proven to work, the teacher will need to submit an SST Referral to Nurse Maisie. She will then make arrangements with all parties and set up an initial SST meeting.

## SST Team Members

Core Teacher, Standing Teacher, Enrichment Teacher(s), Parent, Nurse, Principal,  
(Psychologist, Speech Therapist, RSP Teacher)

The following items are brought to the SST for discussion and decision-making:

- The scholar's ILP.
- The scholar's work samples.
- Attendance and Behavior data.
- Pre-SST documents
- Health Assessments, including vision and hearing.

A sample Individual Learning Plan (ILP) is included in the Appendix for reference.

## **English language learners**

At the time of enrollment, the parent/guardian completes a scholar registration form which includes a Home Language Survey (HLS) section. If all the responses to questions 1 – 4 is “English,” the child is classified English-only (EO). If any of the responses to questions 1, 2, and/or 3 is a language other than English, within 30 instructional days, the school will assess the child using the (California English Language Development Test) CELDT to determine the child's level of English language proficiency. Knowing a child's English language proficiency in Listening, Speaking, Writing, and Reading will give teachers the necessary information to plan for appropriate instruction. If the response to question 4 is the only response indicating a language other than English, the child is to be classified as EO.

The completed registration form is to be placed in the scholar's cumulative file, and the school is to enter the home language into the electronic scholar information system (currently Infinite Campus).

A scholar in grades K - 2 who scores at the Early Advanced or Advanced level and whose scores in listening and speaking are at the Intermediate level or higher is to be classified as *Initial Fluent-English Proficient (I-FEP)*. Any new scholar in grades 3 – 12 whose overall score is Early Advanced or Advanced and whose scores in all tested areas are at or above the Intermediate level is classified as I-FEP as well.

English learners who scored at the Intermediate level or lower are considered Limited English Proficient (LEP), and will be placed in classrooms where teachers use a combination of the natural approach, body-brain compatible education, and Project GLAD to plan for and facilitate learning.

Forty-seven percent (47%) of the scholars enrolled at Yav Pem Suab Academy are English Learners at various levels of proficiency as reflected by their CELDT scores. We recognize becoming fluent in a second language takes many years. Research on first and second language acquisition suggests that it take five to seven years to achieve language proficiency. We, at YPSA, intend to accelerate learning with our brain-compatible approach.

Body-brain compatibility works with our English Learners! It has demonstrated success at YPSA where during the last three years of API, the school's English Learner subgroup outperformed both the district and the state as illustrated in the table below.

Table 19: English Learners API Comparison

School Year	YPSA	SCUSD	State
2011-12	765	723	707
2012-13	812	739	716
2013-14	803	709	721

**Body-brain Compatible Education and English Learners**

Research in body-brain education indicates that more than 80% of a scholar’ reading success in school is correlated to and depends on his or her background knowledge, experience, and vocabulary. Thus, in body-brain education, intelligence is a function of experience.

The first principal of body-brain education is *Intelligence is a Function of Experience*. Scholars at Yav Pem Suab Academy go to being-there experience to build their background knowledge, experience, and vocabulary. Every year, school wide, Yav Pem Suab Academy sponsors 30 – 40 studytrips to provide scholars with being-there experiences. In body-brain education, we know that there are 19 body-brain senses that support learning and retention of concepts.

Sense	Kind of Input	Examples of Sensory Input
Sight	Visible light	Reflections dancing on the water; darting minnows, telephones, etc.
Hearing	Vibrations from the air	Laughter, rocks clashing, people take, water splashing, etc.
Touch	Tactile contact	Bare feet touch cold water, shaking another’s hand
Taste	Chemical molecular	Taste of ice cream on the tongue
Smell	Olfactory molecular	Freshly cut grass, breathe mint
Balance	Kinesthetic geotropic	Moving rocks with hands, keeping balance
Vestibular	Repetitious movement	Re-arranging rocks and shoveling mud
Temperature	Molecular motion	Warm summer day
Pain	Nociception	A needle poking the skin
Eidetic imagery	Neuroelectrical image retention	Vivid picture of a scene and its details
Magnetic	Ferromagnetic orientation	The location of the creek – south of the family home
Infrared	Long electromagnetic waves	The warmth and power of the sun’s rays
Ultraviolet	Short electromagnetic waves	The warmth and power of the sun’s rays
Ionic	Airborne ionic charge	The refreshing feeling from being around water
Vomeranasal	Pheromonic sensing	Primal sense of smell – body odor, sweat, rotting vegetables
Proximal	Physical closeness	Shoulder to shoulder with a friend
Sense	Kind of Input	Examples of Sensory Input

Electrical	Surface charge	Static electricity
Barometric	Atmospheric pressure	The changing winds blowing
Geogravimetric	Sensing mass differences	Density of material

When teachers are planning, they plan with instructional strategies that maximize sensory input focusing on the concepts and skills to be taught. These senses are categorized into six sensory input categories: Being-there, immersion, hands-on (the real things), hands-on (representational items), second hand, and symbolic.

Being-there experiences, when planned accordingly can connect to all 19 body-brain senses. When all 19 senses are activated, electrical and chemical activity in the brain is maximized because input is rich, meaningful, varied, and plentiful.

Before scholars go on studytrips, teachers do pre-visits to the sites to plan the vocabulary words that scholars will be learning, the activities that scholars will be doing, and the learning experiences that scholars will be going through. Studytrips for being-there experiences are best planned for the beginning of a unit before scholars start learning a new concept or theme. When carefully planned, being-there experiences provide the most meaningful, relevant, rich, and unforgettable learning experience for every child.

Since being-there experiences are a part of the school’s curriculum, all studytrips are free of charge to scholars and they are expected to participate just as much in these learning trips as they are expected to participate and learn from a book.

The second sensory input, immersion, replicates the real work context of the being-there experience. For example, if scholars are learning about vernal pools and ponds, they can replicate a smaller version of a pond inside the classroom. Scholars and their teachers can create the pond with as many real vernal pool critters and plants as possible to mirror the outdoor vernal pools and/or ponds. The immersion environment provides input for 13 out of the 19 senses.

Hands-on of the real thing provides input through scholars examining real world items or things. Some examples are frogs, caterpillars, different types of phones, etc. These items can be easily handled and examined closely by the scholars. Hands-on the real thing connects to 9 out of the 19 senses.

Hands-on of representational items provide input to 4 of the 19 senses. These include things like plastic items such as frogs, fruits, and vegetables.

Second hand and symbolic inputs provide input to 2-3 senses, making them the least effective. However, traditional classrooms use second hand and symbolic input strategies the most. For example, if a teacher teaches about streams and rivers, and he/she decides to read a story without any pictures and asks that scholars participate by listening to the story, they will only be using their sense of hearing to connect with the story.

At Yav Pem Suab Academy, learning has a look. Scholars participate in being-there experiences and studytrips every month. Learning is maximized by making sure that the experiences we provide connect to as many senses as possible. This makes learning unforgettable.

The use of being-there experiences is not only good for English Learners, it is good with all learners. Scholars are most curious when they are young, and it is their curiosity that opens up new learning opportunities.

Learning is an inseparable partnership between the brain and body. This is the second principle of body-brain education. New concepts that are learned are attached to some type of movement and/or gesture. Teachers use hand and body movements to enhance learning of information and concepts. This principle is directly related to Jim Cummins' book on Total Physical Response (TPR). The strategy of TPR provides sensory motor experience that focus scholar learning on the task at hand. Teachers at Yav Pem Suab Academy teach new vocabulary and concepts through the use of movements. We have found that recall of information works better when it is associated to a movement.

Just as equally important, scholars at Yav Pem Suab Academy participate in daily morning movement or brain gym. Scholars start off with a five minute warm up, which leads into a five minute more intense dance or movement activity. Then, they end their brain gym with a five minute cool down. This wakes their body and brain up and prepares them for optimal learning. There is research through the work of Jean Blaydes and action-based learning that heavily supports this concept being used at Yav Pem Suab Academy.

The third principle of body-brain compatible education is that there are multiple intelligences. Our teachers received professional development and training from Dr. Thomas Armstrong, who's published many books on neurodiversity and multiple intelligences. We plan with the eight multiple smarts in mind, making sure that a concept is learned in multiple ways. Teachers do this through building activities that promote people smart, self-smart, art smart, body smart, music smart, nature smart, word smart, and logic smart. When teachers teach the same concept in different smarts, scholars are able to pick up the concept after learning the concept through the different smarts.

By combining the natural approach and action-based learning with the brain-compatible education, teachers at Yav Pem Suab Academy create lessons in which English Learners are thoroughly engaged throughout the day in learning English as a second language and in learning common core standards. Depending on a scholar's zone of development, his/her primary language may be used to explain concepts.

We recognize English Learners will be at different levels as determined by the CELDT. We also recognize natural development stages in learning a language: listening, speaking, reading, and writing. Teachers will take this into consideration as they create lessons to help their scholars reach common core standards in English Language Development, English Language Arts, Math, Social Studies, Science, Physical Activities, and Visual & Performing Arts.

YPSA teachers also scaffold instruction and use strategies learned from Project Guided Language Acquisition Design (GLAD). Trainers of GLAD has incorporated the collective research and knowledge of Stephen Krashen, Tracey Terrell, Jim Cummins, Lev Vygotsky, Paulo Freire, Spencer Kagan, Michael Long, Paul Berman, and William Rutherford. Teachers at Yav Pem Suab Academy participate in GLAD training to understand and implement the strategies to lowering the “Affective filter” and engaging scholars in learning through a natural order.

Project GLAD provides teachers with more than 60 strategies that can be easily used following the training. Teachers can mirror the strategies after going through the theories and lesson demonstrations. During teacher collaboration and prep, teachers design and create materials that are GLAD specific to engage scholars in their learning. Careful attention is given to scholars of English Learner, and questions are developed to guide scholars towards academic language proficiency. Anchor charts and pictorials are used throughout the school to support good first teaching of concepts, and many GLAD strategies can be observed throughout the school.

Language learning occurs all day, whether in math, science, or reading. All the strategies used in classrooms provide the necessary language support to build scholars’ language competencies and abilities. Opportunities are created to give children time to practice with each other and share. We learn something best when we are able to teach it to somebody else. Thus, scholars are provided multiple opportunities to share and teach others through different modalities and strategies.

The brain-compatible approach we will use at Yav Pem Suab Academy is consistent with the natural approach to second language acquisition advanced by Stephen Krashen ([www.sk.com.br/sk-krash.html](http://www.sk.com.br/sk-krash.html)). The key is comprehensible and meaningful input, as described by Krashen in his *i+1* or Input Hypothesis, received in a safe learning environment where one lowers his/her affective filter. His theory has its roots in Vygotsky’s concept of the Zone of Proximal Development (ZPD). An individual’s Zone is just a bit beyond what he/she already knows or can do alone. It is in this zone that scholars learn best. Thus, the instruction and curriculum in the Zone is not too hard, not too easy, but just right.

*"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that scholars really want to hear. These methods do not force early production in the second language, but allow scholars to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." - Stephen Krashen*

*"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." - Stephen Krashen*

Earlier, we shared Susan Kovalik’s conclusion that learning best occurs when the following nine elements are present: Enriched Environment, Movement, Absence of Threat, Meaningful Content, Adequate Time, Immediate Feedback, Choices, Collaboration, Being-there Experience, and Mastery. At Yav Pem Suab Academy, we create an environment that shows Absence of Threat. This allows for all adults and scholars to feel that they belong here and that they are important.

All ten elements provide the roots to a well-balanced education for all scholars, especially those of English learners.

We also recognize the difference between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), a distinction made by Jim Cummins. He pointed out, *“Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language. Failure to take account of the BICS/CALP (conversational/academic) distinction has resulted in discriminatory psychological assessment of bilingual scholars and premature exit from language support programs (e.g. bilingual education in the United States) into mainstream classes.”* [www.iteachilearn.com/cummins/bicscalp.html](http://www.iteachilearn.com/cummins/bicscalp.html).

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CELDT, 2) score proficient or advanced on the English language arts portion of the CST, 3) are identified by their teachers as fluent, and 4) show authentic fluency with a product developed in class. These products are usually found in the scholar portfolios. The portfolios are described in the *“Measureable Pupil Outcomes”* and the *“Method by Which Pupil Progress is Measured”* sections of this petition. Credentialed teachers from high performing schools with a majority of English-only speakers should not be able to determine whether the product was created by a native English speaker at the same grade level or by a re-classified scholar. Re-classified scholars will be monitored on the above criteria for two years to be sure they do not need additional support.

Jo Gusman, one of our professional development trainers, was a pioneer in creating the first Brain-Based ELD programs, curriculum, instructional frameworks and processes specifically designed for refugee, immigrant, American born English language learners, and emerging bilingual scholars. Jo Gusman is the creator of the **Foundation-Frameworks-Tools Model**® created specifically for designing and monitoring language and literacy programs for culturally and linguistically diverse scholars. Presently, Jo Gusman provides support to YPSA teachers through monthly professional development and teacher trainings. Teachers learn about differentiated instruction for ELs through dissecting CELDT data and using that information to plan effective ELD lessons that are brain compatible. At Yav Pem Suab Academy, teachers can be seen using the Foundations – Frameworks – Tools model.

For scholars who are at the beginning stages of language acquisition, individual learning plans are also developed to target language acquisition. The plan identifies the goals to achieve and the strategies to be implemented. It is an important document that tracks progress between stakeholders.

**Individual Learning Plan for Every Scholar**

The YPSA Scholar Individual Learning Plan (ILP) is a teaching and learning contract between the teacher, scholar, and parent. It identifies what is known about the scholar, what goals are identified to be achieved, and what strategies are to be used. It is a commitment and a partnership between all three stakeholders in order to achieve the learning goals.

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Today's Date: \_\_\_\_\_

What is known about the scholar?

Academic:	Social / Emotional:	Behavior:

Goals to be achieved by the end of 4 weeks

Academic:	Social / Emotional:	Behavior:
1. 2. 3.	1. 2. 3.	1. 2. 3.

Strategies to be used by each stakeholder

Teacher	Scholar	Parent
1. 2. 3.	1. 2. 3.	1. 2. 3.

Date to reconvene and discuss progress:

\_\_\_\_\_  
 Teacher Signature                      Scholar Signature                      Parent Signature

Scholar individual plans are designed to assist teachers with strategic planning and inventions that include goals, strategies, and follow-up. When used consistently, scholar achievement improves and goals are attained. See Appendix C for an actual ILP.



**School wide Support for Mastery Teaching and Mastery Learning**

The annual calendar at YPSA is designed to support the two-step mastery teaching process. Mastery teaching happens when every scholar has the ability to perform the taught skill at a level of competence appropriate for his/her age in unanticipated situations. It takes time for scholars to learn and then practice to mastery. The longer daily schedule and the 175-day year-round annual calendar at YPSA provide more time for learning and guided practice.

Even though YPSA scholars attend school for 175 days, the longer daily schedule yields the equivalent of almost 100 more instructional days per year when compared to scholars attending district elementary schools on a traditional schedule with 180 days of instruction. Kinder scholars, primary scholars, and intermediate scholars receive 91, 117, and 98 more days, respectively, of instruction than their counterparts in non-charter district schools as shown in Table 20. The state’s minimum required instructional minutes, shown in Table 21, are satisfied.

Table 20: Instructional Minutes at YPSA compared to District Schools

	<b>Kinder</b>	<b>1-3</b>	<b>4-6</b>
Total minutes Kinder - 8:00am -2:00 pm 1st-6 <sup>th</sup> - 8:00 am -5:00 pm.	360	540	540
Minus non-instructional minutes: ( recess and lunch-snack break)	50	60	60
Net instructional minutes per day	310	480	480
Days of instruction	175	175	175
Total instructional minutes per year at Yav Pem Suab Academy	54,250	84,000	84,000
SCUSD-SCTA contracted maximum minutes/day	200	285	305
SCUSD-SCTA contracted maximum minutes/day on short days	200	230	245
SCUSD-SCTA total contracted minutes:166 regular days & 14 short days	36,000	50,530	54,060
Total extra minutes of instruction at Yav Pem Suab Academy	18,250	33,470	29,940
Total extra days of instruction at Yav Pem Suab Academy	91	117	98

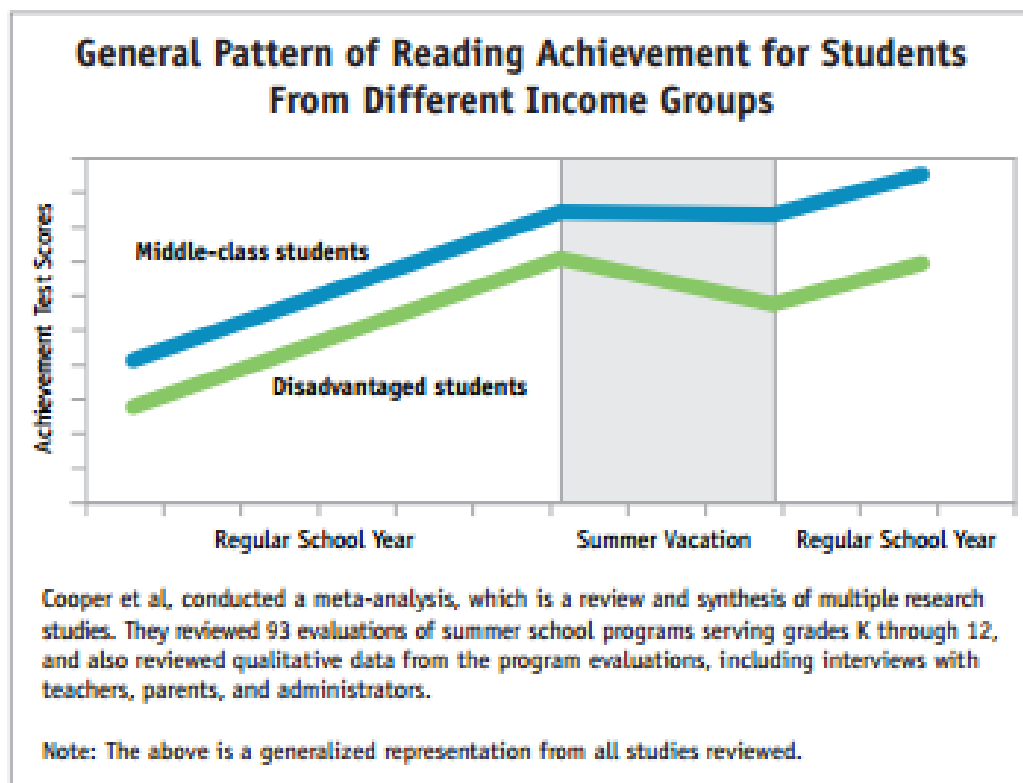
Table 21: State Minimum Required Instructional Minutes

State minimum required instructional minute per years	State minimum required minutes per day	State maximum minutes per day
36,000	180	240
50,400	230	none
54,000	240	none

The school calendar, shown below, has a 4-day instructional week with a 3-day weekend. It is designed to keep scholars in school throughout the year to avoid a long 12-week summer break. Typically scholars forget lessons during the summer break because they have not had adequate time to make what they learned automatic or develop a mental program.

According to the National Summer Learning Association, scholars lose one to three months of learning during the summer months.

- a. Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Duffett et al. 2004)
- b. Low-income students lose more than two months in reading achievement, more than other income groups (Cooper, 1996)
- c. Summer learning loss is NOT correlated to race, IQ or gender (Cooper, 1996)



# YAV PEM SUAB ACADEMY

# 2015-2016 School Calendar

7555 South Land Park Drive, Sacramento, CA 95831  
 Phone (916) 433-5057 Fax (916) 433-5289

## Dates to Remember

- Monday – Thursday (8:00 – 5:00)
- 1<sup>st</sup> Trimester = 56 Days
- 2<sup>nd</sup> Trimester = 60 Days
- 3<sup>rd</sup> Trimester = 59 Days
- Instructional Days = 175 Days
  
- July 28<sup>th</sup> – 1<sup>st</sup> Day of School
- 9/7 – Labor Day
- 11/2 – 11/6 2:00 Dismissal/ PT Conference (Friday School)
- 11/9 – 2<sup>nd</sup> Trimester Begins
- 11/11 – Veteran’s Day
- 11/25 – 11/27 – Thanksgiving
- 12/21 – 1/1/16 - Winter Break
- 1/18 – Martin Luther King Day
- 2/22 - President’s Day
- 3/7 – 3/11 2:00 Dismissal / PT Conference
- 3/14 – 3<sup>rd</sup> Trimester Begins
- 3/21 – 3/24 Spring Break
- 5/30 – Memorial Day

### July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### August 2015

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### September 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### October 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### November 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### December 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### January 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### February 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

### March 2016

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### April 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### May 2016

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### June 2016

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Non-Instructional Days	Parent-Teacher Conference	Common Core Testing	Holidays
Required staff workday	Start of the Trimester	End of Trimester	

With the calendar of having no school on Fridays, scholars and families have the opportunity to work on project-based activities and/or home/school connection projects to support additional practice and learning. Home/school connection is a strategy used in G.L.A.D which is a form of homework that involves interviewing parents/family members (in any language). In addition to applying academic concepts and skills, scholars will also apply LIFESKILLS and Lifelong Guidelines concepts and skills.

YPSA has a daily 8:00 to 5:00 PM schedule for 1<sup>st</sup> through 6<sup>th</sup> grade scholars. Kindergarten scholars go home at 2:00. During the first part of the day from 8:00 to 3:00, scholars are with their multiple-subject, CLAD-credentialed teacher learning core subject matter in English language arts, math, science, social studies, physical activities, and visual & performing arts. English is the medium of instruction. As needed, second language support is provided to facilitate understanding by clarifying concepts.

During the first half of the day, English Learners receive English language development instruction during workshop. High-achieving scholars, low-achieving scholars, and special needs scholars will also receive extra attention in small workshop groups during the day. Substantial resources and time have been allocated towards professional development assisting the teachers with ongoing and current intervention strategies. A class size of 20 scholars allows teachers to better manage the activities of multiple small groups working independently while the teacher roves between the groups as needed.

As part of the 8:00 – 5:00 school day, scholars participate in structured Hmong Language Development (HLD) as well as classes that may include music, art, dance, Taekwondo, physical activities, and technology. This is another opportunity to increase exposure to an enriched environment and give scholars choice in their learning. These classes provide the scholars with new options by which to demonstrate their intelligence strengths.

Hmong Language Development will be guided by the Hmong language standards adapted by the petitioners and shown in Appendices A-2 and A-3. It will also be guided by the language acquisition principles by Krashen and Cummins described above. Both the Hmong Der language (White Hmong) and the Hmong Leng language (Green Hmong) will be taught.

Every day, all general education, core, teachers will have three hours to plan, prep, collaborate, and develop their capacities through working with their grade level team and the collaborating with other grade level clusters. All other full-time teachers will use the 3:00 – 5:00 block to collaborate and prep with their subject-related departments.

During the collaboration hour, teachers will look at scholar work and identify brain-compatible strategies to use with scholars who have not reached mastery. During the hour of daily preparation, teachers meet as a team to evaluate their Backward Standards Map and ensure they have all the materials needed and a clear understanding of what they want their scholars to understand and do for effective first teaching the following day.

Additionally, general education teachers will also be provided with one hour of professional development. During this hour, general education teachers will study their own instruction as well as the instruction of their colleagues to reflect on good teaching. Teachers participate in lesson

studies in grade level clusters to observe, provide feedback, and rehearse the delivery of instruction.

To further build cohesiveness and team collaboration, all teachers will participate in on-going staff meetings, committee work, leadership meetings, and/or professional developments throughout the year.

The time used for collaboration, professional development, and preparation is provided to help all teachers stay mission-driven, data-driven, and scholar-driven.

### **Parent and Community Engagement**

Parents and community members are expected to participate in the governance of YPSA. Half the seats on the Academy Council described in the governance section of this petition are to be filled by parents and community members. The Academy Council will determine how to best use the parent volunteer time. At YPSA, parents are expected to participate in a minimum of 20 parent volunteer hours annually. Parent volunteer hours are not a condition for scholar enrollment.

Some ideas for parent volunteers include serving on school-related committees such as the Parent Teacher Association (PTA), Activities and Events Committee, English Learners Advisory Committee, Awards and Recognition Committee, and Parents on the Move. Parents can also volunteer during Hmong Culture Day, Chinese New Year, Black History Month Assemblies, Multicultural Day, Field Day, Promotion Day, Teacher Appreciation Week, etc. Other ideas include service to the school as a volunteer gardener, a volunteer yard duty monitor, a volunteer classroom helper, or a volunteer guest presenter.

Under body-brain compatible education, “Intelligence is a function of experience.” As such, one of the crucial elements and/or strategies is the use of “*Being There*” experience to connect learning in the classroom to learning out in the field. Parents are recruited to volunteer as chaperones to assist in making all “*Being There*” experiences meaningful, relevant, and connected to each scholar’s prior knowledge.

Accordingly, all teachers will conduct a pre-visit parent workshop for all parents participating so that the visit can be a success for everyone. At this workshop, guidelines, expectations, and materials are discussed and previewed with parents, making sure that all parents know what to do the day(s) of the “*Being There*” experience.

All parents are expected to undergo a parent/volunteer orientation to familiarize themselves with the expectations, guidelines, and policies of the school prior to volunteering. During the orientation, volunteer guidelines are explained and discuss to make sure that all parents understand their roles and responsibilities when visiting or volunteering.

**Element B: Measureable Pupil Outcomes**

*(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Ed. Code 47605(b)(5)(B)*

Earlier in Section A, when describing the educational program, the petitioners stated that: *As a result of studying at the YPSA, scholars will master common core standards in English language arts (ELA), math, science, social studies, physical activities, visual & performing arts, and technology. In addition, they will receive instruction in Hmong language and culture. In the course of learning the Hmong language, scholars will better understand Hmong culture and develop a respect for all cultures. Finally, scholars will learn and use LIFESKILLS and Lifelong Guidelines which help them make good decisions.*

In this section, these outcomes are defined. The outcomes serve as our expectation for each scholar. In Section C, the procedure for inspecting or measuring each scholar’s progress toward the outcomes is described. Section B and Section C taken together explain how we will inspect what we expect.

**English Language Arts:** Scholars will listen to and speak clearly and concisely in English. Scholars will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.

**Mathematics:** Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, science, and technology.

**Science:** Scholars will develop an understanding of physical, earth, and life sciences through application of the inquiry process and the scientific method.

**Social Studies:** Scholars will analyze the changing political relationships within and among other countries and regions of the world, both throughout history and within the context of contemporary global interdependence including Hmong. Each scholar will learn to respect all cultures and better understand his/her own culture.

**Physical Activities:** Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Scholars will understand the body and brain connection and use this knowledge to increase their intellectual capacity.

**Visual and Performing Arts:** Scholars will demonstrate their developing talents in the visual and performing arts. They will understand that art is a form of communication among people from different cultures.

**Hmong Language Development (HLD):** Scholars will listen, speak clearly, and communicate in Hmong Leng and Hmong Der.

**Social Skills:** Scholar behavior will embody the tenets of the LIFESKILLS and the Lifelong

Guidelines. Scholars will be able to identify, articulate, and apply the LIFESKILLS and Lifelong Guidelines when problem solving and interacting with others.

**Element C: Methods to Assess Pupil Progress Toward Meeting Outcome**

*(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. Ed. Code 47605(b)(5)(C)*

As required by Ed Code 47605(c)(1), YPSA shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. These assessments include those in the California Assessment of Scholar Performance and Progress (CASPP) including the Smarter Balanced Assessment, a system of assessments for mathematics and English–language arts and California English Language Development Test (CELDT). CELDT will be administered until the state adopts a different assessment.

YPSA intends to receive NCLB funding and recognizes all requirements for participation including percent proficient for Adequate Yearly Progress (AYP) in all subgroups and meeting targets set by the CDE according to the Academic Performance Index (API).

Table 22: Standardized tests used at YPSA

Assessment Name	Purpose
The California Assessment of Student Performance and Progress (CAASPP) will be given at the end of each school year to gather individual scholar data and school-wide data. This data will be used to measure the school’s growth in Adequate Yearly Progress (AYP) and the Academic Performance Index (API).	To assess factual information, concepts, skills, and standards in Language Arts and math for scholars in grades 3 <sup>rd</sup> – 6 <sup>th</sup> and Science in 5 <sup>th</sup> grade.
California Modified Assessment (CMA) will be used for scholars who have an active IEP or 504 plan as an alternative to the CAASPP. These scores will be included in the demonstration and growth for AYP and API.	To assess factual information, concepts, skills, and standards in Language Arts and math for scholars in grades 3 <sup>rd</sup> – 6 <sup>th</sup> and Science in 5 <sup>th</sup> grade.
California Alternate Performance Assessment (CAPA) will be given to scholars with an active IEP requiring modification above the CMA.	To assess factual information, concepts, skills, and standards in Language Arts and math for scholars in grades 4 <sup>th</sup> and 5 <sup>th</sup> .
California English Language Development Test (CELDT) will be given to scholars identified as English Learners to determine English listening and speaking proficiency levels. (CELDT will be used until the state adopts a different assessment).	To assess the English language proficiency level in scholars grades Kinder – 6 <sup>th</sup> and reclassify scholars as necessary.
Standards-Based Tests in Spanish (STS) will be given to Spanish speaking English learners who have been enrolled in a United States school less than 12 months.	To assess Language Arts and math achievement on concepts, skills, and standards in Spanish for scholars in grades 3 <sup>rd</sup> – 6 <sup>th</sup> .
Northwest Evaluation Association and common core aligned teacher-created assessments will be given to scholars as ongoing benchmark assessments to monitor	To assess factual information, concepts, skills, and standards in Language Arts, math, science, and social studies for

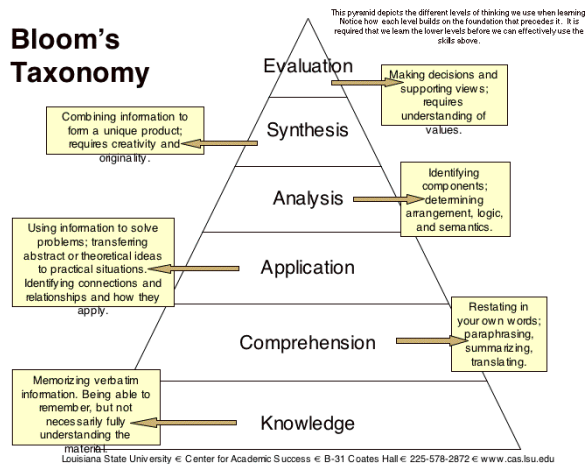
Assessment Name	Purpose
growth and progress on skills.	scholars in grades K – 6 <sup>th</sup> .

In addition to standardized tests, YPSA will use performance-based assessments to measure scholar progress on the outcomes described in Section B. Both standardized tests and performance-based assessments are needed to create an accurate picture of each scholar’s growth.

YPSA will administer the Smarter Balanced Standardized Testing. Smarter Balanced is guided by the belief that a balanced, high-quality assessment system—including formative, interim, and summative components—can improve teaching and learning by providing information and tools for teachers and schools to help scholar succeed. Timely and meaningful assessment information can offer specific information about areas of performance so that teachers can follow up with targeted instruction, scholars can better target their own efforts, and administrators and policymakers can more fully understand what scholars know and can do, in order to guide curriculum and professional development decisions.

Smarter Balanced assessments make use of computer adaptive technology, which is more precise and efficient than fixed-form testing. Teachers, principals, and parents can receive results from computerized assessments in weeks, not months. Faster results mean that teachers can use the information from optional interim assessments throughout the school year to differentiate instruction and better meet the unique needs of their scholars.

Smarter Balanced assessments will go beyond multiple-choice questions and include short constructed response, extended constructed response, and performance tasks that allow scholars to complete an in-depth project that demonstrate analytical skills and real-world problem solving. Standardized tests composed of multiple choice and fill-in-the blank questions are useful in testing the lower level thinking skills of knowledge and comprehension described in Bloom’s Taxonomy. Bloom’s levels from lower to higher thinking are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Performance-based assessments are able to determine the level of skill and ability at the higher levels.



The Office of Technology Assessment of the U.S. Congress describes performance-based



assessment as testing that requires a scholar to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance-based assessments include:

- I. Group projects enabling a number of scholars to work together on a complex problem that requires planning, research, internal discussion, and group presentation.
- II. Essays assessing scholars' understanding of a subject through a written description, analysis, explanation, or summary.
- III. Experiments testing how well scholars understand scientific concepts and can carry out scientific processes.
- IV. Demonstrations giving scholars opportunities to show their mastery of subject-area content and procedures.
- V. Portfolios allowing scholars to provide a broad portrait of their performance through files that contain collections of scholars' work, assembled over time.

One key feature of all performance-based assessments is that they require scholars to be active participants. They also focus attention on how scholars arrive at their answers and require scholars to demonstrate the knowledge or skills needed to obtain a correct answer. For example, a 4<sup>th</sup> grade scholar could demonstrate understanding of geometry standards by designing a garden using appropriate units of measurement with at least 4 beds that have different perimeters but equal areas. A teacher can easily see if the scholar understands units of measurement, perimeter and area of rectangles, and performs mathematical computations correctly.

Table 23 describes performance-based and authentic assessments that relate to the school's instructional design and application of brain-compatible teaching and learning. Since we value the *process* and *growth* in learning, a variety of assessments are used throughout the year to gather individual scholar data.

Table 23: Performance-Based and Authentic Assessments Used at YPSA

Types of Assessment ( <b>Tool</b> )	Description ( <b>Method</b> )	Purpose ( <b>Measurement</b> )
<b>Teacher-Made Assessments</b>  <i>Measurement using a variety of intelligences</i>	Assessments created by the teacher that allow for scholar choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for scholars with special needs.	To measure scholar achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.
<b>Observation Checklists</b>  <i>Records of evidence on skills, criteria, and behaviors</i>	A record-keeping device for teachers to track individual scholar progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data. Some examples include the Basic Phonic Skills Test (BPST), Running Records, and Words Their Way Inventories.	A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual scholars or groups. Checklist will be used in all subjects and grades.

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
<p><b>Performance Tasks and Rubrics</b></p> <p><i>Measures standards, application, and transfer</i></p>	<p>Performance tasks provide evidence of a scholar’s ability to apply skills and content learned to real-life problems and real-life applications. Teacher and scholar created rubrics will be used as the criteria for determining the adequacy of scholars’ understanding of content and discrete skill ability.</p>	<p>Provide evidence of higher-level thinking skills, according to Bloom’s taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application, and transferability of content and skills.</p>
<p><b>Learning Logs and Journals</b></p> <p><i>Measures scholar growth and thought-process to attaining an “answer”</i></p>	<p>Journals provide insight into connections made by scholars based on personal importance, the world around them, and the current curriculum being taught. They contain scholars’ opinions, are personal, and subjective. Learning logs contain the factual proof of learning that has occurred (i.e., science experiments, problem-solving entries, reading log, etc.).</p>	<p>A formative assessment that will be graded by a rubric.  <b>Grades K-1:</b> Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects.  <b>Grades 2-6:</b> Learning logs and journals will be written and compiled by scholars in all subjects.</p>
<p><b>Graphic Organizers</b></p> <p><i>Measures knowledge and synthesis of core ideas and content</i></p>	<p>Graphic organizers represent a scholar’s ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Scholars can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both scholar learning as well as scholar thinking. They will be graded by a rubric.</p>	<p>A visual representation of knowledge in all grades and subjects.  <b>Grades K-1:</b> constructed using pictures and manipulatives.  <b>Grades 2-6:</b> constructed using pictures, manipulatives, and/or written responses.</p>
<p><b>Metacognitive Reflection</b></p> <p><i>Measures motivation, competence, and life-long learner characteristics</i></p>	<p>Evidence of inner thought process through a learning experience into a written or oral reflection of what has been learned. Allow scholars to become aware of their thought process in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI) graphic organizers, and self-assessment questions.</p>	<p>A formative and summative assessment that provides evidence of transferability in all subjects.  <b>Grades K-1:</b> scholars will practice and demonstrate metacognitive reflections orally.  <b>Grades 2-6:</b> scholars will demonstrate metacognitive reflections in both written and oral formats.</p>
<p><b>Interviews and Conferences</b></p> <p><i>Measures growth towards</i></p>	<p>Structured conversations between the teacher and scholar to gather legitimate data on mastery of discrete skills and enduring knowledge of content standards. The most effective way to assess what pre-literate scholars think, know, and feel. Guides scholars to appreciate their progress, identify goals, and determine strengths and weaknesses in content knowledge and skills.</p>	<p>Evaluation of speaking and listening skills, knowledge of content, and mastery of standards in all grades and subjects.</p>
<p><b>Portfolios</b></p> <p><i>Measures process, product, and growth</i></p>	<p>Portfolios provide insight into the scholar’s thought process and chronological growth over time of discrete skills and deep understanding of content knowledge. They demonstrate the growth and development. The types of portfolios that will be used are listed below:  <b>Integrated Unit Portfolios:</b> a compilation of scholar work from 1 unit of study that ties together learning</p>	<p>Portfolios will be used across all subjects and grades. They demonstrate the interconnectedness of skills acquired and content mastered.  They provide an opportunity for scholars to reflect on learning, growth, and areas of improvement.</p>

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
	<p>across disciplines (ELA, math, science, social studies, art, etc.)</p> <p><b>Yearlong Portfolios:</b> a compilation of scholar work that contains key artifacts as evidence of growth, transferability, and enduring understanding.</p> <p><b>Literacy Portfolios:</b> a compilation of scholar work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding.</p> <p><b>Process and Standards Portfolios:</b> a compilation of scholar work that demonstrates the thought process and revision of scholar work towards the pre-established expectation of “mastery.”</p>	<p>All goals set are reviewed by both the teacher and scholar to determine progress and transferability.</p> <p><b>Portfolios will be graded by two teachers using the same rubric to ensure consistency.</b></p>
<p><b>Multiple Intelligences</b></p> <p><i>Provides evidence of scholar diversity, individualism, and creativity</i></p>	<p>Assessments that incorporate more than one intelligence into the assessment. The eight intelligences according to Howard Gardner are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and naturalist. Some examples of authentic assessments using the multiple intelligences is listed below:</p> <p><b>Verbal/Linguistic Assessments:</b> speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.</p> <p><b>Logical/Mathematical Assessments:</b> solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments.</p> <p><b>Visual/Spatial Assessments:</b> the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays.</p> <p><b>Bodily/Kinesthetic Assessments:</b> role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments.</p> <p><b>Musical/Rhythmic Assessments:</b> creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught.</p> <p><b>Interpersonal:</b> group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (scholar-scholar, scholar-teacher, scholar-administrator).</p> <p><b>Intrapersonal:</b> reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.</p> <p><b>Naturalist:</b> participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies.</p>	<p>To honor the diversity of scholar learning and gather evidence of scholar growth across all subjects and grades. To demonstrate the unique abilities of scholars to create products and solve problems.</p>

Some of the performance-based and authentic assessments described in Table 16-B, require the development and use of a rubric to determine performance level. The rubrics developed by teachers, the Academy Council, and the UCSC Board will use a numerical scale rating system of 1-4:

- Score of 1 (Below Basic) – a “*weak*” performance of a skill(s) or understanding of content knowledge, no evidence and incomplete task or thought process, and demonstration of work or a performance that contains more than 3 errors.
- Score of 2 (Basic) – a “*satisfactory*” performance of a skill(s) or understanding of content knowledge, minimal evidence and completion of a task or thought process, and demonstration of work or a performance that contains 2 errors.
- Score of 3 (Proficient) – an “*excellent*” performance of a skill(s) or understanding of content knowledge, complete evidence and completion of a task or thought process, and demonstration of work or a performance that contains 1 error.
- Score of 4 (Advanced) – a “*superior*” performance of a skill(s) or understanding of content knowledge, complete evidence and completion of a task or thought process, and demonstration of work or a performance that contains no errors.

Multiple rubrics will be used across grade levels and subjects. Since the numerical total points available will vary by the rubric used, we will measure mastery based on the total percentage of points available:

Mastery Level	Percentage
Below Basic – Not there yet, review	< 64%
Basic – Approaching mastery, practice	65% - 75%
Proficient – Mastery achieved	76% - 89%
Advanced – Superior mastery	> 90%

Our mastery teaching and mastery learning program described in Section A (Educational Program) requires grade-level teams to look at scholar work during collaboration, planning, and professional development. This provides an opportunity to examine scholar performance and revise instructional strategies to ensure that each scholar meets common core standards and the expectations described in Section B under Measureable Outcomes. Ongoing professional development will provide teachers with the knowledge and skills needed to administer assessments appropriately.

In addition, at the classroom level, the educational program is designed to integrate assessment into the daily instruction. Checking for understanding is an integral part of the instructional design. Teachers have multiple opportunities to gather evidence of progress and mastery through simultaneous response activities (pair-share, whole-class shout-outs, etc.), cooperative learning assignments (group tasks), and individual accountability practices (tests/quizzes, portfolios, observations, etc.).

Finally at the school-wide level, the principal and members of the YPSA Council will analyze school-wide data to discover trends across classrooms, grade levels, and subgroups. In addition, the principal will make regular visits to classrooms. During the visits, he/she will interview a sample of

scholars to check if they understood and mastered the current day’s objectives. The interviews also provide the principal with opportunities to talk with and listen to scholars, honor their ideas and opinions, and assist children in thinking about their own learning. The principal will check to see if the standards being taught match the Backward Standards Map. That way the principal can determine if the teacher is following the yearly plan.

Table 24: Summary of Assessments Used at YPSA

Outcome	Standardized Tests measuring knowledge, comprehension, and application	Performance-based and authentic assessments measuring knowledge, comprehension, application, analysis, synthesis, and evaluation
<p><b>English Language Arts:</b> Scholars will listen and speak clearly and concisely in English. Scholars will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.</p>	<ul style="list-style-type: none"> <li>- Smarter Balanced Assessment (CASPP) 3-6 grades English Language Arts after 85% of instruction completed.</li> <li>- NWEA Benchmark Assessment K-6 grades: Reading and Language.</li> <li>- CELDT once a year for English Learners or within 30 days of new enrollment.- Teacher created common core aligned assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-Made Assessment Measurement using a variety of intelligences</li> <li>- Observation Checklists Records of evidence on skills, criteria, and behaviors</li> <li>- Performance Tasks and Rubrics Measures standards, application, and transfer</li> <li>- Learning Logs and Journals Measures scholar growth and thought-process to attaining an “answer”</li> <li>- Graphic Organizers Measures knowledge and synthesis of core ideas and content</li> </ul>
<p><b>Mathematics:</b> Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, science, and technology.</p>	<ul style="list-style-type: none"> <li>- Smarter Balanced Assessment (CASPP) 3-6 grades Mathematics after 85% of instruction completed.</li> <li>- NWEA Benchmark Assessment K-6 grades: Mathematics</li> <li>- Teacher created common core aligned assessments.</li> <li>- Test book created end of unit assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Metacognitive Reflection Measures motivation, competence, and life-long learner characteristics</li> <li>- Interviews and Conferences Measures growth towards outcomes</li> <li>- Portfolios Measures process, product, and growth</li> <li>- Multiple Intelligences Provides evidence of scholar diversity, individualism, and creativity</li> </ul>
<p><b>Science:</b> Scholars will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.</p>	<ul style="list-style-type: none"> <li>- Teacher created Next Generation Science Standards aligned assessments.</li> </ul>	

<p><b>Social Studies:</b> Scholars will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives, including Hmong. Each scholar will learn to respect all cultures and better understand his/her own culture.</p>	<ul style="list-style-type: none"> <li>- Teacher created common core aligned assessments.</li> </ul>	
<p><b>Physical activities:</b> Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Scholars will understand the body and brain connection and use this knowledge to increase their intellectual capacity.</p>	<ul style="list-style-type: none"> <li>- 5<sup>th</sup> grade Physical Fitness Testing (PFT) once each year between February and May.</li> </ul>	
<p><b>Visual and Performing Arts:</b> Scholars will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from different cultures.</p>	<ul style="list-style-type: none"> <li>- Taekwondo belt benchmark assessments</li> <li>- Dance ongoing performance assessments</li> </ul>	
<p><b>Hmong Language Development (HLD):</b> Scholars will listen, speak clearly, and communicate in Hmong Leng and Hmong Der.</p> <p><b>Social Skills:</b> Scholar behavior will embody the tenets of the LIFESKILLS and the Lifelong Guidelines. Scholars will be able to identify, articulate, and apply the LIFESKILLS and the Lifelong Guidelines when problem solving and when interacting with others.</p>	<ul style="list-style-type: none"> <li>- Hmong Language benchmarks and assessments</li> </ul>	

**Element D: Governance Structure of the School**

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Ed. Code 47605(b)(5)(D)*

YPSA is operated by Urban Charter Schools Collective (UCSC). The UCSC is a nonprofit public benefit corporation. It is named in honor of the late Lila Jacobs, a CSUS professor who trained and encouraged her scholars in the College of Education’s Urban Cohort program to make a difference in the lives of children. The UCSC purpose is to help community groups promote, start, and operate effective and innovative public charter schools serving underserved elementary-aged scholars in Sacramento.

Governance is about making decisions. The governance structure of the school is intended to be transparent and aid in the successful implementation of the proposed charter. Everyone should know when, where, and how they have input and on what issues. There are two levels of governance at YPSA. The first level is the UCSC Board of Directors. The second level is the YPSA Council (YPSAC). This section describes the roles of the two bodies in the success of YPSA.

**Areas of Responsibility**

The UCSC Board of Directors is responsible for the overall success of the Yav Pem Suab Charter. In carrying out this responsibility, the UCSC Board, among other things:

- Adopts policies and regulations
- Hires appropriate staff
- Monitors progress towards the academic and non-academic goals stated in the charter
- Approves and monitors the business plan of the Academy
- Delegates the responsibility of implementing the academic and social program to the YPSA Council (YPSAC)

The YPSA Council is responsible for implementing the program described in the charter. In carrying out this responsibility, the Council makes decisions and adopts procedures that result in:

- Effective day-to-day operation of the Academy
- Accomplishing the mission and goals of the Academy described in Part III Section A
- Effective use of the money in the school budget

Decisions made by both bodies will be consistent with the charter, UCSC bylaws, state laws, and federal laws. The UCSC Board has the authority to veto decisions made by the YPSA Council if it is in the best interest of implementing the charter. A chart of responsibilities is shown in Table 25.

Table 25: Areas of Responsibility

Area	UCSC Board Responsibility	Academy Council Responsibility
Finance	Monitor fiscal solvency and management.	Develop budget Implement fiscal recommendations



	Approve budget/spending and fiscal policies.	
Educational Program	Monitor scholar performance Ensure curriculum aligns with mission	Develop/align standards, curriculum and assessment Develop school calendar and class schedule Develop parent/scholar handbook
Personnel	Hire/fire evaluate principal Approve personnel policies	Develop/implement professional development plans
Facilities	Enter into financing and building contract Approve construction and remodeling of faculties	Conduct school site needs assessment Conduct capital campaign

The School Site Council (SSC) and the English Learners Advisory Council (ELAC) had been established but had since handed the responsibilities over to the Academy Council. Agenda items reflect the needs of all scholars and school related activities.

**Membership on the Board and the Council**

Membership on the UCSC Board of Directors is described in the Board’s Bylaws. The bylaws call for between three and seven directors. One seat is reserved for a non-voting member appointed by the SCUSD superintendent. The other members are elected according to the bylaws.

Membership on the YPSA Council is by election, except for the principal who serves as chairperson. The UCSC Board appoints the principal. In addition to the principal, the Council is composed of an equal number of a) parents/community persons and b) faculty/staff members. The council consists of five members from each group. Each member, including the principal, has one vote.

Parents/community persons select five from their group to sit on the Council. Faculty/staff does the same. The majority from each respective group will be parents with scholars enrolled at the Academy and full-time credentialed teachers. Members of both groups will be notified of the upcoming election and may nominate candidates. All candidates will be placed on the respective ballots. Each group will have adequate notice of the election and adequate opportunity to vote.

The Council will be responsible for developing bylaws and will serve one year. Decisions are made by majority vote. Minutes will be kept for all meetings. Votes are valid only when at least three parents/community representatives and three faculty/staff are in attendance. The minutes will reflect the vote of each council member. The principal may only vote when there is a tie. Members of the initial Council may be re-elected.

An individual may not serve on both the Board and the Council.

**Meetings**

The UCSC board, at a minimum, will meet monthly as described in an annual schedule of Board meetings. The UCSC Board will continue to meet to discuss and take action on items related to



personnel, budget and finance, policies and regulations, and all other business related to the operation of the charter school.

The Yav Pem Suab Academy Council meet at least once a month. The bylaws must explain how agenda items are placed on the agenda. Meetings of both bodies will follow the Brown Act. The Brown Act (Government Code §§ 54950-54962) governs meeting access for local public bodies. **UCSC Board of Directors**

**Kou T. Xiong, J.D.**, President and Founding Director. He is Senior Staff Counsel for the State of California. He is currently managing complex class actions filed against the State involving State and Federal constitutional issues, civil rights and correctional laws, special education, parole revocations, and the Americans with Disabilities Act. He received his Juris Doctorate from the University of Idaho College of Law, and his Bachelor of Science from the University of California, Berkeley. He is a community activist dealing with a variety of legal and non-legal issues including, but not limited to, education, civil/human rights, refugee, correctional/constitutional laws, workers' compensation, and immigration.

**Miles E. Myles, B.S.**, Vice President. He was elected to the Urban Charter School Collective Board in 2014. As a resident of Sacramento, Miles has been working in the field of education for over 20 years. He holds both a CLAD Certification and Administrative Credential. His educational involvement has included school-site administration, parent educator / trainer, classroom teacher, university assistance manager of program services and professional development for teachers, Academic Efficacy trainer, and multiple school-site level committees. He believes that all children deserve to receive an excellent education and opportunities for growth that are befitting to their unique personalities and desires for this rapidly changing world. His passion for educational equity and experiences have prepared him to fulfill his new role as an UCSC board member and provide keen insights and directions to the challenges our scholars are facing today and moving forward.

**Therese Moua Jaspersen, M.A.**, Secretary. She studied French and linguistics at the University of California, Davis and received a Master's Degree in Language, Literacy and Culture from Stanford University. She has taught French and Hmong literacy to K-8 scholars. She has written and developed the language standards for YPS Academy and Susan B. Anthony's Hmong Immersion Program. She has written several titles for Merced City School District. She is currently working as the Coordinator of Instructional Support for Shalom School, a Jewish Day community school.

**Dennis M. Mah, Ed. D.**, Treasure and Founding Director. Dr. Mah is a retired principal. He was the founding principal at Bowling Green Charter School, the 18<sup>th</sup> charter school in California. He is the 2001 recipient of the *Hart Vision Award* for outstanding charter school administration. In his last administrative assignment, he led Fruit Ridge Elementary, a PI Year 5 school, out of program improvement in two years. He is the proud graduate of the Doctoral Program in the College of Education at the University of Washington, and holds a Master's Degree from Sacramento State University School of Education, and a Bachelor's Degree from UC Davis College of Agriculture. Since retiring, Dr. Mah has served as a team leader and presenter at the Charter Schools Development Center's Summer Leadership Institute and served as an adjunct professor at CSUS teaching a course on educational finance to aspiring administrators. He has completed state certified Chief Business Officer training. More recently he worked with parents to develop the New Joseph Bonnheim Community Charter School. He is also a former member of the CSUS College of

Education's Educational Resource Board.

**Lance Fang, M.B.A.**, is an active community member. Ensuring that our scholars receive the best education possible is one of the reasons why Lance is committed to serving as a Board of member at Urban Charter Schools Collective, UCSC. Lance has been in the IT industry for over twenty years as a business consultant. He is also active with community organizations including the Asian Pacific Islander Americans Public Affairs (APAPA) and Hmong Women's Heritage Association. Lance holds an Executive MBA from CSU, Sacramento and currently a candidate in the Doctoral of Strategic Leadership program at Regent University with an anticipated graduation date of May 2015.

*47604(a) Charter schools may elect to operate as, or be operated by, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Part 2 (commencing with Section 5110) of Division 2 of Title 1) of the Corporations Code).*

*(b) The governing board of a school district that grants a charter for the establishment of a charter school formed and organized pursuant to this section shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation.*

*(c) An authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.*

**Element E: Employee Qualification**

*(E) The qualifications to be met by individuals to be employed by the school. Ed. Code 47605(b) (5)  
(E)*

All staff will demonstrate a commitment to the mission and goals of the school, have effective interpersonal skills, and take in stride the challenges that come with the charter school. Staff retention and promotion will continue to be linked, in part, to:

- Scholar performance
- Implementation of Professional Development strategies
- Mastery of Professional Development strategies
- Administrator/Principal evaluations

All employees at YPSA are employees of the UCSC Board. Only the UCSC Board may hire or fire an employee.

**Teachers** Each teacher at YPSA will satisfy state Education Code requirements for teaching at a charter school. Those requirements state:

*Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would*

*be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses. Ed. Code 47605 (1).*

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), all teachers teaching core subjects will be “highly qualified” as 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.

All full-time teachers will hold a CLAD credential and have demonstrated working knowledge of the common core standards. It is desirable, but not a requirement, for part-time teachers of non-core classes to hold a credential issued by the Commission on Teacher Credentialing. Whenever possible we will attempt to hire “highly qualified” teachers to teach non-core subjects such as Hmong Language Development, music, dance, and Taekwondo. In other cases, non-core teachers may be local artists or recognized experts who have the skill sets in their field and/or hold a license or the equivalent.

All teachers, whether full-time, part-time, core, or non-core must demonstrate a willingness to support and be committed to YPSA’s mission, goals, and programs. This includes a year-round school calendar and an extended instructional/workday. Full-time exempt teachers must participate on at least one committee or council and be willing to participate and/or lead extracurricular events. All teachers are expected to study and implement the charter.

**Principal.** An administrative credential is not required by the state to work at a charter school.

The Principal is the educational leader of the school and will ensure the curricula are implemented to maximize scholar learning experiences. The principal reports directly to the UCSC governing board or its designated officer, and is responsible for the supervision of all employees within the school and the orderly operation of the school.

The principal 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 the charter school enacts its mission
- Communicate and report to the UCSC Governing Board
- Work with community organizations to develop partnerships
- Supervise and evaluate teachers and staff
- Identify the staffing needs of the school and assist with the selection of school staff
- Interview and make hiring recommendations to the UCSC Board with the advice of teachers and parent representatives
- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and scholars, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance of the scholars enrolled in the school in accordance with policies established by the UCSC governing board

- Complete and submit required documents as requested by the district and/or the UCSC governing board
- Oversee school finances, including ensuring financial stability
- Maintain up-to-date financial records
- Work with UCSC-appointed support staff to maintain up-to-date financial records, attendance records, and personnel records
- Ensure appropriate evaluation techniques are used for both scholars and staff
- Establish and maintain a system to handle organizational tasks such as scholar records, teacher records, attendance, purchasing, budgets, and timetables
- Ensure the security of the school building
- Interact effectively with media and promote positive public relations

The principal shall demonstrate the following leadership and administrative competencies:

- The ability to articulate and support the philosophy and direction of the YPSA
- The ability to implement school program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, scholars, parents, community, private partners and outside agencies to better meet the needs of the scholars in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, a mission, and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan for all staff
- 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
- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school-based staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to coordinate the operation of the school site council
- The ability to create and maintain a climate of respect and fairness for all staff and scholars

**School Nurse.** The school nurse shall hold the proper licenses and credentials to serve as a school nurse in California. Under the supervision of the principal, the school nurse will be the safety coordinator and develop and implement the school wide safety plan. In addition, the school nurse will:

- Coordinate health services for scholars;
- Coordinate the implementation of any local, state or federal health mandates;
- Coordinate health services with SCUSD health services; and
- Serve as the school's Special Education liaison with SCUSD and the local SCUSD SELPA.

**Classified Positions.** No state licensing requirements exist for most classified positions. Employees in these positions need to satisfactorily meet the performance specifications required for their positions and must possess the qualifications required to perform the essential functions of the position as determined by the UCSC governing board. At a minimum, classified staff members must have the qualifications required for a corresponding position in SCUSD.

The office manager, for example, should possess a valid first aid certificate and have knowledge of the following:

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

The office manager should also have the 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 arithmetic calculations with speed and accuracy;
- Learn and effectively use computer software programs and related word processing;
- Understand and successfully apply 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; and
- Establish and maintain effective work relationships with those contacted in the performance of required duties.

**Selection Process and Professional Development Candidates** for each position at YPSA will be examined carefully. Interested applicants for positions at YPSA, after submission of an application, will go through a (1) paper screening process to make sure that all legal requirements and criteria are met. Candidates who met the requirements will be called for a (2) panel interview to make sure that what they write about, they can articulate and deliver in front of a panel of parents and staff members. After the interviews, candidates selected will be called back for a (3) lesson demonstration, where they will teach a lesson to a class of scholars for about 45 minutes. During the lesson demonstration, the panel will observe to determine whether or not the candidate is the best fit based on lesson delivery, engagement, and other strategies. Once a candidate is selected from the lesson demonstration, he or she will go through a (4) call back informal interview, where he or she will sit down with the job-alike or grade level team members to informally discuss thoughts and opinions about the job. Afterwards, (5) the candidate(s) meets with administration to go over the job descriptions and expectations. Once selected, references will be carefully checked, and

recommendations for hire will be made to the UCSC board. The UCSC Board will make the final decision on hiring and firing.

New teachers to YPSA are expected to participate in competency-based training to enhance their teaching skills prior to the start of the new school year. During this “Boot camp” or teacher leadership institute, new teachers and support staff receive trainings on the foundations of body brain education. Once competency is demonstrated, the staff member is graduated or excused from the training. The UCSC board will continue to refine its standards of competency with input from teachers, administrators, and parents.

Table 26: Training Areas for Teachers

<b>Tentative Training Areas to develop ability, skills, and attitude</b>	<b>Tentative Trainers</b>
Assessment and Mastery Learning - Understanding by Design (UbD) - Authentic assessment - 2-Step Mastery Process	- Silvia Alvarez - NWEA training - CAASPP - To be arranged
Brain-compatible learning and teaching	- Susan Kovalik & Associate - Patty Harrington - Dr. Thomas Armstrong - Horacio Sanchez - Dean Tannewitz - Jean Blaydes - Jo Gusman
Learning environment	- Susan Kovalik & Associate - Patty Harrington - Gennel Miles - Dr. Thomas Armstrong - Horacio Sanchez - Dean Tannewitz
Special Education including RTI process	- SCUSD SELPA staff
Behavior management	- Horacio Sanchez - Gennel Miles
English Language Arts	- Project GLAD trainers - SCOE Common Core trainers - Being a Writer trainers - Scholastic Guided Reading trainers
English Language Development	- Project GLAD trainers - Jo Gusman
Social Studies	- Project GLAD trainers
Science	- Project GLAD trainers
Math	- COE Common Core trainers
Hmong Language Development	- Thérèse Jaspersen - Patrick Vang
Visual & Performing Arts	- Mona Brooks

Physical activities	- Action Based Learning - Jean Blaydes
Physical Health	- Maisie Watson
Nutritional Health	- To be arranged
Mental/Emotional Health	- To be arranged
Parents as partners	- To be arranged
Cultural Awareness	- Cultural Competency trainer
Governance & Site-based decision making	- Charter Schools Development Center - Eric Premack and Beryl Nelson
Other – to be determined by Academy Council	

**Element F: Health and Safety Procedures**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Ed. Code 47605(b)(5)(F)*

**Dealing with Health and Safety Issues from Within Before they Happen.**

The principal is responsible for leading the staff and community in creating a school environment in which scholars feel safe, feel welcome, and feel they can learn. In that process, for example, staff members will learn and use the names of each scholar. The staff will also teach and model the five Lifelong Guidelines: 1) Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Definitions of these terms are found in Table 9 previously shown. Living by these guidelines, the staff, parents, and scholars can create a healing environment that eliminates bullying and replaces it with caring, friendship, compassion, and responsibility.

**Protecting Pupils and Staff from External Health and Safety Issues.**

The school nurse is the school wide health and safety coordinator. Under the direction of the principal, the nurse is responsible for developing and implementing the school’s health and safety program.

The Urban Charter School Collective (UCSC) has adopted and implemented a comprehensive set of health, safety and risk management policies. The policies have been developed in consultation with the school’s insurance carriers. The approved UCSC health and safety policies will be submitted with this petition and on each of the 23 CDs required by the district’s charter-submission process. At a minimum, the UCSC health and safety policies will include the following procedures:

- 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
- A requirement that each officer, director, or other employee of UCSC who will have contact with scholars in the course of his/her official duties shall also furnish UCSC with a criminal record summary as described in Education Code 44237

- A requirement that all enrolling scholars and staff provide records documenting immunizations to the extent required for enrollment in a 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 scholars 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 have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace
- Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164
- Examination of faculty and staff for tuberculosis (TB). Recent law requires an assessment of exposure to tuberculosis and testing of it should exposure exist. All employees of UCSC will keep their TB records updated every four years as a condition for continued employment.
- Screening of pupil vision and hearing upon first enrollment at the school and every third year thereafter
- Policies that ensure that if the charter school’s facilities are at any time under construction or remodeling, contractors engaged in such construction or remodeling comply with Education Code section 45125.1

The Urban Charter Schools Collective (UCSC) and YPSA have adopted the SCUSD policy and regulation regarding the use of volunteers (SCUSD Board Policy and Administrative Regulation 1240).

The UCSC and YPSA have also adopted policies consistent with:

- the Brown Act,
- the Public Records Act,
- State conflict of interest laws,
- the Child Abuse and Neglect Reporting Act,
- the Individuals with Disabilities Education Rights Act (IDEA),
- the Americans with Disabilities Acts,
- the Civil Rights Acts, including Title VII of the 1964 Civil Rights Act,



- the California Fair Employment and Housing Act (FEHA),
- the Age Discrimination in Employment Act (ADEA),
- Section 504 of the Rehabilitation Act of 1973,
- Education Code sections 220 *et seq.*,
- the uniform complaint procedure,
- Family Educational Rights and Privacy Act (FERPA), and
- The No Child Left Behind Act.

Annually, the staff at YPSA will receive training from competent trainers on:

- a. sexual harassment prevention, as required by Government Code section 12950.1;
- b. the mandate reporter requirements under the Child Abuse and Neglect Reporting Act;
- c. anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220 *et seq.*; and
- d. the uniform complaint procedure.

**G. Means for Achieving a Racial and Ethnic Balance**

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Ed. Code 47605(b)(5)(G)*

The 2013-2014 ethnic make-up of scholars in the Sacramento City Unified School District (SCUSD) is shown in Table 27.

Table 27: Ethnic Composition of SCUSD Scholars (2013-2014)

American Indian or Native Alaskan	345	1%
Asian	8,138	18%
Pacific Islander	811	
Filipino	539	1%
Hispanic or Latino	17,736	37%
African American	8,193	16%
White (not Hispanic)	8,721	19%
Two or More Races	2,494	5%
Not Reported	54	
Total enrollment	47,031	100%

The Urban Charter Schools Collective will continue to implement a scholar recruitment strategy that includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among scholars reflective of SCUSD’s demographics:

- An enrollment process 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 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 scholars and parents

**Element H: Admission Requirements**

*Admission requirements, if applicable. Ed. Code 47605(b)(5)(H)*

All scholars who apply, regardless of residency, will be admitted, contingent on available space. Since enrollment has been leveled and consistent across the grade levels, YPSA will continue to use the existing admission requirements to enroll scholars and/or place them on the waiting list as appropriate.

Scholar Enrollment  
2015 - 2020

Grade Level	Number of Scholars
Kindergarten	60
1 <sup>st</sup> Grade	60
2 <sup>nd</sup> Grade	60
3 <sup>rd</sup> Grade	60
4 <sup>th</sup> Grade	60
5 <sup>th</sup> Grade	60
6 <sup>th</sup> Grade	60
Total Enrollment	420

YPSA is anticipating its enrollment capacity to stay at 420 scholars, with a 20:1 class-size ratio, and three classrooms per grade level.

Governing Law:

Admission requirements, if applicable.

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

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

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

Completion of a Scholar Interest Form for each child who is interested in attending the school. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, application shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing scholars who are guaranteed enrollment in the following school year.

To participate in the lottery, parents must complete a school enrollment lottery form at the school for each scholar they wish to enroll. A current utility bill will be used to verify the residence of scholars to determine ranking in the lottery process. Enrollment preferences in the case of a public random drawing shall be as follows:

1. Scholars who are siblings of current YPSA scholars
2. Scholars who are children of current, permanent YPSA staff and founding members
3. Scholars who reside within the 95831 zip code
4. Scholars who reside within the remaining areas of the Sacramento City Unified School District
5. Scholars who reside outside the Sacramento City Unified School District

Exceptions:

- Scholars already attending the charter school will be automatically enrolled for the next year. They do not need to participate in the next year’s general enrollment drawing.
- Children of faculty teaching at the school and children of founders are exempt from the general lottery and will be enrolled before the general lottery. If the pupils in this category exceed 10% of the next year’s anticipated school enrollment, a special enrollment drawing will be conducted following the procedures described above, but for members of this category only and will take place before any other special lottery, and before the general lottery conducted on the same day. The percentage of pupils enrolled from this category shall not exceed 10% of the total annual school lottery. Children of employees other than faculty may not be part of this category per non-regulatory federal guidance.
- Siblings of existing pupils are exempt from the lottery drawing. If there is not enough space for all the scholars in this category, a special lottery will be conducted to determine who will be enrolled. The special enrollment drawing will be conducted following the procedures described above, but for members of this category only, and will take place before the general lottery drawing on the same day.

Parents/guardians who give false registration information (e.g., residential address) to gain an advantage will have their children’s admission to the charter school revoked.

Table 28: Planned Application, Public Random Drawing, and Admission Schedule

<b>Months</b>	<b>Enrollment Activities</b>
December January	Recruit scholar (via referrals, networking, and holding enrollment and option fairs). Collect Scholar Interest Form.
January March	Send re-enrollment of forms to existing scholars to identify open seats. Application to enroll into the general lottery is collected.
May	Public random drawing conducted the first Tuesday in May. Wait list letters distributed to applicants not selected in the public random drawing. Acceptance letter and registration packets distributed to parents and children who have been drawn in the public random drawing.

**Element I: Annual Audits of the Financial and Programmatic Operations**

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Ed. Code 47605(b)(5)(I)*

The Urban Charter Schools Collective (UCSC) Board of Directors will continue to use a state authorized auditing firm. 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 continue to 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. The annual audit will be completed by November 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 UCSC Board of Directors will review any audit exceptions or deficiencies and make 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.

*Education Code Section 47605 (m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.*

The Urban Charter Schools Collective 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.

The UCSC Board will continue to hire an external evaluator to conduct formative and summative evaluation of the charter school program. The formative evaluations will examine the progress and fidelity in implementing the program described in this petition. The summative evaluation will determine how well the proposed school reached its three goals described in Section A of this part. The results will be shared with the school staff, parents, and any interested parties, including SCUSD. The principal and staff working with the UCSC Board will develop corrective action plans for discrepancies noted by the external evaluator.

**Element J: Suspension and Expulsion Procedures**

*The procedures by which pupils can be suspended or expelled. Ed. Code 47605(b)(5)(J)*

UCSC has adopted and maintained a comprehensive set of scholar discipline policies used at YPSA. The adopted policies are included with this petition on each of the 23 CDs required by the district’s charter school submission process. The drafts shall be reviewed, amended as needed, and ratified by the UCSC governing board.

These policies will be distributed as part of the school’s scholar handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each scholar and his/her parent will be required to verify they have reviewed and understand the policies.

Scholars 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 five school days. YPSA will notify and confer with the scholar’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 scholar presents an ongoing threat to health and safety, YPSA may take action to expel the scholar. In such cases, YPSA will send a written notice of the facts, allegations and scholar/parent rights to the parent or caregiver. A committee designated by the UCSC Governing Board will hold a hearing regarding the offense. Upon the committee’s determination, the scholar may be expelled or offered reinstatement as appropriate.

These policies may be amended as required by law to protect the rights of scholars with disabilities or exceptional needs. This includes, but is not limited to, convening an individualized educational plan team meeting if a suspension lasts beyond five days or in the event that expulsion is recommended. UCSC will notify SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

**Element K: STRS/PERS**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Ed. Code 47605(b) (5) (K)*

The Urban Charter Schools Collective (UCSC) operates YPSA. Teachers working at the school will participate in the State Teachers Retirement System (STRS). UCSC may choose to offer the Public Employees Retirement System, Social Security, or another retirement plan to its non-teaching staff. SCUSD shall cooperate as necessary to forward any required reports as required by Ed. Code section 47611.3(a). SCUSD may charge UCSC a reasonable fee for the provision of such services, with such fee not to exceed the actual costs of the services provided.

*Ed. Code Section 47611.3 (a) At the request of a charter school, a school district or county office of education that is the chartering authority of a charter school shall create any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System. The county superintendent of schools, employing agency, or school district that reports to those systems pursuant to Section 23004 of this code or Section 20221 of the Government Code shall submit the required reports on behalf of the charter school. The school district or county office of education may charge the charter school for the actual costs of the reporting services.*

*Ed. Code Section 47611 (a) If a charter school chooses to make the State Teacher's Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under the plan's Defined Benefit Program or Cash Balance Benefit Program, and all provisions of Part 13 (commencing with Section 22000) and Part 14 (commencing with Section 26000) shall apply in the same manner as the provisions apply to other public schools in the school district that granted the charter.*

*(b) (1) If a charter school offers its employees coverage by the State Teachers' Retirement System or the Public Employees' Retirement System, or both, the charter school shall inform all applicants for positions within that charter school of the retirement system options for employees of the charter school.*

*(2) The information shall specifically include whether the charter school makes available to employees coverage under the State Teachers' Retirement System, the Public Employees' Retirement System, or both systems, and that accepting employment in the charter school may exclude the applicant from further coverage in the applicant's current retirement system, depending on the retirement options offered by the charter of the charter school.*

**Element L: Attendance Alternatives**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Ed. Code 47605(b) (5) (L)*

Scholars who opt not to attend YPSA 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.

**Element M: Description of Employee Rights**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Ed. Code 47605(b) (5) (M)*

YPSA staff members who leave Sacramento City Unified School District (SCUSD) to work at YPSA shall not have any rights to return to any positions in SCUSD during their employment at YPSA. Any return shall be at the discretion of the district. Such staff shall not earn service credit in SCUSD unless the district otherwise provides.

At the end of their service at YPSA, former staff members have no return rights to SCUSD. At their own discretion, they may apply for positions in SCUSD following the district's personnel hiring procedures.

**Element N: Dispute Resolution**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Ed. Code 47605(b) (5) (N)*

To increase understanding and to avoid disputes, both UCSC and SCUSD agree to jointly develop a Memorandum of Understanding (MOU) to clarify interpretation of the charter adopted by the Board of Education. The MOU will not contain items that are a material revision of the approved charter. A material revision of the charter shall follow the procedures described in Education Code 47605.

In the event the school or the granting agency has a dispute regarding the provisions of this charter, both parties agree to follow the process outlined below.

In the event of a dispute between UCSC 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 Superintendent of UCSC.

The SCUSD Superintendent and or Board designee and the UCSC Superintendent or Board designee shall informally meet and confer within 30 calendar days to attempt to resolve the dispute.

In the event 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 SCUSD Superintendent and or Board designee and the UCSC Superintendent or Board designee and attempt to resolve the dispute.

If this joint formal meeting fails to resolve the dispute, the SCUSD Superintendent and or Board designee and the UCSC Superintendent or Board designee shall meet to jointly identify a neutral, third party mediator. The cost of the third party mediator will be split evenly between the parties. The format of the mediation session shall be developed jointly by the SCUSD Superintendent and or Board designee and the UCSC Superintendent or Board designee, 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 UCSC and SCUSD jointly agree to bind themselves.

Each party is responsible for any costs it incurs for legal advice and representation.

Charter revocation will follow the process described in the Charter Schools Act under Ed Code 47607(c) through 47607(k) and will not be part of the dispute resolution process.

*Ed Code 47607(c) A charter may be revoked by the authority that granted the charter under this*



chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- (2) Failed to meet or pursue any of the pupil outcomes identified in the charter.
- (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- (4) Violated any provision of law.

### **Element O: Labor Relations**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Ed. Code 47605(b) (5) (O)*

The Urban Charter Schools Collective (UCSC) shall be deemed the exclusive public school employer of the employees at YPSA for the purposes of the Educational Employment Relations Act (EERA).

### **Element P: School Closure**

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Ed. Code 47605(b) (5) (P)*

If needed, the UCSC Governing Board will use the procedures described below to close the charter school in an orderly manner. The procedures are guided by the California Department of Education's (CDE) Charter School Closure Requirements and Recommendations. <http://www.cde.ca.gov/sp/cs/lr/csclosurerules.asp>

The Board of Directors will promptly notify parents and scholars of the Charter School, the authorizing school district (the "District"), the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and scholars of the Charter School of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, scholars and the District with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School scholars. All scholar records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **V. Term**

The term of this charter shall begin on July 1, 2015 and expire June 30, 2020.

### **A. Amendments:**

Any amendments to this charter shall be made by the mutual agreement of the Governing Board of the Urban Charter Schools Collective (UCSC) and the School Board of the Sacramento City Unified School District (SCUSD). Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines detailed in Education Code Section 47605.

### **B. 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 SCUSD and the UCSC Governing Boards. In the event of a dispute, the issue will be referred to the dispute resolution process described in this petition.

### **C. Oversight:**

UCSC and SCUSD 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.

SCUSD may inspect or observe any part of the school at any time, consistent with its oversight duties under the Education Code. It is assumed that inspections and observations will be done with minimum disruption to the instructional program. The established school protocols for visitors will be followed, e.g., signing in at the office upon arrival at school, wearing visitor's badge or district identification, and not taking photographs of scholars without written parent consent.

**VI. Proposed Operation and Potential Effects of the Proposed School on the District**

*A. The facilities to be utilized by the school. The description of the facilities shall specify where the school intends to locate. SCUSD Administrative Regulation on Charter Schools Article III Paragraph (6) Section (a) page 9.*

The District will provide the Charter School with facilities pursuant to the requirements of Proposition 39, to the extent the Charter School qualifies for such facilities.

*B. The manner in which administrative services of the school are to be provided. SCUSD Administrative Regulation on Charter Schools Article III Paragraph (6) Section (b) page 9.*

Each year, the proposed charter school will shop for administrative services, looking for the best service at the best price. Organizations with experience working with charter schools will be considered. Potential partners include, but are not limited to, Ed Tech, California Charter Schools Association, Sacramento City Unified School District, and the Charter Schools Development Center. By July 1 of each year, the charter school will finalize an agreement with those who are providing administrative services. The charter school may also choose to hire qualified staff to provide the administrative services in-house.

The budget submitted with this petition describes the administrative services to be used by the proposed school. The cost of the administrative services is shown in the budget and reflects the fees charged by SCUSD. These are the prices and the quality of service to beat. Otherwise, we will purchase administrative services from SCUSD.

In May of each preceding year of operation, the charter school will complete the California Department of Education form that requires choosing either direct funding or local funding. This will be done after weighing the benefits of both options.

*C. Potential liability effects, if any, upon the school and upon the district. SCUSD Administrative Regulation on Charter Schools Article III Paragraph (6) Section (c) page 9.*

**The Charter Schools Act states:**

*(c) An authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.*

## VII. Financial Statements

*Charter petitions must also include financial statements that include a proposed first-year operational budget, including start-up costs, and cash flow and financial projections for the first three years of operation. SCUSD Administrative Regulation on Charter Schools Article III Paragraph (7) page 9.*

The UCSC Board is fiscally conservative, and at the same time, strategic in spending to meet the academic goals of the school as evidenced by the growth in STAR API between 2011 and 2013. YPSA ended the 2013-14 school year with an unencumbered balance of \$1.1 million and anticipates ending the 2014-15 school year with approximately the same balance. In other words, YPSA is starting the next five years with a large reserve. The Board intentionally maintains a large reserve to deal with future uncertainties such as the expiration of the Educational Protection Account and the state economy possibly taking a downward turn. A downward stock market, for example, would have a huge negative impact on state revenue; as would the current drought going into a 5th or 6th year.

We are projecting an enrollment of 420 scholars each year with 96% ADA. There will be 20 scholars in each K-6 classroom. On February 24, 2015, over 80 scholars were on the school's waiting list. Declining ADA during the next five years is not expected.

The remainder of this section includes financial documents that reflect the financial strength of YPSA to support the educational programs described in the charter and Local Control Accountability Plan (LCAP). The documents include, in the following order:

- A. Detailed first-year budget by line item (2015-16) that also shows the anticipated budget for the following two years (2016-17 and 2017-18).
- B. Cash flow projections for the first three years (2015-16, 2016-17, and 2017-18).
- C. Multi-year projections over four years covering the last year of the current charter plus the first three years of the renewed charter.
- B. LCFF Funding Snapshots for 2013-14 P-2 and 2014-15 P-1
- D. Auditor report for 2013-14, verifying an ending balance of \$1.1 million.

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

A. Line-by-line item detailed first –year budget (2015-16) that shows anticipated budget for the following two years (2016-17 and 2017-18)

<b>Three Year Budget Projections</b>	<b>Year 1 2015-16</b>	<b>Year 2 2016-17</b>	<b>Year 3 2017-18</b>
<b>Assumptions</b>			
K-3 Enrollment	240.00	240.00	240.00
4-6 Enrollment	180.00	180.00	180.00
Total Enrollment	420.00	420.00	420.00
96% ADA	403.20	403.20	403.20

<b>Revenue</b>	<b>Year 1 2015-16</b>	<b>Year 2 2016-17</b>	<b>Year 3 2017-18</b>
<b>1. LCFF</b>			
LCFF from 3 sources:1) in lieu property tax, 2) Educational Protection Account (EPA), and 3) state aid	3,231,389.05	3,316,060.28	3,398,482.36
<b>2. Other State Funding</b>			
A. Lottery Unrestricted @\$128/prior year ada	50,257.92	51,609.60	51,609.60
B. Lottery Restricted @ \$34/prior year ada	13,349.76	13,708.80	13,708.80
C. Mandated Block Grant reimbursement @ \$14/prior year ADA	5,496.96	5,644.80	5,644.80
D. One-Time funds Common Core Implementation	78,960.00	-	-
E. Statewide Student Identifier Maintenance (SSIM/SSID) @ 0.25.prior year ADA	98.16	100.80	100.80
F. Last Mile Internet Connectivity grant			
G. Prop 39 energy planning and conservation			
H. May revise may have additional funds			
<b>3. Federal Funding</b>			
A. Federal Title 1 - Low Income.	137,137.31	136,180.80	136,180.80
B. Federal Title 2 - Professional Development.	2,224.00	2,224.00	2,224.00
C. Federal Title 3 - English Learners	16,150.00	16,150.00	16,150.00
D. Federal Title 3 - Immigrant	-	-	-
<b>4. Other Funding - grants &amp; donations</b>			
A. E-rate technology/connectivity federal program	-	-	-
B. Donations	-	-	-

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

<b>Total Revenue</b>	<b>3,535,063.16</b>	<b>3,541,679.08</b>	<b>3,624,101.16</b>
<b>Expenditures</b>	<b>Year 1 2015-16</b>	<b>Year 2 2016-17</b>	<b>Year 3 2017-18</b>
1000 Series			
1101 21 teachers	916,950.69	956,893.44	1,000,297.50
1101 Teacher Leaders, CELDT & Assessment Coordination Stipends	6,000.00	6,000.00	6,000.00
1102 Substitutes on YPSA payroll. Plus Subs from SCUSD in 5000 series	34,650.00	35,343.00	36,049.86
1000 Stipends for parent engagement including but not limited to Home visits and parent workshops	10,000.00	10,000.00	10,000.00
1104 Stipends for 10 new teachers attending 6-day boot camp. 6 hrs./day x \$100/day x 10 certificated staff:	6,000.00	6,000.00	6,000.00
1200 Part-time retired counselor. Max allowed is \$40,173 in 2014-15	30,000.00	30,000.00	30,000.00
1311 One full-time principal	102,514.96	103,540.11	104,575.51
1300 One superintendent	126,250.04	127,512.54	128,787.67
<b>1000 Series Total</b>	<b>1,232,365.69</b>	<b>1,275,289.09</b>	<b>1,321,710.54</b>
2000 Series			
2101 Three full-time non credentialed instructors for Dance, Taekwondo, PE	91,324.80	93,151.30	95,014.32
2101 Three full-time Hmong Language Teachers	91,929.60	93,768.19	95,643.56
2221 Two full-time Custodial Staff	60,910.08	62,128.28	63,370.85
2300 Business Officer Manager	70,339.63	71,043.03	71,753.46
2400 Two part-time back office clerks	20,223.00	20,627.46	21,040.01
2401 Two full-time Front Office Clerks	53,306.88	54,373.02	55,460.48
2402 Clerical subs based on 40 hrs. x 4 weeks hrs. of unforeseen work at budget time, registration, and of school year	1,920.00	1,977.60	2,036.93
2900 19 four-hour ATT staff. 4-hrs/day x 180 days. 5 of those days for training	246,240.00	251,164.80	256,188.10
2224 Registered Nurse	63,106.56	64,368.69	65,656.07
2901 Other classified: safety supervisors/yard duties. 5-hrs./day x 175 days x 4 people. Total 20 hrs. per day	42,000.00	44,100.00	46,305.00
2000 Sick leave 1 hrs. for every 30 hrs. worked, cap at 6 days/yr. Includes all part time ATT, Yard Supervisors and Back Office Clerks	5,400.00	5,492.00	5,863.00

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

2000 substitutes to cover when hourly staff take a sick day - Paid at current department substitute rates: HLD/Movement \$125/day, Clerks and custodial staff @ \$12/hr	9,840.00	10,800.00	10,800.00
<b>2000 Series Total</b>	<b>756,540.55</b>	<b>772,994.37</b>	<b>789,131.76</b>
<b>3000 Series</b>	10.73% strs	12.58% strs	14.43% strs
3101 STRS 8.88% on July 2014. 10.73% on July 2015, 12.58% on July 2016, 14.43% on July 2017, 16.28% on July 2018, 18.13% on July 2019, 19.1% on July 2020.	132,232.84	160,431.37	190,722.83
3301 and 3312 Medi-care 1.45% all staff paid by UCSC	10,969.84	11,208.42	11,442.41
3302 Social Security classified staff and enrichment staff 6.2% paid by UCSC	46,905.51	47,925.65	48,926.17
3401 and 3402: medical with Kaiser and Western Health Insurance, 3411 dental with Met Life, 3431 vision with CoPower. Cap of \$7,500	232,500.00	237,150.00	241,893.00
3504 School Employees Fund (SEF) 0.05% for state fiscal year 2012-13. \Paid by ER	5,455.00	5,618.65	5,787.21
3600 Republic Indemnity Co. Chapman is the broker.	32,500.00	33,475.00	34,479.25
<b>3000 Series Total</b>	<b>460,563.19</b>	<b>495,809.09</b>	<b>533,250.87</b>
<b>4000 Series</b>	3% increase	3% increase	3% increase
4200 Consumables K Open Court Decodable	3,100.00	3,193.00	3,288.79
4200 Consumables 1st OC decodable and phonics books	5,500.00	5,665.00	5,834.95
4200 Consumables 2nd: Math and decodable	12,800.00	8,000.00	8,240.00
4200 Consumables 3rd: Math two kinds or copy paper instead x 6 reams. Also 4th grade 6 reams	3,400.00	3,502.00	3,607.06
4200 Consumables 4th: math reteach workbooks practice.	4,300.00	4,429.00	4,561.87
4200 Consumables 5th: math	5,700.00	5,871.00	6,047.13
4200 New 6th grade class library	700.00		
4200 Consumables 6th: math	5,422.37	5,585.04	5,752.60
4200 Magazine 4th -6th Studies Weekly. Add new 4th grade	1,700.00	1,751.00	1,803.53
4310 Classroom supplies for the Open Supply Room plan = 420 x \$70.0	29,400.00	30,282.00	31,190.46
4330 Office supplies @ \$16.65/scholar x 420	6,993.78	7,203.60	7,419.70
4330 Awards supplies - \$1 /scholar x 420 (Each Trimester)	1,260.00	1,297.80	1,336.73
4330 Admin supplies - ink, paper, etc.	1,030.00	1,060.90	1,092.73



**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

43xx Supplies for Office of Supt.	1,000.00	1,030.00	1,060.90
4340 Back office supplies: fingerprinting forms, checks, toner, paper, envelopes, other basics. Postage separate	1,750.12	1,802.63	1,856.70
4360 Medical and Health supplies. \$3/scholar x 420 scholars in K-6	1,030.00	1,060.90	1,092.73
4370 Custodial supplies	8,700.00	8,961.00	9,229.83
4xxx instructional discretionary fund for replacement equipment, furniture, printers, etc. related to instruction	10,000.00	10,300.00	10,300.00
4420 Storage Bin for storage empty supply room-Outdoor Shed-Furniture	10,000.00	-	-
4440 New 6th Gr. Laptops + airport + power surge protector + LCD + Document	18,000.00		-
4440 Future Technology Funds (210 @ 420 / 3 years)	42,000.00	42,000.00	42,000.00
4700 Snacks for 5 all day staff meetings/professional development. \$100/day x 5 days. July Boot Camp \$166.35. July 25 \$219.50.	1,545.00	1,591.35	1,639.09
4700 Food Academy Council meetings. 1 x per month x 10 months (Sept to June) x 12 people x \$10/person	1,136.67	1,170.77	1,205.89
4700 Food Regular Board meetings. 1 x per month x 12 months x \$10/person x 10 people	708.86	730.12	752.03
<b>4000 Series Total</b>	<b>177,176.80</b>	<b>146,487.10</b>	<b>149,312.72</b>
5000 Series	3% increase	3% increase	3% increase
5202 mileage	900.00	927.00	954.81
5203 CSDC Leadership Update Conference	1,350.00	3,000.00	1,500.00
5300 Membership School Services of California	2,600.00	2,600.00	2,600.00
5300 Membership dues CCSA	2,100.00	2,100.00	2,100.00
5300 Membership dues CSDC	1,260.00	1,260.00	1,260.00
5900 EdJoin job advertising service	618.00	636.54	655.64
5400 Liability Insurance plus liability for board member and officers; general liability, auto liability, improper sexual conduct, social services, professional; property.	15,523.13	15,988.82	16,468.49
5400 Arthur J Gallagher Accident Insurance	1,419.34	1,461.92	1,505.78

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

5501 SCUSD utilities: Water & sewage	21,095.13	21,727.98	22,379.82
5502 SCUSD utilities: waste removal Atlas	1,847.67	1,903.10	1,960.19
5503 SCUSD utilities: natural gas SPURR.	2,430.43	2,503.34	2,578.44
5504 SCUSD utilities: Electricity SMUD	48,085.83	49,528.40	51,014.26
5630 Capital Improvements (e.g., replace keylock, make additional keys)	3,000.00	3,090.00	3,182.70
5610 Annual Riso Service Agreement	437.75	450.88	464.41
5620 Copier rental from Ray Morgan Co.	6,180.00	6,365.40	6,556.36
5640 SCUSD services: Rent or Pro Rata Share @ \$2.12/sq. ft.	85,000.00	85,000.00	85,000.00
5802 Payroll services Paychex	11,397.68	11,739.61	12,091.80
5805 and 58011 Fiscal auditor	25,861.24	26,637.08	27,436.19
5807 Beneflex POP plan renewal fee. Annual	41.20	42.44	43.71
5808 Bank wire transfer fees and other fees	309.00	318.27	327.82
5808 Annual Filing with Sec of State	20.00	20.00	20.00
5810 Legal services	13,219.91	13,616.50	14,025.00
5811 K12 Health school nurse services	12,000.00	12,000.00	12,000.00
5811 Utonomy, Inc. = Michael Welty, CPA fees	5,000.00	4,300.00	4,300.00
5811 Fingerprinting fund for new staff without upfront money. Borrow from here then replenish when it is deducted from first pay check.	257.50	265.23	273.18
5840 Stipends for BTSA support providers	11,124.00	11,457.72	11,801.45
SCUSD Services Assessment Research	11,429.29	11,772.17	12,125.34
5898 Contracted Services - Teach of America	25,000.00	20,000.00	15,000.00
5898 Contracted Services - Tech services with 3rd party vendor to maintain network. e.g., possibly Optimal Teks (\$45/hr 48 hr/mo. plus mileage)	35,244.00	36,301.32	37,390.36
5898 Contracted Services - Website (\$35/hr.)	8,400.00	8,652.00	8,911.56
5899 Professional Development	91,900.00	50,057.00	51,558.71

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

5899 NWEA Testing	11,000.00	11,000.00	-
5899 Substitutes contracted from SCUSD	42,612.25	43,890.61	45,207.33
5899 External Evaluator	6,180.00	6,365.40	6,556.36
5899 Consultant for diversity training follow-up work	10,000.00	10,000.00	10,300.00
5900 Communication: WIX domain	397.14	409.06	421.33
5902 Postage	1,286.45	1,325.04	1,364.79
5820 Study trips	50,000.00	50,500.00	51,005.00
<b>5000 Series Total</b>	<b>566,526.93</b>	<b>529,212.84</b>	<b>522,340.82</b>
7000 Series	sped @\$620	sped @ \$630	sped @\$640
7010 SCUSD services: oversight 1% of LCFE	32,313.89	33,160.60	33,984.82
7020 SCUSD services: Special Ed encroachment.	260,400.00	264,600.00	268,800.00
<b>7000 Series Total</b>	<b>292,713.89</b>	<b>297,760.60</b>	<b>302,784.82</b>
<b>Total Expenses</b>	<b>3,485,887.05</b>	<b>3,517,553.09</b>	<b>3,618,531.53</b>
Balance does not include prior year carry over	49,176.11	24,125.99	5,569.63

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

**B. Cash Flow Projections for the first three years (2015-16, 2016-17, and 2017-18)**

<b>2015-16 Cash Flow</b>														
<b>Revenue</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Total</b>
<b>1. Local Control Funding Formula</b>														
A. District In Lieu property tax		32,487.74	64,975.48	43,316.99	43,316.99	43,316.99	43,316.99	43,316.99	75,804.73	37,902.36	37,902.36	37,902.36	52,464.92	556,024.90
B. Educational Protection Act @17% of LOFF amount			153,490.98			153,490.98			153,490.98			153,490.98		613,963.92
C. State Aid	103,070.01	103,070.01	185,526.02	185,526.02	185,526.02	185,526.02	185,526.02	185,526.02	185,526.02	185,526.02	185,526.02	185,526.02		2,061,400.24
<b>2. Other State Funding</b>														
A. Mandated Block Grant @ \$14/prior year ADA at P-2. Apply Aug 1-30, 2014.						5,496.96								5,496.96
B. One-time funds 1st apportionment. EL standards, next gen science standards. common core too					39,480.00					39,480.00				78,960.00
B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year.			12,564.48			12,564.48			12,564.48			12,564.48		50,257.92
C. Lottery Restricted @ \$29/ADA. Receive next fiscal year			3,337.44			3,337.44			3,337.44			3,337.44		13,349.76
D. Unrestricted Statewide Student Identifier Maintenance (SSIM/SSID)				98.16										98.16
<b>3. Federal Funding</b>														
A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA. Minus 20% SES			34,284.33			34,284.33			34,284.33			34,284.33		137,137.31
B. Federal Title 2 - professional development			556.00			556.00			556.00			556.00		2,224.00
C. Federal Title 3 - English Learners @85/ADA based on 2 prior years.			4,037.50			4,037.50			4,037.50			4,037.50		16,150.00
D. Federal Title 3 - Immigrant														-
<b>4. Other including donations</b>														
														-
														-
<b>Total Revenue</b>	<b>103,070.01</b>	<b>135,557.75</b>	<b>458,772.23</b>	<b>228,941.17</b>	<b>268,323.01</b>	<b>442,610.70</b>	<b>228,843.01</b>	<b>228,843.01</b>	<b>469,601.48</b>	<b>262,908.38</b>	<b>223,428.38</b>	<b>431,699.11</b>	<b>52,464.92</b>	<b>3,535,063.16</b>
<b>Expenses 2015-16</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Total</b>
1000 Staff Salaries - Certificated	19,063.75	110,300.18	110,300.18	110,300.18	110,300.18	110,300.18	110,300.18	110,300.18	110,300.18	110,300.18	110,300.18	110,300.18		1,232,365.69
2000 Staff Salaries - Classified	15,379.72	67,378.26	67,378.26	67,378.26	67,378.26	67,378.26	67,378.26	67,378.26	67,378.26	67,378.26	67,378.26	67,378.26		756,540.55
3000 Employee Benefits	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27	38,380.27		460,563.19
4000 Books & Supplies	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73	14,764.73		177,176.80
5000 Services & Operating Expenditures	52,262.62	32,786.33	62,158.99	32,786.33	32,786.33	62,158.99	32,786.33	32,786.33	62,158.99	32,786.33	32,786.33	98,282.99		566,526.93
6000 Capital Improvement														-
7000 Other Outgo			73,178.47			73,178.47			73,178.47			73,178.47		292,713.89
<b>Total Expenses 2015-16</b>	<b>139,851.09</b>	<b>263,609.77</b>	<b>366,160.90</b>	<b>263,609.77</b>	<b>263,609.77</b>	<b>366,160.90</b>	<b>263,609.77</b>	<b>263,609.77</b>	<b>366,160.90</b>	<b>263,609.77</b>	<b>263,609.77</b>	<b>402,284.90</b>		<b>3,485,887.05</b>
Monthly Surplus/(Deficit)	(36,781.08)	(128,052.01)	92,611.33	(34,668.60)	4,713.24	76,449.80	(34,766.76)	(34,766.76)	103,440.58	(701.38)	(40,181.38)	29,414.21	52,464.92	49,176.11
Running Surplus/(Deficit)	(36,781.08)	(164,833.09)	(72,221.76)	(106,890.36)	(102,177.12)	(25,727.32)	(60,494.08)	(95,260.84)	8,179.74	7,478.35	(32,703.03)	(3,288.81)	49,176.11	

# YAV PEM SUAB ACADEMY CHARTER SCHOOL

## 2016-17 Cash Flow

Revenue	July	August	September	October	November	December	January	February	March	April	May	June	July	Total
<b>1. Local Control Funding Formula</b>														
A. District In Lieu property tax		32,487.74	64,975.48	43,316.99	43,316.99	43,316.99	43,316.99	43,316.99	75,804.73	37,902.36	37,902.36	37,902.36	52,464.92	556,024.90
B. Educational Protection Act @17% of LCFF amount			132,642.41			132,642.41			132,642.41			132,642.41		530,569.64
C. State Aid	111,473.29	111,473.29	185,526.02	185,526.02	185,526.02	185,526.02	185,526.02	215,777.81	215,777.81	215,777.81	215,777.81	215,777.81		2,229,465.74
<b>2. Other State Funding</b>														
A. Mandated Block Grant @ \$14/prior year ADA at P-2. Apply Aug 1-30, 2014.						5,644.80								5,644.80
B. One-time funds 1st apportionment. EL standards, next gen science standards, common core too					-					-				-
B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year.			12,902.40			12,902.40			12,902.40			12,902.40		51,609.60
C. Lottery Restricted @ \$\$29/ADA. Receive next fiscal year			3,427.20			3,427.20			3,427.20			3,427.20		13,708.80
D. Unrestricted Statewide Student Identifier Maintenance (SSIM/SSID)				100.80										100.80
<b>3. Federal Funding</b>														
A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA. Minus 20% SES			34,045.20			34,045.20			34,045.20			34,045.20		136,180.80
B. Federal Title 2 - professional development			556.00			556.00			556.00			556.00		2,224.00
C. Federal Title 3 - English Learners @85/ADA based on 2 prior years.			4,037.50			4,037.50			4,037.50			4,037.50		16,150.00
D. Federal Title 3 - Immigrant														-
<b>4. Other including donations</b>														
														-
														-
<b>Total Revenue</b>	111,473.29	143,961.03	438,112.21	228,943.81	228,843.01	422,098.52	228,843.01	259,094.80	479,193.25	253,680.18	253,680.18	441,290.89	52,464.92	3,541,679.08
<b>Expenses 2016-17</b>														
	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Total</b>
1000 Staff Salaries - Certificated	19,254.39	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	114,184.97	1,275,289.09
2000 Staff Salaries - Classified	15,628.69	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	68,851.42	772,994.37
3000 Employee Benefits	26,638.10	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	42,651.91	495,809.09
4000 Books & Supplies	21,973.07	29,297.42	14,648.71	8,789.23	4,394.61	4,394.61	14,648.71	8,789.23	13,183.84	8,789.23	8,789.23	8,789.23	8,789.23	146,487.10
5000 Services & Operating Expenditures	49,317.44	29,765.67	60,019.50	29,765.67	29,765.67	60,019.50	29,765.67	29,765.67	60,019.50	29,765.67	29,765.67	91,477.22	91,477.22	529,212.84
6000 Capital Improvement														-
7000 Other Outgo			74,440.15			74,440.15			74,440.15			74,440.15		297,760.60
<b>Total Expenses 2016-17</b>	132,811.69	284,751.39	374,796.67	264,243.20	259,848.58	364,542.57	270,102.68	264,243.20	373,331.80	264,243.20	264,243.20	400,394.91	52,464.92	3,517,553.09
<b>Monthly Surplus/(Deficit)</b>														
Monthly Surplus/(Deficit)	(21,338.41)	(140,790.36)	63,315.54	(35,299.39)	(31,005.58)	57,555.95	(41,259.67)	(5,148.40)	105,861.45	(10,563.02)	(10,563.02)	40,895.98	52,464.92	24,125.99
<b>Running Surplus/(Deficit)</b>														
Running Surplus/(Deficit)	(21,338.41)	(162,128.77)	(98,813.23)	(134,112.62)	(165,118.19)	(107,562.25)	(148,821.92)	(153,970.32)	(48,108.87)	(58,671.89)	(69,234.91)	(28,338.93)	24,125.99	

# YAV PEM SUAB ACADEMY CHARTER SCHOOL

## 2017-18 Cash Flow

Revenue	July	August	September	October	November	December	January	February	March	April	May	June	July	Total
<b>1. Local Control Funding Formula</b>														
A. District In Lieu property tax		34,097.94	68,195.88	45,463.92	45,463.92	45,463.92	45,463.92	45,463.92	79,561.86	39,780.93	39,780.93	39,780.93	39,780.93	568,299.00
B. Educational Protection Act @17% of LCFF amount			135,939.29			135,939.29			135,939.29			135,939.29		543,757.18
C. State Aid	114,321.31	114,321.31	205,778.36	205,778.36	205,778.36	205,778.36	205,778.36	205,778.36	205,778.36	205,778.36	205,778.36	205,778.36		2,286,426.18
<b>2. Other State Funding</b>														
A. Mandated Block Grant @ \$14/prior year ADA at P-2. Apply Aug 1-30, 2014.						5,644.80								5,644.80
B. One-time funds 1st apportionment. EL standards, next gen science standards. common core too														-
B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year.			12,902.40			12,902.40			12,902.40			12,902.40		51,609.60
C. Lottery Restricted @ \$29/ADA. Receive next fiscal year			3,427.20			3,427.20			3,427.20			3,427.20		13,708.80
D. Unrestricted Statewide Student Identifier Maintenance (SSIM/SSID)				100.80										100.80
<b>3. Federal Funding</b>														
A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA. Minus 20% SES			34,045.20			34,045.20			34,045.20			34,045.20		136,180.80
B. Federal Title 2 - professional development			556.00			556.00			556.00			556.00		2,224.00
C. Federal Title 3 - English Learners @85/ADA based on 2 prior years.			4,037.50			4,037.50			4,037.50			4,037.50		16,150.00
D. Federal Title 3 - Immigrant														-
<b>4. Other including donations</b>														
														-
														-
<b>Total Revenue</b>	<b>114,321.31</b>	<b>148,419.25</b>	<b>464,881.83</b>	<b>251,343.08</b>	<b>251,242.28</b>	<b>447,794.67</b>	<b>251,242.28</b>	<b>251,242.28</b>	<b>476,247.81</b>	<b>245,559.29</b>	<b>245,559.29</b>	<b>436,466.88</b>	<b>39,780.93</b>	<b>3,624,101.16</b>
<b>Expenses 2017-18</b>														
1000 Staff Salaries - Certificated	19,446.93	118,387.60	118,387.60	118,387.60	118,387.60	118,387.60	118,387.60	118,387.60	118,387.60	118,387.60	118,387.60	118,387.60		1,321,710.54
2000 Staff Salaries - Classified	15,882.07	70,295.43	70,295.43	70,295.43	70,295.43	70,295.43	70,295.43	70,295.43	70,295.43	70,295.43	70,295.43	70,295.43		789,131.76
3000 Employee Benefits	27,534.46	45,974.22	45,974.22	45,974.22	45,974.22	45,974.22	45,974.22	45,974.22	45,974.22	45,974.22	45,974.22	45,974.22		533,250.87
4000 Books & Supplies	22,396.91	29,862.54	14,931.27	8,958.76	4,479.38	4,479.38	14,931.27	8,958.76	13,438.14	8,958.76	8,958.76	8,958.76		149,312.72
5000 Services & Operating Expenditures	38,818.20	30,188.67	61,350.12	30,188.67	30,188.67	61,350.12	30,188.67	30,188.67	61,350.12	30,188.67	30,188.67	88,151.57		522,340.82
6000 Capital Improvement														-
7000 Other Outgo			75,696.21			75,696.21			75,696.21			75,696.21		302,784.82
<b>Total Expenses 2017-18</b>	<b>124,078.56</b>	<b>294,708.46</b>	<b>386,634.85</b>	<b>273,804.68</b>	<b>269,325.30</b>	<b>376,182.96</b>	<b>279,777.19</b>	<b>273,804.68</b>	<b>385,141.72</b>	<b>273,804.68</b>	<b>273,804.68</b>	<b>407,463.79</b>		<b>3,618,531.53</b>
Monthly Surplus/(Deficit)	(9,757.25)	(146,289.21)	78,246.98	(22,461.60)	(18,083.02)	71,611.71	(28,534.91)	(22,562.40)	91,106.09	(28,245.39)	(28,245.39)	29,003.09	39,780.93	5,569.63
Running Surplus/(Deficit)	(9,757.25)	(156,046.46)	(77,799.48)	(100,261.08)	(118,344.10)	(46,732.39)	(75,267.30)	(97,829.70)	(6,723.61)	(34,969.00)	(63,214.39)	(34,211.30)	5,569.63	

C. Multi-year projections over the four years covering the last year of the current charter plus the first three years of the renewed charter.

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
Charter Renewal**

**Yav Pem Suab Academy**  
**Charter School Name: Charter**  
**CDS #: 34 67439 0121665**  
**Charter Approving Entity: Sacramento City Unified**  
**County: Sacramento**  
**Charter #: 1186**

Description	Object Code	CY 2014-15	Totals for 2015-16	Totals for 2016-17	Totals for 2017-18
<b>A. REVENUES</b>					
<b>1. Revenue Limit Sources</b>					
LCFF - State Aid	8011	1,853,452	2,061,400	2,229,466	2,286,426
Education Protection Act	8012	456,416	613,964	530,570	543,757
Charter Schools Funding in lieu of Property Taxes	8096	541,462	556,025	556,025	568,299
<b>Total, Revenue Limit Sources</b>		<b>2,851,330</b>	<b>3,231,389</b>	<b>3,316,060</b>	<b>3,398,482</b>
<b>2. Federal Revenues</b>					
No Child Left Behind	8290	172,961	155,511	154,555	154,555
<b>Total, Federal Revenues</b>		<b>172,961</b>	<b>155,511</b>	<b>154,555</b>	<b>154,555</b>
<b>3. Other State Revenues</b>					
All Other State Revenues		99,422	148,163	71,064	71,064
<b>Total, Other State Revenues</b>		<b>99,422</b>	<b>148,163</b>	<b>71,064</b>	<b>71,064</b>
<b>4. Other Local Revenues</b>					
All Other Local Revenues		59,135			
<b>Total, Local Revenues</b>		<b>59,135</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>5. TOTAL REVENUES</b>		<b>3,182,848</b>	<b>3,535,063</b>	<b>3,541,679</b>	<b>3,624,101</b>

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Teachers' Salaries	1100	936,248	973,601	1,014,236	1,058,347	
Certificated Pupil Support Salaries	1200	31,873	30,000	30,000	30,000	
Certificated Supervisors' and Administrators' Salaries	1300	218,688	228,765	231,053	233,363	
Other Certificated Salaries	1900					
<b>Total, Certificated Salaries</b>		<b>1,186,808</b>	<b>1,232,366</b>	<b>1,275,289</b>	<b>1,321,711</b>	
<b>2. Non-certificated Salaries</b>						
Classified Instructional Salaries	2100	278,481	444,734	454,376	463,509	
Classified Support Salaries	2200	105,436	124,017	126,497	129,027	
Classified Supervisors' and Administrators' Sal.	2300	69,643	70,340	71,043	71,753	
Clerical and Office Salaries	2400	66,479	75,450	76,978	78,537	
Other Classified Salaries	2900	32,602	42,000	44,100	46,305	
<b>Total, Non-certificated Salaries</b>		<b>552,642</b>	<b>756,541</b>	<b>772,994</b>	<b>789,132</b>	
	<b>Description</b>	<b>Object Code</b>	<b>CY 2014-15</b>	<b>Totals for 2015-16</b>	<b>Totals for 2016-17</b>	<b>Totals for 2017-18</b>
<b>3. Employee Benefits</b>						
STRS	3101-3102	98,424	132,233	160,431	190,723	
OASDI / Medicare / Benefits	3301-3302	55,802	57,875	59,134	60,369	
Health and Welfare Benefits	3401-3402	181,218	232,500	237,150	241,893	
Unemployment Insurance	3501-3502	5,785	5,455	5,619	5,787	
Workers' Compensation Insurance	3601-3601	31,182	32,500	33,475	34,479	
<b>Total, Employee Benefits</b>		<b>372,412</b>	<b>460,563</b>	<b>495,809</b>	<b>533,251</b>	
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100					
Books and Other Reference Materials	4200	41,006	42,622	37,996	39,136	
Materials and Supplies	4300	102,977	61,164	62,999	64,580	
Noncapitalized Equipment	4400	210,996	70,000	42,000	42,000	



**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

Food	4700	3,292	3,391	3,492	3,597
<b>Total, Books and Supplies</b>		<b>358,270</b>	<b>177,177</b>	<b>146,487</b>	<b>149,313</b>
<b>5. Services and Other Operating Expenditures</b>					
Travel and Conferences	5200	1,013	2,250	3,927	2,455
Dues and Memberships	5300	5,924	5,960	5,960	5,960
Insurance	5400-5450	16,449	16,942	17,451	17,974
Operations and Housekeeping Services	5500	74,276	73,459	75,663	77,933
Rentals, Leases, Repairs, and Noncap. Improvements	5600	90,714	94,618	94,906	95,203
Professional/Consulting Services and Operating Expend.	5800	260,481	370,996	328,935	320,374
Communications	5900	66,009	2,302	2,371	2,442
<b>Total, Services and Other Operating Expenditures</b>		<b>514,866</b>	<b>566,527</b>	<b>529,213</b>	<b>522,341</b>
<b>6. Capital Outlay</b>					
Sites and Improvements of Sites	6100				
Equipment	6400				
Equipment Replacement	6500				
<i>Depreciation Expense (for full accrual only)</i>	6900				
<b>Total, Capital Outlay</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>7. Other Outgo</b>					
All Other Transfers to District	7281	268,596	292,714	297,761	302,785
Debt Service:					
Interest	7438				
Principal	7439				
<b>Total, Other Outgo</b>		<b>268,596</b>	<b>292,714</b>	<b>297,761</b>	<b>302,785</b>
<b>8. TOTAL EXPENDITURES</b>		<b>3,253,594</b>	<b>3,485,887</b>	<b>3,517,553</b>	<b>3,618,532</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>-70,746</b>	<b>49,176</b>	<b>24,126</b>	<b>5,570</b>
<b>Description</b>	<b>Object Code</b>	<b>CY 2014-15</b>	<b>Totals for 2015-16</b>	<b>Totals for 2016-17</b>	<b>Totals for 2017-18</b>
<b>D. OTHER FINANCING SOURCES / USES</b>					
<b>1. Other Sources</b>	8930-8979				

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

<b>2.</b>	Less: Other Uses	7630-7699				
<b>3.</b>	Contributions Between Unrestricted and Restricted Accounts (must net to zero)					
		8980-8999				
<b>4.</b>	TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0
<b>E.</b>	<b>NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		-70,746	49,176	24,126	5,570
<b>F.</b>	<b>FUND BALANCE, RESERVES</b>					
<b>1.</b>	Beginning Fund Balance					
a.	As of July 1	9791	1,136,536	1,065,790	1,114,966	1,139,092
b.	Adjustments to Beginning Balance	9793, 9795	-	-	-	-
c.	Adjusted Beginning Balance		1,136,536	1,065,790	1,114,966	1,139,092
<b>2.</b>	Ending Fund Balance, June 30 (E + F.1.c.)		1,065,790	1,114,966	1,139,092	1,144,662
	Components of Ending Fund Balance:					
a.	Unassigned/Unappropriated Reserve for Economic Uncertainties	9789				
	Unassigned/Unappropriated Amount	9790	1,065,790	1,114,966	1,139,092	1,144,662

**D. LCFF Funding Snapshots for 2013-14 P-2 and 2014-15 P-1**



**LCFF Funding Snapshot**

**Fiscal Year:** 2013–14  
(As of February 2015, Annual)

**LEA Name:** YavPem Suab Academy - Preparing for the Future  
**County:** Sacramento County  
**CDS Code:** 34-67439-0121665 **Charter Number:** 1186

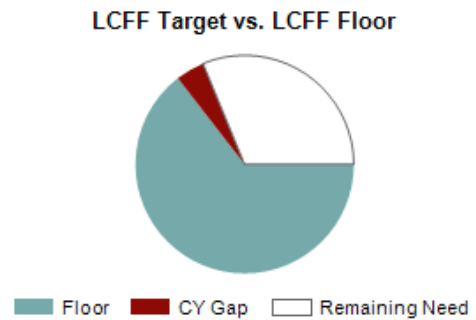
Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the [Principal Apportionment Web page](#).

LOCAL EDUCATIONAL AGENCY (LEA) DATA					
Grade Span	K–3	4–6	7–8	9–12	Total
Average Daily Attendance (ADA)	251.57	160.86	0.00	0.00	412.43
Unduplicated Pupil Percentage (UPP)	89.93 %				

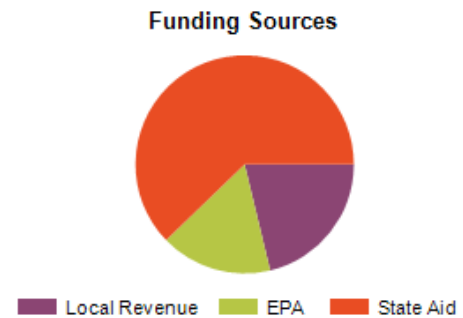
LCFF TARGET ENTITLEMENT	
Funding calculation based on the LCFF funding model. During transition most LEAs will not receive this level of funding. The LCFF will be phased in over an estimated eight years.	
Components	Amount
Base Grant Funding	\$ 3,066,079
Supplemental Grant Funding	551,465
Concentration Grant Funding	313,353
Necessary Small Schools (NSS) Allowance	N/A
Add-On Funding	N/A
<b>Total LCFF Target Entitlement</b>	<b>\$ 3,930,897</b>

LCFF TRANSITION ENTITLEMENT	
Calculation of the LEA's funding entitlement during the transition period until full implementation of LCFF. This table will either have an amount shown under the Target or the Floor, whichever is lower.	
Components	Amount
LCFF Target Entitlement	\$ 0
Floor Entitlement	2,536,019
Current Year (CY) Gap Funding (12.00%)	167,409
Economic Recovery Target	0
Additional LCFF State Aid to Meet the Minimum (Additional SA for MSA)	0
<b>Total Transition Entitlement Adjusted for Additional SA for MSA*</b>	<b>\$ 2,703,428</b>

LCFF TARGET vs. LCFF FLOOR	
A comparison of the LEA's Target and Floor Entitlements to determine current year remaining need. Some LEAs are funded at the Target and do not have a Remaining Need.	
Components	Amount
LCFF Target Entitlement	\$ 3,930,897
Less Floor Entitlement	(2,536,019)
Less CY Gap Funding	(167,409)
Remaining Need	\$ 1,227,469



LCFF FUNDING SOURCES (ACTUAL FUNDING)	
The actual amount of current year LCFF funding by source.	
Components	Amount
Local Revenue	\$ 574,313
Education Protection Account (EPA) State Aid	447,391
LCFF State Aid Before MSA	1,681,724
Additional SA for MSA	0
<b>Total Funding**</b>	<b>\$ 2,703,428</b>



\* LCFF Transition Entitlement components may not sum to Total Transition Entitlement Adjusted for MSA due to miscellaneous adjustments.

\*\* Total LCFF Funding sources (Actual Funding) may be greater than Total Transition Entitlement Adjusted for MSA due to an LEA's EPA State Aid and/or because local revenue exceeds the LEA's Transition Entitlement.

# YAV PEM SUAB ACADEMY CHARTER SCHOOL



## LCFF Funding Snapshot

**Fiscal Year:** 2014–15  
(As of February 2015, P-1)

**LEA Name:** Yav Pem Suab Academy - Preparing for the Future  
**County:** Sacramento County  
**CDS Code:** 34-67439-0121665 **Charter Number:** 1186

Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the [Principal Apportionment Web page](#).

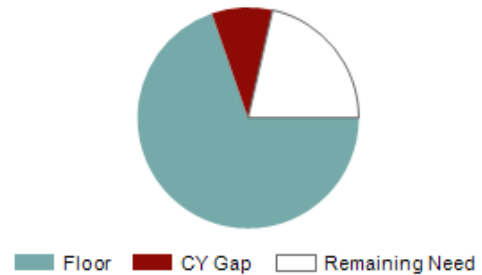
LOCAL EDUCATIONAL AGENCY (LEA) DATA					
Grade Span	K–3	4–6	7–8	9–12	Total
Funded Average Daily Attendance (ADA)	233.38	166.32	0.00	0.00	399.70
Unduplicated Pupil Percentage (UPP)	84.59 %				

LCFF TARGET ENTITLEMENT	
Funding calculation based on the LCFF funding model. During transition most LEAs will not receive this level of funding. The LCFF will be phased in over an estimated eight years.	
Components	Amount
Base Grant Funding	\$ 2,989,894
Supplemental Grant Funding	505,830
Concentration Grant Funding	264,157
Necessary Small Schools (NSS) Allowance	N/A
Add-On Funding	N/A
<b>Total LCFF Target Entitlement</b>	<b>\$ 3,759,881</b>

LCFF TRANSITION ENTITLEMENT	
Calculation of the LEA's funding entitlement during the transition period until full implementation of LCFF. This table will either have an amount shown under the Target or the Floor, whichever is lower.	
Components	Amount
LCFF Target Entitlement	\$ 0
Floor Entitlement, Including Prior Year (PY) Gap	2,619,985
Current Year (CY) Gap Funding	333,678
Economic Recovery Target	0
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	0
<b>Total Transition Entitlement Adjusted for Additional SA for MSA*</b>	<b>\$ 2,953,663</b>

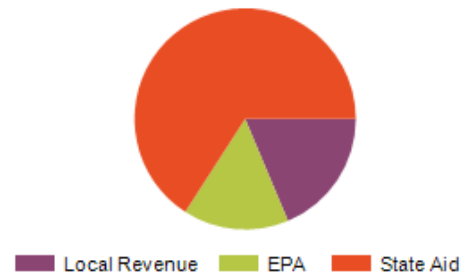
LCFF TARGET vs. LCFF FLOOR	
A comparison of the LEA's Target and Floor Entitlements to determine current year Remaining LCFF Need. Some LEAs are funded at the Target and do not have a Remaining LCFF Need.	
Components	Amount
LCFF Target Entitlement	\$ 3,759,881
Less Floor Entitlement, Including PY Gap	(2,619,985)
Less CY Gap Funding	(333,678)
<b>Remaining LCFF Need</b>	<b>\$ 806,218</b>

LCFF Target vs. LCFF Floor



LCFF FUNDING SOURCES (ACTUAL FUNDING)	
The actual amount of current year LCFF funding by source.	
Components	Amount
Local Revenue	\$ 551,198
Education Protection Account (EPA) State Aid	456,416
LCFF State Aid Before MSA	1,946,049
Additional SA for MSA	0
<b>Total Funding**</b>	<b>\$ 2,953,663</b>

LCFF Funding Sources



\* LCFF Transition Entitlement components may not sum to Total Transition Entitlement Adjusted for MSA due to miscellaneous adjustments.

\*\* Total LCFF Funding sources (Actual Funding) may be greater than Total Transition Entitlement Adjusted for MSA due to an LEA's EPA State Aid and/or because local revenue exceeds the LEA's Transition Entitlement.

Note: Some amounts may not display on the pie charts due to their relative size compared to other components.

- E. Auditor Report for 2013-14 that verifies the 2013-14 ending balance of \$1.1 million.

**URBAN CHARTER  
SCHOOLS COLLECTIVE  
(A CALIFORNIA NON-PROFIT  
PUBLIC BENEFIT CORPORATION)**

**YAV PEM SUAB ACADEMY  
CHARTER SCHOOL # 1186**

**FINANCIAL STATEMENTS WITH  
INDEPENDENT AUDITOR'S REPORT**

**YEARS ENDED  
JUNE 30, 2014 AND 2013**

URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)

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## INDEPENDENT AUDITOR'S REPORT

**Board of Directors  
Urban Charter Schools Collective  
Sacramento, California**

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Urban Charter Schools Collective (UCSC), a California non-profit public benefit corporation, which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and of cash flows for the years then ended, and the related notes to the financial statements.

#### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Board of Directors  
Urban Charter Schools Collective  
Page 2

*Opinion*

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of UCSC as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

*Other Matter*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, as required by the *Standards and Procedures for Audits of California K-12 Local Education Agencies 2013-14*, published by the Education Audit Appeals Panel, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated November 6, 2014, on our consideration of UCSC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering UCSC's internal control over financial reporting and compliance.

*Gilbert Associates, Inc.*

GILBERT ASSOCIATES, INC.  
Sacramento, California

November 6, 2014



**URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)**

**STATEMENTS OF FINANCIAL POSITION  
JUNE 30, 2014 AND 2013**

	<u>2014</u>	<u>2013</u>
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash	\$ 782,655	\$ 206,339
Due from state and local governments	490,493	979,452
Prepaid expenses	<u>22,410</u>	<u>8,050</u>
Total current assets	1,295,558	1,193,841
<b>PROPERTY AND EQUIPMENT - Net</b>	<u>30,533</u>	<u>9,026</u>
<b>TOTAL ASSETS</b>	<u>\$ 1,326,091</u>	<u>\$ 1,202,867</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 157,083	\$ 201,980
Accrued expenses	26,933	17,951
Due to state and local governments		55,179
Funds held for others	3,991	5,911
Deferred revenue	<u>1,548</u>	<u>956</u>
Total current liabilities	<u>189,555</u>	<u>281,977</u>
<b>NET ASSETS:</b>		
Unrestricted	1,017,933	919,256
Temporarily restricted	<u>118,603</u>	<u>1,634</u>
Total net assets	<u>1,136,536</u>	<u>920,890</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 1,326,091</u>	<u>\$ 1,202,867</u>

**URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)**

**STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS  
YEARS ENDED JUNE 30, 2014 AND 2013**

	<u>2014</u>	<u>2013</u>
<b>UNRESTRICTED NET ASSETS</b>		
<b>REVENUES:</b>		
Federal revenue	\$ 109,943	\$ 113,750
State revenue:		
State aid portion of general purpose funding	1,673,552	1,511,425
Lottery revenue	51,911	48,496
All other	10,917	60,925
Local revenue:		
Cash in-lieu of property taxes	565,779	490,962
Contributed services	140,774	157,713
Contributions and other local revenues	7,892	23,465
Net assets released from restrictions	536,178	464,548
Total revenues	<u>3,096,946</u>	<u>2,871,284</u>
<b>EXPENSES:</b>		
Program expenses:		
Educational programs	2,802,150	2,358,803
Supporting services:		
Management and general	196,119	186,176
Total expenses	<u>2,998,269</u>	<u>2,544,979</u>
<b>INCREASE IN UNRESTRICTED NET ASSETS</b>	98,677	326,305
<b>TEMPORARILY RESTRICTED NET ASSETS:</b>		
EPA revenue	446,047	444,654
Other state revenue	194,226	
Lottery revenue	12,874	10,103
Contributions		8,600
Net assets released from restrictions	<u>(536,178)</u>	<u>(464,548)</u>
<b>INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS</b>	<u>116,969</u>	<u>(1,191)</u>
<b>INCREASE IN NET ASSETS</b>	215,646	325,114
<b>NET ASSETS, Beginning of period</b>	<u>920,890</u>	<u>595,776</u>
<b>NET ASSETS, End of period</b>	<u>\$ 1,136,536</u>	<u>\$ 920,890</u>

**URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)**

**STATEMENTS OF CASH FLOWS  
YEARS ENDED JUNE 30, 2014 AND 2013**

	<u>2014</u>	<u>2013</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Increase in net assets	\$ 215,646	\$ 325,114
Reconciliation to net cash provided by operating activities:		
Depreciation	10,305	4,513
Changes in:		
Due from state and local governments	488,959	(147,853)
Other accounts receivable		
Prepaid expenses	(14,360)	4,737
Accounts payable	(44,897)	(46,029)
Accrued expenses	8,982	17,951
Due to state and local governments	(55,179)	55,179
Funds held for others	(1,920)	2,379
Deferred revenue	<u>592</u>	<u>956</u>
Net cash provided by operating activities	<u>608,128</u>	<u>216,947</u>
 <b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Purchases of property and equipment	<u>(31,812)</u>	<u>(13,539)</u>
 <b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Principal payments on borrowings	<u>                    </u>	<u>(200,000)</u>
 <b>NET INCREASE IN CASH</b>	576,316	3,408
 <b>CASH, Beginning of year</b>	<u>206,339</u>	<u>202,931</u>
 <b>CASH, End of year</b>	<u>\$ 782,655</u>	<u>\$ 206,339</u>

URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

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**1. OPERATIONS AND SIGNIFICANT ACCOUNTING POLICIES**

Urban Charter Schools Collective (UCSC) was incorporated October 29, 2009 and is organized to manage, operate, guide, direct, and promote the public charter school, Yav Pem Suab Academy – Preparing for the Future Charter (YPSA). The charter school number is 1186.

UCSC is funded principally through State of California public education monies received through the California Department of Education and the Sacramento City Unified School District (SCUSD), the Sponsoring District. A Board of Directors, consisting of six board members, governs UCSC. UCSC and SCUSD share a common board member, who was appointed to sit on UCSC's board by SCUSD.

SCUSD approved the charter for YPSA for a five-year term through June 30, 2015. Along with the approval of the Charter, UCSC signed a Memorandum of Understanding (MOU) with SCUSD through June 30, 2015.

The charter may be revoked by SCUSD for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

**Basis of accounting and financial statement presentation** – The financial statements are prepared on the accrual basis of accounting and in conformity with accounting standards for not-for-profit entities. UCSC reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. UCSC had no permanently restricted net assets at June 30, 2014 and 2013.

**Use of estimates** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Significant estimates included in these financial statements are management's estimate of the collectability of accounts receivable and remaining useful lives of the property and equipment assets. Accordingly, actual results could differ from those estimates.

**Revenue recognition** – Contributions and grants are recognized when the donor/grantor makes an unconditional promise to give to UCSC or when received. Donor-restricted contributions and grants are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restrictions." Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services.

**Property and equipment** purchases greater than or equal to \$3,000 are capitalized at cost and depreciated using the straight-line method over an estimated useful life of one and a half to three years.

**Donated materials and services** – In-kind contributions are recorded at their estimated fair values at the date of donation. Donated services are recorded when they create or enhance non-financial assets or require a specialized skill that UCSC would otherwise need to purchase.

**URBAN CHARTER SCHOOLS COLLECTIVE**  
**(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2014 AND 2013**

**Income taxes** – UCSC is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. UCSC has applied the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements. With some exceptions, UCSC is no longer subject to U.S. federal and state income tax examinations by tax authorities for years prior to 2010.

**Functional allocation of expenses** – The cost of providing the school program and other activities has been summarized on a functional basis in the Statements of Activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

**Subsequent events** have been reviewed through November 6, 2014, the date the financial statements were available to be issued. Management concluded that no material subsequent events have occurred since June 30, 2014, that requires recognition or disclosure in such financial statements.

**Reclassification** – Certain 2013 amounts have been reclassified to conform to the 2014 financial statement presentation.

**2. PROPERTY AND EQUIPMENT**

Property and equipment consist of the following:

	<u>2014</u>	<u>2013</u>
Leasehold improvements	\$ 13,539	\$ 13,539
Equipment	31,812	
Less accumulated depreciation	<u>(14,818)</u>	<u>(4,513)</u>
Property and equipment, net	<u>\$ 30,533</u>	<u>\$ 9,026</u>

**3. AGREEMENTS**

UCSC has a Facility Use Agreement through July 31, 2015 with SCUSD. To assist UCSC in meeting its goals and objectives, SCUSD has agreed to provide shared use of the existing Lisbon Elementary facilities and on-site equipment to UCSC for an annual pro-rata cost of the facility. UCSC used approximately 43,767 square feet at a cost of \$2.10 and \$1.95 per square foot for the 2014 and 2013 school years, respectively. SCUSD will re-calculate and adjust these fees annually for the remaining fiscal years for the term of this agreement. UCSC paid approximately \$85,100 and \$76,000 for the years ended June 30, 2014 and 2013, respectively.



**URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013**

UCSC also has a MOU with SCUSD through June 30, 2015. As stated in the Education Code, up to 1% of all YPSA’s revenues (excluding grants and private monies outside of the funding model) can be paid to the Sponsoring District for the actual expenses incurred in monitoring and overseeing UCSC. Fees of \$27,533 and \$23,756 were accrued as of June 30, 2014 and 2013, respectively, in accordance with this agreement. The MOU also states that SCUSD shall serve as the LEA for special education purposes for UCSC, therefore SCUSD will retain all state and federal special education funding allocated for UCSC’s students through the SELPA. In addition, UCSC will pay SCUSD a pro-rata share of unfunded special education costs, or encroachment. UCSC was charged \$245,650 and \$217,553 in special education encroachment costs for the years ended June 30, 2014 and 2013, respectively.

**4. RELATED-PARTY TRANSACTIONS**

UCSC received contributed services from Dr. Mah & Associates, a California non-profit public benefit corporation, which were valued at \$140,774 and \$157,713 for the years ending June 30, 2014 and 2013, respectively. Dr. Dennis Mah is a Board Member of UCSC and was also given the title of Superintendent and performed the duties and responsibilities of the position. His pro bono services were provided while under the employment of Dr. Mah & Associates.

**5. OPERATING LEASE COMMITMENT**

In August 2013 UCSC leased equipment under a non-cancelable operating lease through August 2018. Rental expense for the year ending June 30, 2014 was \$1,672.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	
2015	\$ 1,824
2016	1,824
2017	1,824
2018	1,824
2019	<u>152</u>
Total	<u>\$ 7,448</u>

**6. EMPLOYEE RETIREMENT**

Qualified certificated employees are covered under the following defined benefit pension plan maintained by the State of California.

Plan name:	California State Teachers’ Retirement System (CalSTRS)
Plan’s EIN:	94-6291617
Actuarial value of assets:	\$148,614
Actuarial accrued liability:	\$222,281
Funded status:	65–80% funded

**URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013**

The actuarial value of assets and accrued liability are expressed in millions and are valued as of June 30, 2013, the most recent actuarial valuation date.

Plan Description

UCSC contributes to CalSTRS, a cost-sharing multiemployer defined benefit pension plan administered by CalSTRS. Multiemployer plans differ from single-employer plans in that much of the fiduciary responsibilities and risks under a single-employer plan would lie with UCSC. Under this multiemployer plan, the fiduciary responsibilities and risks lie with CalSTRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary and UCSC is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal years 2014 and 2013 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. UCSC's contributions to CalSTRS for the years ending June 30, 2014 and 2013, was \$95,743 and \$79,699, respectively, and equaled 100% of the required contributions for the periods. For fiscal year 2014 UCSC is required to contribute 8.88% of annual payroll.

**7. NET ASSETS**

Temporarily restricted net assets are available for the following purposes:

	<u>2014</u>	<u>2013</u>
California Clean Energy Jobs Act Funds	\$ 109,822	
Common Core Implementation Funds	6,800	
Instructional materials	<u>1,981</u>	\$ <u>1,634</u>
Total	<u>\$ 118,603</u>	\$ <u>1,634</u>

**8. CONTINGENCIES**

UCSC has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013

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**9. CONCENTRATION**

UCSC minimizes credit risk associated with cash by periodically evaluating the credit quality of its primary financial institution. The balance at times may exceed federally insured limits. UCSC has not experienced any losses in such accounts and management believes UCSC is not exposed to any significant credit risk related to cash.



**URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)**

**SCHEDULES OF FUNCTIONAL EXPENSES  
YEARS ENDED JUNE 30, 2014 AND 2013**

<u>2014</u>	<u>Program expenses</u>	<u>Supporting services</u>	<u>Total expenses</u>
Certificated salaries	\$ 1,173,238		\$ 1,173,238
Classified salaries	383,912	\$ 61,322	445,234
Employee benefits	333,691	12,091	345,782
Books and supplies	88,676	2,632	91,308
Services and other operating expenses	712,903	7,455	720,358
Capital outlay	71,270		71,270
Depreciation	10,305		10,305
Contributed services	<u>28,155</u>	<u>112,619</u>	<u>140,774</u>
Total expenses	<u>\$ 2,802,150</u>	<u>\$ 196,119</u>	<u>\$ 2,998,269</u>
<u>2013</u>	<u>Program expenses</u>	<u>Supporting services</u>	<u>Total expenses</u>
Certificated salaries	\$ 975,513		\$ 975,513
Classified salaries	444,030		444,030
Employee benefits	297,072		297,072
Books and supplies	60,941	\$ 1,134	62,075
Services and other operating expenses	532,584	66,696	599,280
Capital outlay	4,783		4,783
Depreciation		4,513	4,513
Contributed services	<u>43,880</u>	<u>113,833</u>	<u>157,713</u>
Total expenses	<u>\$ 2,358,803</u>	<u>\$ 186,176</u>	<u>\$ 2,544,979</u>

**URBAN CHARTER SCHOOLS COLLECTIVE**  
**(A California Non-Profit Public Benefit Corporation)**

**ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION**  
**YEAR ENDED JUNE 30, 2014**

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**ORGANIZATION**

Urban Charter Schools Collective (UCSC) was incorporated October 29, 2009, and is organized to manage, operate, guide, direct, and promote Yav Pem Suab Academy - Preparing for the Future Charter, a California public charter school.

UCSC supervises the activities and financial affairs of the charter school to ensure the requirements of the California Education Code are met.

**GOVERNING BOARD**

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Kou Xiong	President	2016
Frank O'Connor (through November 2013)	Vice-President	Vacant
Stacie Ivery (through August 2014)	Board Member	Vacant
Dr. Dennis Mah	Board Member	2015
Therese Jaspersen	Board Member	2017
Lance Fang	Board Member	2017
Jennifer Lopez (through March 2014)	SCUSD Representative	Vacant

**ADMINISTRATION**

Dr. Dennis Mah  
Superintendent (through June 30, 2014)

Lee Yang  
Superintendent (as of July 28, 2014)

Frank O'Connor  
Assistant Superintendent of Policy (through November 2013)

Megan Lao  
Business Office Manager

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

**URBAN CHARTER SCHOOLS COLLECTIVE**  
**(A California Non-Profit Public Benefit Corporation)**

**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**YEAR ENDED JUNE 30, 2014**

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<b>Classroom-based ADA:</b>	<b><u>Second Period Report</u></b>	<b><u>Annual Report</u></b>
<b>Yav Pem Suab Academy</b>		
Grades K through 3	251.57	249.96
Grades 4 through 6	<u>160.86</u>	<u>159.43</u>
ADA Totals	<u>412.43</u>	<u>409.39</u>

**URBAN CHARTER SCHOOLS COLLECTIVE**  
**(A California Non-Profit Public Benefit Corporation)**

**SCHEDULE OF INSTRUCTIONAL TIME**  
**YEAR ENDED JUNE 30, 2014**

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Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of Yav Pem Suab Academy's campus with these requirements.

	<b>2013-14 Minutes</b>		
	<b>Requirement</b>	<b>Actual</b>	<b>Status</b>
Kindergarten	34,971	54,250	In Compliance
Grades 1 through 3	48,960	79,625	In Compliance
Grades 4 through 6	52,457	79,625	In Compliance



Gilbert Associates, Inc.  
CPAs and Advisors

*Relax. We got this.*

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**

**Independent Auditor's Report**

**Board of Directors  
Urban Charter Schools Collective  
Sacramento, California**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Urban Charter Schools Collective (UCSC), a non-profit public benefit corporation, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 6, 2014.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered UCSC's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of UCSC's internal control. Accordingly, we do not express an opinion on the effectiveness of the UCSC's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors  
Urban Charter Schools Collective  
Page 2

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether UCSC's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of UCSC's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering UCSC's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Gilbert Associates, Inc.*

GILBERT ASSOCIATES, INC.  
Sacramento, California

November 6, 2014





Gilbert Associates, Inc.  
CPAs and Advisors

*Relax. We got this.*

**REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN  
ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS  
OF CALIFORNIA K-12 LOCAL EDUCATION AGENCIES**

**Independent Auditor's Report**

**Board of Directors  
Urban Charter Schools Collective  
Sacramento, California**

We have audited the Urban Charter Schools Collective (UCSC) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2013-14* applicable to UCSC's programs identified in the below schedule for the school year ended June 30, 2014.

***Management's Responsibility***

Compliance with the requirements referred to above is the responsibility of UCSC's management.

***Auditor's Responsibility***

Our responsibility is to express an opinion on UCSC's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2013-14*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Education Agencies* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about UCSC's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination on UCSC's compliance with those requirements.

**Board of Directors  
Urban Charter Schools Collective  
Page 2**

In connection with the requirements referred to above, we selected and tested transactions and records to determine UCSC’s compliance with the applicable programs identified below:

<u>Description</u>	<u>Procedures In Audit Guide</u>	<u>Procedures Performed</u>
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	No*
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	5	Not Applicable
Before School	6	Not Applicable
Education Protection Account Funds	1	Yes
Common Core Implementation Funds	3	Yes
Unduplicated Local Control Funding Formula Pupil Counts	3	Yes
Contemporaneous Records of Attendance, for charter schools	8	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes – Classroom Based, for charter schools	4	Yes
Charter School Facility Grant Program	1	Not Applicable

\*UCSC received California Clean Energy Jobs Act funding during the year ending June 30, 2014, however, UCSC did not spend the funding and therefore no procedures were performed for this compliance requirement.

***Opinion on State Compliance***

In our opinion, UCSC complied, in all material respects, with the compliance requirements referred to above for the school year ended June 30, 2014.

*Gilbert Associates, Inc.*

**GILBERT ASSOCIATES, INC.  
Sacramento, California**

**November 6, 2014**



**URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)**

**FINDINGS AND RECOMMENDATIONS  
JUNE 30, 2014 AND 2013**

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**SUMMARY OF AUDITOR'S RESULTS**

*Financial Statements:*

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
Material weakness(es) identified?	_____ Yes	<u>  X  </u> No
Significant deficiency(ies) identified?	_____ Yes	<u>  X  </u> None Reported
Noncompliance material to financial statements noted?	_____ Yes	<u>  X  </u> No

*State Compliance:*

Internal control over state programs:		
Material weakness(es) identified?	_____ Yes	<u>  X  </u> No
Significant deficiency(ies) identified?	_____ Yes	<u>  X  </u> None Reported
Any audit findings disclosed that are required to be reported in accordance with Audits of K-12 Local Education Agencies?	_____ Yes	<u>  X  </u> No
Type of auditor's report issued on compliance for state programs:	Unmodified	

**FINANCIAL STATEMENT FINDINGS**

There were no financial statement findings for the year ended June 30, 2014.

**STATE COMPLIANCE**

There were no state compliance findings for the year ended June 30, 2014.

URBAN CHARTER SCHOOLS COLLECTIVE  
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMMENDATIONS  
JUNE 30, 2014 AND 2013

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**STATUS OF PRIOR YEAR FINDINGS**

**FINANCIAL STATEMENT FINDING:**

2013-1. FINANCIAL CLOSE

**Finding:**

Prior year state aid revenue adjustments were not accrued for in the financial statements. In addition, the restricted Education Protection Act (EPA) funding was classified as unrestricted revenue.

**Criteria:**

Accrual based accounting in accordance with accounting principles generally accepted in America (GAAP) for not-for-profit organizations requires revenue to be recorded in the period in which it is earned and to include unspent restricted revenue in ending temporarily restricted net assets.

**Cause:**

The CDE's publication of prior year revenue adjustments was not reviewed and accrued for by UCSC. The EPA funding was not tracked in the proper restricted resource code due to the funding being new in the current year.

**Questioned Cost:**

No questioned costs.

**Recommendation:**

We recommend that UCSC review all funding exhibits and other information published on the California Department of Education website each year to ensure all revenues are recorded and recognized in the proper fiscal year. We also recommend that UCSC track all revenues by the resource codes suggested in the California Schools Accounting Manual (CSAM) to ensure restricted revenues, such as the EPA funding, are tracked appropriately for proper financial reporting under GAAP.

**Management's Response:**

We accept and will follow the recommendations made by Gilbert Associates, Inc. We appreciate the guidance from Gilbert Associates, Inc.

**Status:**

This recommendation was implemented.

**VIII. Applicable State Law and Administrative Regulation**

The Charter School Act describes the process for approving a charter as follows:

*Section 47605*

*(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.*

*Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.*

*In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.*

*The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.*

*The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of the following:*

[Elements A through P]

## IX. Appendix

### Appendix A-1 The Hmong in America

*The Hmong in America: A Story of Tragedy and Hope*  
By Jeff Lindsay

Many Americans mistake them for Chinese or Vietnamese, but the many Hmong immigrants in our nation are from a distinct culture. Most of the adults were born in Laos and grew up as poor farmers from the hilltops of northern Laos, before they were recruited to fight a bloody secret war for the United States against powerful Communist forces.

There are roughly 180,000 Hmong people in the U.S., largely concentrated in Wisconsin, Minnesota, and California. Several million Hmong people remain in China, Thailand, and Laos, speaking a variety of Hmong dialects. The Hmong language group is a monosyllabic, tonal language (7-12 tones, depending on the dialect), with features that may make it an important bridge (according to some people) between Thai, Burmese, Chinese, and other Austro-Asian languages. The written language is said by some to have been eradicated over centuries of persecution in China (though it is not certain that there ever was a unique written language for Hmong). According to some traditions, Hmong women once sought to preserve their banned Hmong writing by stitching stylized characters into their dresses. Some of the symbols may have been preserved, but their meaning was lost.

It was not until late in this century that a writing system for Hmong was introduced. Several forms were attempted, but the dominant method is a romanization system in which pronunciation seems highly nonintuitive for English and Hmong speakers alike, though it seems to be based on sound linguistic principles. (The letter "P" is pronounced as "B", "PH" as "P", "X" as "S", "S" as "SH", "T" as "D", "R" as something like "DR", etc. Tones are indicated by one of the consonants j,g,b,v,s or d at the end of each word, or no consonant for the mid-range level tone. It's terribly intimidating when first learning it, but it's pretty reasonable after all.) An increasing number of materials have been printed in the romanized Hmong language, but it is still difficult for most of the Hmong people to read.

If you are interested in learning Hmong or brushing up your language skills, check out the [Hmong Language Lessons](#) page. Also check out the new Hmong language site, [Hmong Word a Day](#).

The Asian Hmong culture is agrarian, like many cultures in Indochina, with religious beliefs based in animism (including the use of shamans for guidance, healing, and other ceremonies). Hmong culture places a great deal of emphasis on relationships between relatives and members of clans, with respect for elders and strong families. Remembering ancestors and traditional ways is important, and many efforts are made to preserve traditional ways and to keep the memory of the accomplishments and suffering of ancestors. Elaborate Hmong quilts or "flower cloths" (bandao or "paj ntaub" in Hmong) are examples of Hmong art that convey stories from the past.

Hmong refugees in the U.S. struggle with our unusual ways, though the rising generation of youth have melted in well with American culture, even at the risk of losing touch with their heritage. For

the older generation, adopting the new ways has been painful. The language is a great barrier to the elderly, many of whom have had no schooling and had no reading skills prior to coming to the U.S. Simple things like going to a store or walking through town can be terrifying experiences for the elderly.

The Hmong in the U.S. came mainly from Laos as refugees after the Vietnam War. They once lived idyllic agrarian lives in the hills of northern Laos, but that changed once many of them were recruited by the CIA to fight for us in the once-secret wars in Laos. They fought bravely and suffered much causality, but once we pulled out from Vietnam and left them in the lurch, the North Vietnamese and their puppet government in Laos marked the Hmong for genocidal extinction. Many of the Hmong fled from invaders (and from chemical weapons, including "yellow rain" and other toxins), losing many lives as they traveled through the jungle and swam the Mekong River to Thailand. (NOTE: the stories of and evidence for yellow rain are disputed by some. I'm in the process of examining the claims of those who still insist it was just bee feces, although the book **Tragic Mountains** does a pretty good job of demolishing that case in particular.)

Every Hmong family I have met here can tell of blood-chilling stories of escape or of the awful deaths of loved ones. It seems like everyone lost a mother, father, brother, sister, or spouse during the war and during the escape to Thailand and the U.S. The stories told by young people, describing what they experienced at age 4 or 5, are especially chilling. The Hmong are different and highly misunderstood. Real bigotry exists in some quarters. The problem is many Americans do not realize how the Hmong got here. Many think they are just flooding our borders to get welfare benefits. [http://www.jefflindsay.com/Hmong\\_tragedy.html](http://www.jefflindsay.com/Hmong_tragedy.html)

**APPENDIX A-2: HMONG LANGUAGE DEVELOPMENT**

**GOALS AND PERFORMANCE STANDARDS**

**Grades 1<sup>st</sup> – 2<sup>nd</sup>**

**Listening & Speaking**

- Beginning*
- Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
  - Begin to speak with a few words or sentences by using some Hmong letters and sounds (e.g., single words or phrases).
  - Answer simple questions with one- to two-word responses.
  - Begin to be understood when speaking, but may have some inconsistent use of pronouns.
  - Ask and answer questions by using phrases or simple sentences.
  - Recite familiar rhymes, songs, and simple stories.
- Intermediate*
- Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.
  - Ask and answer instructional questions by using simple sentences.
  - Begin to be understood when speaking, but may have some inconsistent use of tones, noun classifiers, and simple tag words.
  - Orally communicate basic needs (e.g., “May I get a drink?”).
  - Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.
  - Participate in simple social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
  - Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.
- Advanced*
- Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.
  - Demonstrate an understanding of metaphors (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.
  - Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
  - Narrate and paraphrase events in greater detail by using more extended vocabulary.
  - Speak clearly and comprehensibly by using standard Hmong grammatical forms, sounds, tone, intonation, and pitch.
  - Make oneself understood when speaking by using consistent Hmong simple noun classifiers and simple tag words.

- Retell stories in greater detail including characters, setting, and plot.
- Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.
- Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.
- Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).

**Reading & Reading Comprehension**

*Beginning*

- Recognize Hmong single consonants, vowels, and letters that correspond to letters and sounds scholars already hear and produce in their primary language.
- Recognize initial consonants in words.
- Understand and follow simple one-step directions for classroom activities.
- Draw and label pictures related to a story topic or one’s own experience.
- Understand basic text features, such as title, table of contents, and chapter headings.

*Intermediate*

- Recognize vowels and tone markers.
- Recognize and name all uppercase and lowercase letters of the alphabet.
- Begin reading simple sentences independently.
- Recognize common high frequency words.
- Understand and follow simple two-step directions of classroom activities.
- Read basic text features, such as title, table of contents, and chapter headings.

*Advanced*

- Apply knowledge of single consonant/vowel/tone marker combinations to blend words (CVT words).
- Read common high frequency words.
- Independently locate and use basic text features, such as title, table of contents, chapter headings, diagrams and index.
- Understand and follow some multiple-step directions for classroom-related activities.

**Vocabulary Development**

*Beginning*

- Demonstrate comprehension of simple vocabulary with an appropriate action.
- Read simple vocabulary, phrases, and sentences independently (e.g., nyob zoo sawv ntxov).

- Intermediate*
- Recognize simple antonyms and synonyms (e.g., *good, bad; blend, mix*) in stories or games.
  - Begin use of decoding skills to read words with a single consonant/vowel/tone marker.
  - Recognize how noun classifiers and tag words change the meaning of words in text.
  - Use simple antonyms and synonyms.
  - Recognize high frequency words.
- Advanced*
- Explain common antonyms and synonyms.
  - Recognize words that have multiple meanings in text.
  - Apply knowledge of academic and social vocabulary to achieve independent reading.
  - Use simple noun classifiers and tag words to determine the meaning of vocabulary.
  - Apply knowledge of content-related vocabulary to discussions and reading.
  - Apply knowledge of common high frequency words to discussions and reading.

**Writing & Writing Conventions**

- Beginning*
- Write the Hmong alphabet legibly.
  - Label common objects.
  - Write simple words using consonant/vowel/tone combinations. (may contain errors)
  - Write one simple sentence with frequent errors (e.g., “I went to the park.”).
  - Use capitalization to begin sentences and for proper nouns.
  - Use a period or a question mark at the end of a sentence.
- Intermediate*
- Produce independent writing that is understood when read but includes inconsistent use of standard grammatical forms.
  - Following a model, write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”).
  - Begin use of common high frequency words in writing.
  - Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling (including tone markers).
  - Use standard word order but may have some inconsistent grammatical forms (e.g., tag words and noun classifiers).
  - Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.



*Advanced*

- Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed).
- Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”).
- Apply knowledge of academic and social vocabulary to achieve independent writing.
- Apply knowledge of common high frequency words in writing.
- Use complete sentences and correct word order.
- Use correct parts of speech, including correct subject/verb agreement.
- Edit writing for punctuation, capitalization, and spelling.
- Produce writing that demonstrates a command of the conventions of standard Hmong.

**APPENDIX A-3: HMONG LANGUAGE DEVELOPMENT**

**GOALS AND PERFORMANCE STANDARDS**

**Grades 3<sup>rd</sup> – 6<sup>th</sup>**

**Listening & Speaking**

- Beginning*
- Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
  - Begin to speak with a few words or sentences by using some Hmong letters and sounds (e.g., single words or phrases).
  - Answer simple questions with one- to two-word responses.
  - Begin to be understood when speaking, but may have some inconsistent use of pronouns.
  - Ask and answer questions by using phrases or simple sentences.
  - Recite familiar rhymes, songs, and simple stories.
  - Orally communicate basic needs (e.g., “May I get a drink?”).
- Intermediate*
- Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.
  - Restate and execute multiple-step oral directions.
  - Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).
  - Begin to be understood when speaking, but may have some inconsistent use of tones, noun classifiers, and simple tag words.
  - Participate in simple social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
  - Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.
- Advanced*
- Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.
  - Demonstrate an understanding of metaphors (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.
  - Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.
  - Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.
  - Speak clearly and comprehensibly by using standard Hmong grammatical forms, sounds, tone, intonation, and pitch.
  - Summarize major ideas and retell stories in greater detail including the characters, setting, and plot.

- Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.
- Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.
- Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).
- Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs.”) to communicate ideas to a variety of audiences.

### **Reading & Reading Comprehension**

#### *Beginning*

- Recognize Hmong single consonants, vowels, and letters that correspond to letters and sounds scholars already hear and produce in their primary language.
- Recognize initial consonants in words.
- Recognize common Hmong words in phrases and simple sentences (e.g., basic consonant/vowel/tone combination).
- Recognize vowels and tone markers.
- Recognize and name all uppercase and lowercase letters of the alphabet.
- Recognize common high frequency words.
- Understand and follow simple one-step directions for classroom activities.
- Draw and label pictures related to a story topic or one’s own experience.
- Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).
- Read and identify basic text features such as title, table of contents, and chapter headings.

#### *Intermediate*

- Apply knowledge of single consonant/vowel/tone marker combinations to blend words (CVT words).
- Read common high frequency words.
- Begin reading simple sentences independently.
- Begin blending words with double, triple, and quadruple initial consonants.
- Begin blending words with double vowels.
- Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.
- Understand and follow some two-step and multiple-step directions for classroom-related activities.
- Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.

- Identify some examples of facts, opinions, inference, and cause and effect in texts.
  - Begin to generate and respond to comprehension questions related to the text.
- Advanced*
- Apply knowledge of word relationships, such as noun classifiers and tag words, to derive meaning from literature and texts in content areas.
  - Read words with double, triple, and quadruple initial consonants independently.
  - Read words with double vowels independently.
  - Read grade-level appropriate text in Hmong.
  - Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.
  - Describe main ideas and supporting details, including supporting evidence.
  - Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.
  - Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect.
  - Distinguish fact from opinion and inference and cause from effect in text.

### **Vocabulary Development**

- Beginning*
- Retell simple stories by using drawings, words, or phrases.
  - Demonstrate comprehension of simple vocabulary with an appropriate action.
  - Read simple vocabulary, phrases, and sentences independently (e.g., Nyob zoo sawv ntxov).
  - Recognize simple antonyms and synonyms (e.g., *good, bad; blend, mix*) in stories or games.
- Intermediate*
- Use content-related vocabulary in discussions and reading.
  - Use knowledge of noun classifiers and tag words to interpret the meaning of unfamiliar words in simple sentences.
  - Explain common antonyms and synonyms.
  - Recognize that some words have multiple meanings (e.g., *present/gift, present/time*) in literature and texts in content areas.
  - Begin use of academic and social vocabulary to achieve independent reading.
  - Apply knowledge of common high frequency words to discussions and reading.

*Advanced*

- Recognize simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas.
- Recognize some common idioms (e.g., “scared silly”) in discussions and reading.
- Recognize that some words have multiple meanings and apply this knowledge consistently.
- Apply knowledge of academic and social vocabulary to achieve independent reading.
- Use common idioms, some analogies, and metaphors in discussion and reading.
- Use a standard dictionary to determine the meaning of unknown words.
- Apply simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas.
- Apply some common idioms (e.g., “scared silly”) in discussions and reading.

**Writing & Writing Conventions**

*Beginning*

- Write the Hmong alphabet legibly.
- Label key parts of common objects.
- Write simple words using consonant/vowel/tone combinations. (may contain errors)
- Write one simple sentence with frequent errors (e.g., “I went to the park.”).
- Use common high frequency words in writing.
- Use a period at the end of a sentence and use some commas appropriately.
- Use capitalization to begin sentences and for proper nouns.
- Edit writing for basic conventions (e.g., punctuation, capitalization) and make some corrections.

*Intermediate*

- Narrate with some detail a sequence of events.
- Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.
- Independently create cohesive paragraphs that develop a central idea with consistent use of standard Hmong grammatical forms. (Some rules may not be followed).
- Use models to write short narratives.
- Follow a model to write a variety of letters.
- Arrange compositions according to simple organizational patterns.
- Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.

- Use standard word order but may have inconsistent grammatical forms (e.g., tag words and noun classifiers).
- Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization and spelling).

*Advanced*

- Write short narrative stories that include elements of setting and character.
- Write a detailed summary of a story.
- Write a letter by independently using detailed sentences.
- Write a persuasive composition using standard grammatical forms.
- Write narratives that describe the setting, characters, objects, and events.
- Independently use all the steps of the writing process.
- Use complete sentences and correct word order.
- Use correct parts of speech, including correct subject/verb agreement.
- Edit writing for punctuation, capitalization, and spelling.
- Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.
- Produce writing that demonstrates a command of the conventions of standard Hmong.

Appendix B

Common Core Standards Map (4<sup>th</sup> Grade)

<b>“Changing it up in California”</b>				
<b>Time Frame (6-8 weeks)</b>	<b>Aug / Sept / Oct</b>	<b>Oct / Nov / Dec / Jan</b>	<b>Feb / Mar / Apr</b>	<b>Apr / May / June</b>
<b>Component/Unit Theme</b>	Resourceful CA	Adapting to Environments	CA Statehood	CA Earth’s Processes
<b>Concept</b>	Regions of CA, Coast Redwood Adaptations/Ecosystems, Native People of CA	Animal Kelp Forest/Adaptations, CA Missions, Mexican-American War	Gold Rush, Transcontinental Railroad	Rocks and Minerals, Early Settlers of CA, Government
<b>Service project/ Social Action Project</b>	Conservation Project (Focus to be determined by scholars and interests)			
<b>“Being There” experiences (related projects)</b>	Muir Woods National Monument ( <i>Narrative Writing Piece</i> )  Effie Yeaw Nature Center ( <i>Village Diorama</i> )	Monterey Bay Aquarium ( <i>Ocean Animal Research Project</i> )  California Mission Research ( <i>Powerpoint Presentation</i> )	Coloma Outdoor Discovery School (3 Day) ( <i>Social Action Project</i> )  Governor's Mansion ( <i>History in a Trunk Writing Contest</i> )	Sutter's Fort ( <i>Historical Character Study</i> )  UC Davis NEES Center for Geotechnical Modeling (Earthquakes)
<b>Inquiries / Assessments</b>	Expert groups, pictorial input charts, Writing workshop, CCD with vocabulary assessment, Reader’s Theater, labs, portfolio, journal, cooperative paragraph, teacher created assessments, Fluency, NWEA: MAP TEST	Expert groups, pictorial input charts, Writing workshop, CCD with vocabulary assessment, Reader’s Theater, labs, portfolio, journal, cooperative paragraph, teacher created assessments, Fluency, NWEA: MAP TEST	Expert groups, pictorial input charts, Writing workshop, CCD with vocabulary assessment, Reader’s Theater, labs, portfolio, journal, cooperative paragraph, teacher created assessments, Fluency, NWEA: MAP TEST	Expert groups, pictorial input charts, Writing workshop, CCD with vocabulary assessment, Reader’s Theater, labs, portfolio, journal, cooperative paragraph, teacher created assessments, Fluency, NWEA: MAP TEST
<b>Key Vocabulary</b>	longitude, latitude, equator, prime meridian, regions: coast, central valley, mountain range, desert, conservation, photosynthesis, producers, consumers, decomposers, fungus, park ranger, national park and monument, canopy, shaman, tradition, roundhouse, tule, ceremony, hunting, gathering, acorn, archaeologist, explorer, conquistador, mission, adobe, sacred expedition, blacksmith, hide and tallow, galleon,	adaptation, physical characteristics, diet, habitat, internal structure, external structure, growth, survival, behavior, reproduction, food chain, food web, explorer, expedition, conquistador, mission, neophyte, ranchos, pueblos, presidios, Treaty of Guadalupe Hidalgo, Bear Flag Revolt, land grants, vaqueros, settler	Manifest Destiny, forty-niners, Gold Rush, nugget, mother lode, placer gold, panning, long tom, hydraulic mining, sawmill, entrepreneur, rancho, reservation, stagecoach, communication, transportation, telegraph, Pony Express, investor, transcontinental railroad, discrimination	Mineral, luster, streak, hardness, ore, magma, lava, igneous rock, sediment, sedimentary rock, fossil, metamorphic rock, rock cycle, weathering, erosion, deposition, plain, landform, canyon, valley, delta, glacier, landslide, flood, fault, earthquake, volcano, crust, crater, tsunami, settlers, pioneer, fort, hide, tallow, wagon, butter churn

	missionary, convert, epidemic, revolt, neophyte, presidio			
<b>Literature</b>	John Muir: America's Naturalist, Redwoods, Ooti: A Child of the Nisenan, Collection of Native American Folktales, Ishi's Tale of Lizard, Rainbow Crow,	Island of the Blue Dolphins (novel)	Gold Fever! Tales from the California Gold Rush, How to Get Rich in the California Gold Rush, California Gold Rush, The Transcontinental Railroad,	The Big Wave (novel), Magic Tree House: Rocky Road Trip, Rocks in His Head, Tsunami, The Magic Tree House Blows Its Top
<b>Strategies (GLAD/HET/MULTIPLE INTELLIGENCE)</b>	Daily morning movement, GLAD Chants & Songs, Expert groups, pictorial input charts, Big Book, Writing workshop, CCD with vocabulary assessment, Reader's Theater, labs, portfolio (MI options for demonstration of mastery), journal, cooperative paragraph, lessons that include the 8 smarts, sentence patterning chart, narrative input, Inquiry chart, geographical mapping, process grid, movement to enhance learning	Daily morning movement, GLAD Chants & Songs, Expert groups, pictorial input charts, Big Book, Writing workshop, CCD with vocabulary assessment, Reader's Theater, labs, portfolio (MI options for demonstration of mastery), journal, cooperative paragraph, lessons that include the 8 smarts, sentence patterning chart, narrative input, Inquiry chart, geographical mapping, process grid, movement to enhance learning	Daily morning movement, GLAD Chants & Songs, Expert groups, pictorial input charts, Big Book, Writing workshop, CCD with vocabulary assessment, Reader's Theater, labs, portfolio (MI options for demonstration of mastery), journal, cooperative paragraph, lessons that include the 8 smarts, sentence patterning chart, narrative input, Inquiry chart, geographical mapping, process grid, movement to enhance learning	Daily morning movement, GLAD Chants & Songs, Expert groups, pictorial input charts, Big Book, Writing workshop, CCD with vocabulary assessment, Reader's Theater, labs, portfolio (MI options for demonstration of mastery), journal, cooperative paragraph, lessons that include the 8 smarts, sentence patterning chart, narrative input, Inquiry chart, geographical mapping, process grid, movement to enhance learning
<b>Science</b>	4-LS1 From Molecules to Organisms: Structures and Processes 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans*	4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.
<b>Social Studies</b>	Scholars demonstrate an understanding of the physical and human geographic features that define places and regions in CA, characteristics/environment	Scholars demonstrate the social, political, cultural, and economic life and interactions among people of CA from the pre-Columbian societies to	Scholars explain the economic, social, and political life in CA from the establishment of the Bear Flag Republic through the Mexican	Scholars explain the economic, social, and political life in CA from the establishment of the Bear Flag Republic through the Mexican American Way, the Gold



	<p>s of regions (4.1.1. - 4.1.5)</p> <p>Scholars demonstrate the social, political, cultural, and economic life and interactions among people of CA from the pre-Columbian societies to the Spanish Mission and Mexican rancho periods i.e. - California Indians, European explorers, settlers, Spanish exploration, etc. (4.2.1 - 4.2.6)</p>	<p>the Spanish Mission and Mexican rancho periods i.e., Mexican War for Independence, Mexican rule (4.1.7-4.1.8)</p> <p>Scholars demonstrate the social, political, cultural, and economic life and interactions among people of CA from the pre-Columbian societies to the Spanish Mission and Mexican rancho periods i.e. - California Indians, European explorers, settlers, Spanish exploration, etc. (4.2.1 - 4.2.6)</p>	<p>American Way, the Gold Rush, and the granting of statehood (4.3.1-4.3.2)</p>	<p>Rush, and the granting of statehood (4.3.3-4.3.5)</p> <p>Scholars explain how CA became an agricultural and industrial power, tracing the transformation of the CA economy and its political and cultural development since the 1850s. (4.4.1 - 4.4.4)</p>
<p><b>Reading: Literature</b></p>	<p>CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g.,</p>	<p>CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing</p>	<p>CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>CCSS.ELA-LITERACY.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CCSS ELD-</p>	<p>CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on</p>

	<p>Herculean).</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>	<p>INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>	<p>modality, text type, purpose, audience, topic, and content area</p>
<p><b>Reading: Informational Text</b></p>	<p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-LITERACY.RI.4.2</p>	<p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific</p>	<p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>CCSS.ELA-LITERACY.RI.4.4</p>

<p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain,</p>	<p>information in the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>
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		etc.) depending on modality, text type, purpose, audience, topic, and content area.	CCSS.ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	
<b>Reading: Foundational Skills</b>	<p>CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.B Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>CCSS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Writing -Step Up To Writing</b>	<p>Narrative W.4.3 a-e: Day at Muir Woods CCSS.ELA-LITERACY.W.4.3.A Orient the reader by</p>	<p>Research W.4.7-4.10 - Sea Organism CCSS.ELA-LITERACY.W.4.2.A Introduce a topic</p>	<p>CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group</p>	<p>Opinion W.4.1 - W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and</p>

<p>establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events. CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research,</p>	<p>clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented. CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>	<p>related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). CCSS.ELA-LITERACY.W.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented. CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. + Review of standards from First Trimester Narrative Writing Unit CCSS.ELA-LITERACY.W.4.4</p>	<p>information. (4-LS1-1) CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.</p> <p>CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different</p>
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<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>CCSS ELD-COLLABORATIVE</b> Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p><b>CCSS ELD-COLLABORATIVE</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><b>CCSS ELD-PRODUCTIVE</b> Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p><b>CCSS ELD-PRODUCTIVE</b> Supporting own opinions and evaluating others' opinions in speaking and writing.</p> <p><b>CCSS ELD-PRODUCTIVE</b> Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p>	<p>and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p><b>CCSS.ELA-LITERACY.W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>CCSS.ELA-LITERACY.W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>CCSS.ELA-LITERACY.W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>CCSS.ELA-LITERACY.W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCSS.ELA-LITERACY.W.4.10</b> Write routinely over extended time frames (time for research,</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CCSS.ELA-LITERACY.W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p><b>CCSS.ELA-LITERACY.W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>CCSS.ELA-LITERACY.W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>CCSS.ELA-LITERACY.W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCSS.ELA-LITERACY.W.4.10</b></p>	<p>aspects of a topic.</p> <p><b>CCSS.ELA-LITERACY.W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>CCSS.ELA-LITERACY.W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCSS.ELA-LITERACY.W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>CCSS ELD-COLLABORATIVE</b> Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p><b>CCSS ELD-COLLABORATIVE</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><b>CCSS ELD-PRODUCTIVE</b> Supporting own opinions and evaluating others' opinions in speaking and writing.</p> <p><b>CCSS ELD-PRODUCTIVE</b> Selecting and applying</p>
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		<p>reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS ELD-COLLABORATIVE Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>CCSS ELD-COLLABORATIVE Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>CCSS ELD-PRODUCTIVE Supporting own opinions and evaluating others' opinions in speaking and writing.</p> <p>CCSS ELD-PRODUCTIVE Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CCSS ELD-COLLABORATIVE Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>CCSS ELD-COLLABORATIVE Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>CCSS ELD-PRODUCTIVE Supporting own opinions and evaluating others' opinions in speaking and writing.</p> <p>CCSS ELD-PRODUCTIVE Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p>	<p>varied and precise vocabulary and other language resources to effectively convey ideas.</p>
<p><b>Listening and Speaking</b> - Open Court - Lifelong Guidelines - LIFESKILLS</p>	<p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and</p>	<p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on</p>	<p>CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

	<p>CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS ELD-INTERPRETIVE Listening actively to spoken English in a range of social and academic contexts.</p> <p>CCSS ELD-COLLABORATIVE Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>CCSS ELD-PRODUCTIVE Expressing information and ideas in formal oral presentations on academic topics.</p> <p>CCSS ELD-COLLABORATIVE Offering and supporting opinions and negotiating with others in communicative exchanges.</p> <p>CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or</p>	<p>expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS ELD-INTERPRETIVE Listening actively to spoken English in a range of social and academic contexts.</p> <p>CCSS ELD-COLLABORATIVE Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>CCSS ELD-PRODUCTIVE Expressing information and ideas in formal oral presentations on academic topics.</p> <p>CCSS ELD-COLLABORATIVE Offering and</p>	<p>others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS ELD-INTERPRETIVE Listening actively to spoken English in a range of social and academic contexts.</p> <p>CCSS ELD-COLLABORATIVE Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p>	<p>CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS ELD-INTERPRETIVE Listening actively to spoken English in a range of social and academic contexts.</p> <p>CCSS ELD-COLLABORATIVE Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>CCSS ELD-PRODUCTIVE Expressing information and ideas in formal oral presentations on academic topics.</p> <p>CCSS ELD-COLLABORATIVE Offering and supporting opinions and negotiating with others in communicative exchanges.</p> <p>CCSS.ELA-LITERACY.SL.4.2</p>
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	<p>information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>CCSS.ELA-LITERACY.SL.4.3</b>                  Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>CCSS ELD-INTERPRETIVE</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p><b>CCSS ELD-INTERPRETIVE</b>                  Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p><b>CCSS ELD-INTERPRETIVE</b>                  Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>supporting opinions and negotiating with others in communicative exchanges.</p> <p><b>CCSS.ELA-LITERACY.SL.4.2</b>                  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>CCSS.ELA-LITERACY.SL.4.3</b>                  Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>CCSS.ELA-LITERACY.SL.4.4</b>                  Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>CCSS.ELA-LITERACY.SL.4.5</b>                  Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Depending on availability of technology)</p> <p><b>CCSS.ELA-LITERACY.SL.4.6</b>                  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use</p>	<p><b>CCSS ELD-PRODUCTIVE</b>                  Expressing information and ideas in formal oral presentations on academic topics.  <b>CCSS ELD-COLLABORATIVE</b>                  Offering and supporting opinions and negotiating with others in communicative exchanges.</p> <p><b>CCSS.ELA-LITERACY.SL.4.2</b>                  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CCSS.ELA-LITERACY.SL.4.3</b>                  Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>CCSS ELD-INTERPRETIVE</b>                  Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p><b>CCSS ELD-INTERPRETIVE</b>                  Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>CCSS.ELA-LITERACY.SL.4.3</b>                  Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>CCSS.ELA-LITERACY.SL.4.4</b>                  Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>CCSS.ELA-LITERACY.SL.4.5</b>                  Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Depending on availability of technology)</p> <p><b>CCSS.ELA-LITERACY.SL.4.6</b>                  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p> <p><b>CCSS ELD-INTERPRETIVE</b>                  Reading closely literary and informational texts and viewing multimedia</p>
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		<p>formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>
<p><b>Language Conventions/Grammar/Spelling - Open Court (minimal) - Lifelong Guidelines - LIFESKILLS</b></p>	<p>CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>CCSS.ELA-LITERACY.L.4.1.AUs e relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p>CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)</p> <p>CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p>CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.</p> <p>CCSS.ELA-LITERACY L.4.1.H. Write fluidly and legibly in cursive or joined italics</p> <p>CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g.,</p>

<p>CCSS.ELA-LITERACY.L.4.1.H. Write fluidly and legibly in cursive or joined italics</p> <p>CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.</p> <p>CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>CCSS.ELA-LITERACY.L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p>CCSS.ELA-LITERACY.L.4.3.A Choose words and phrases to convey ideas precisely*</p> <p>CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect*</p> <p>CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>CCSS.ELA-LITERACY.L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS ELD-INTERPRETIVE Reading Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use</p>	<p>CCSS.ELA-LITERACY.L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). - Done through weekly spelling lists, pattern study, using vocabulary in scholar-created sentences</p> <p>CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered), including those that are basic to a particular topic (e.g., <i>wildlife,</i></p>	<p>CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). - Done through weekly spelling lists, pattern study, using vocabulary in scholar-created sentences</p> <p>CCSS.ELA-LITERACY.L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife,</i></p>	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). - Done through weekly spelling lists, pattern study, using vocabulary in scholar-created sentences</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>
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	<p>language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	<p>whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	<p><i>conservation, and endangered</i> when discussing animal preservation).</p> <p>CCSS ELD-INTERPRETIVE Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>CCSS ELD-INTERPRETIVE Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.</p> <p>CCSS ELD-INTERPRETIVE Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>	
<b>English Language Development (ELD)</b>	Embedded with ELA standards	Embedded with ELA standards	Embedded with ELA standards	Embedded with ELA standards
<b>Math</b>	<p><b>Geometry</b> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. CCSS.MATH.CONTENT.4.G.A.1</p>	<p><b>Number and Operations - Base Ten</b> CCSS.MATH.CONTENT.4.NBT.A.1 Recognize that in a multi-digit whole</p>	<p><b>Number and Operations - Fractions</b> CCSS.MATH.CONTENT.4.NF.A.1 Explain why a fraction <math>a/b</math> is</p>	<p><b>Measurement and Data</b> CCSS.MATH.CONTENT.4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m,</p>

	<p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. CCSS.MATH.CONTENT.4.G.A.2</p> <p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. CCSS.MATH.CONTENT.4.G.A.3</p> <p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p><b>Measurement and Data</b> CCSS.MATH.CONTENT.4.MD.B.4</p> <p>Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>Geometric measurement: understand concepts of angle and measure angles. CCSS.MATH.CONTENT.4.MD.C.5</p> <p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: CCSS.MATH.CONTENT.4.MD.C.5.A</p>	<p>number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i> CCSS.MATH.CONTENT.4.NBT.A.2</p> <p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons. CCSS.MATH.CONTENT.4.NBT.A.3</p> <p>Use place value understanding to round multi-digit whole numbers to any place. CCSS.MATH.CONTENT.4.NBT.B.4</p> <p>Fluently add and subtract multi-digit whole numbers using the standard algorithm. CCSS.MATH.CONTENT.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. CCSS.MATH.CONTENT.4.NBT.B.6</p> <p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit</p>	<p>equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. CCSS.MATH.CONTENT.4.NF.A.2</p> <p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model. Build fractions from unit fractions. CCSS.MATH.CONTENT.4.NF.B.3</p> <p>Understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>. CCSS.MATH.CONTENT.4.NF.B.3.A</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. CCSS.MATH.CONTENT.4.NF.B.3.B</p> <p>Decompose a fraction into a sum of fractions with the same denominator in</p>	<p>cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i> CCSS.MATH.CONTENT.4.MD.A.2</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. CCSS.MATH.CONTENT.4.MD.A.3</p> <p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p> <p><b>Operations and Algebraic Thinking</b> CCSS.MATH.CONTENT.4.OA.A.3</p>
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	<p>An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>1/360</math> of a circle is called a "one-degree angle," and can be used to measure angles. CCSS.MATH.CONTENT.4.MD.C.5.B</p> <p>An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees. CCSS.MATH.CONTENT.4.MD.C.6</p> <p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. CCSS.MATH.CONTENT.4.MD.C.7</p> <p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p><b>Operations and Algebraic Thinking</b> CCSS.MATH.CONTENT.4.OA.A.1</p> <p>Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. CCSS.MATH.CONTENT.4.OA.A.2</p>	<p>divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>Operations and Algebraic Thinking</b></p> <p>CCSS.MATH.CONTENT.4.OA.A.3</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2 \frac{1}{8} = 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</p> <p>CCSS.MATH.CONTENT.4.NF.B.3.C</p> <p>Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. CCSS.MATH.CONTENT.4.NF.B.3.D</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. CCSS.MATH.CONTENT.4.NF.B.4</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. CCSS.MATH.CONTENT.4.NF.B.4.A</p> <p>Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i></p>	<p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
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	<p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. CCSS.MATH.CONTENT.4.OA.A.3</p> <p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>CCSS.MATH.CONTENT.4.OA.B.4</p> <p>Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is a prime or composite.</p> <p>CCSS.MATH.CONTENT.4.OA.C.5</p> <p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even</i></p>		<p>CCSS.MATH.CONTENT.4.NF.B.4.B</p> <p>Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i></p> <p>CCSS.MATH.CONTENT.4.NF.B.4.C</p> <p>Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>CCSS.MATH.CONTENT.4.NF.C.5</p> <p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10</math></i></p>	
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	<p><i>numbers. Explain informally why the numbers will continue to alternate in this way.</i></p>		<p>+ <math>4/100 = 34/100</math>.                  CCSS.MATH.CONTENT.4.NF.C.6                  Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as <math>62/100</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.                  CCSS.MATH.CONTENT.4.NF.C.7                  Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>	
<b>ART</b>	Salt Dough Relief Map Monart Redwood Drawing GLAD Portfolio Art	Monart Kelp Drawing GLAD Portfolio Art	Mission Pastel Art GLAD Portfolio Art	State Symbol Monart GLAD Portfolio Art
<b>Technology</b>	<p>Technology use in the classroom:</p> <ul style="list-style-type: none"> <li>• Multimedia encyclopedias and dictionaries</li> <li>• One computer or more with access to the Internet and a printer</li> <li>• Projector</li> <li>• Document camera</li> <li>• One teacher laptop</li> <li>• Computer literacy programs (Moby Max)</li> <li>• Class set of laptops</li> <li>• Use of computer/technology teacher</li> </ul> <p>SBAC Test Taking Skills/ Basic Operations:</p> <ul style="list-style-type: none"> <li>• Turn on a computer and login</li> <li>• Use pointing device such as a mouse to manipulate shapes, icons; click on urls, radio buttons, check boxes; use scroll bar</li> <li>• Use desktop icons, windows and menus to open applications and documents</li> <li>• File management – saving documents</li> <li>• Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser)</li> <li>• Keyboarding                         <ul style="list-style-type: none"> <li>• Use proper posture and ergonomics</li> </ul> </li> </ul>			



- Locate and use letter and numbers keys with left and right hand placement.
- Locate and use correct finger, hand for space bar, Gain proficiency and speed in touch typing

Word Processing:

- Use a word processing application to write, edit, print and save simple assignments
  - Use menu/tool bar functions (e.g. font/size/style/, line spacing, margins) to format, edit and print a document
  - Highlight text, copy and paste text
  - Copy and paste images within the document and from outside sources
  - Insert and size a graphic in a document
- Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar, and thesaurus).

Spreadsheet (Tables/Graphs/Charts)

- Demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information.
- Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart graph)
- Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity.
- Enter/edit data in spreadsheets and perform calculations using formulas
- Use mathematical symbols e.g. + add, - minus, \*multiply, /divide, ^ exponents
- Use spreadsheets and other applications to make predictions, solve problems and draw conclusions.

Multimedia and Presentation Tools:

- Create, edit and format text on a slide
- Create a series of slides and organize them to present research or convey an idea
- Copy and paste or import graphics; change their size and position on a slide
- Use painting and drawing tools/ applications to create and edit work
- Watch online videos and use play, pause, rewind and forward buttons while taking notes

## Appendix C

### YPSA – Individual Learning Plan

**YAV PEM SUAB ACADEMY**

**INDIVIDUAL LEARNING PLAN 2014 – 2015**

The YPSA Individual Learning Plan is a teaching and learning contract between the teacher, scholar, and parent. It identifies what is known about the scholar, what goals are identified to be achieved, and what strategies are to be used. It is a commitment and a partnership between all three stakeholders in order to achieve the learning goals identified below.

<b>Name:</b>	<i>Sample Scholar</i>	<b>DOB:</b>	6-07-05	<b>Grade:</b>	1st	<b>Today's Date:</b>	02-25-15
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*What is known about the scholar:*

<i>Trimester 1</i>	<i>Trimester 2</i>	<i>Trimester 3</i>
<b>Academic:</b> <ul style="list-style-type: none"> <li>Very hardworking, loves to read &amp; write, progressing in all academic areas.</li> <li>Much improved in penmanship, neatness and focus.</li> <li>Needs to practice number recognition and reading.</li> </ul>	<b>Academic:</b> <ol style="list-style-type: none"> <li>1. Continues to be hard-working, focused and engaged.</li> <li>2. Progressing in all areas; proficient in most grade level standards with just some additional support needed in 2 digit addition, adding 3 numbers, and writing.</li> <li>3. Want to work on consistency with homework and reading / logging into reading log.</li> </ol>	<b>Academic:</b> <ol style="list-style-type: none"> <li>1. <b>A wonderful scholar, showing so much growth and improvement in all content areas. ☺</b></li> <li>2. <b>Very active and engaged in learning, focused, respectful, and hard-working.</b></li> <li>3. <b>Loves to learn and get smarter!</b></li> <li>4. <b>Proficient in all first grade standards with the exception of a few writing standards.</b></li> </ol>
<b>Social / Emotional:</b> <ul style="list-style-type: none"> <li>Scholar is very talkative and expressive this year, meeting new friends and enjoys playing with them.</li> <li>Loves to share and help others.</li> <li>Great leader for her peers and learning club in class.</li> </ul>	<b>Social / Emotional:</b> <ol style="list-style-type: none"> <li>1. Enjoying recess and playing with friends. ☺</li> <li>2. Loves to help Teacher; wants to stay in during enrichment and work or help in classroom.</li> <li>3. Excellent captain and leader for her learning club.</li> </ol>	<b>Social / Emotional:</b> <ol style="list-style-type: none"> <li>1. <b>Truly blossoming and growing. ☺ Caring, friendly, helpful, and fun with all friends.</b></li> <li>2. <b>Problem-Solving, interacting well with others, gaining much confidence.</b></li> </ol>
<b>Behavior:</b> <ul style="list-style-type: none"> <li>Always uses her strong side, is very respectful and helpful to her teacher.</li> </ul>	<b>Behavior:</b> <ol style="list-style-type: none"> <li>1. Always on her strong side!</li> <li>2. Listening to Teacher ☺</li> </ol>	<b>Behavior:</b> <ol style="list-style-type: none"> <li>1. <b>Always on her strong side. ☺</b></li> <li>2. <b>Follows all classroom rules &amp; expectations.</b></li> </ol>

<ul style="list-style-type: none"> <li>At times, can be upset and ‘shut down.’</li> </ul>	<b>3.</b> Respectful, eyes always on learning, follows all classroom rules.	<b>3.</b> Will be class super star for the 2 <sup>nd</sup> time this year and was just Scholar of the Month.
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**Goals to be achieved:**

<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
<b>Academic:</b> 1. Site Words – Scholar is doing a fabulous job with her site words! Our goal is that she will learn her remaining 4 site words from set 1 and 2 and begin to learn all site words through set 3 by November 12 <sup>th</sup> . 2. Reading – Goal by end of 2 <sup>nd</sup> Trimester (Jan. 17 <sup>th</sup> ) to be reading books at level E/F (current level D). 3. Math – Recognize, orally tell and write numbers 1-100 out of order. Goal all numbers by Jan. 17 <sup>th</sup> .	<b>Academic:</b> 1. First Grade Sight Words – Wow! Scholar has only 22 total words left! Goal – learn all 22 remaining words by March 1 <sup>st</sup> . 2. Reading – Progressing very well! Met previous goal and currently reading Level E/F books. ☺ New Goal – Reading up to level G by end of 3 <sup>rd</sup> Trimester and answering comprehension questions with 85 % or higher on level G reading assessments. 3. Writing – By end of Trimester 3, Scholar will be able to write 3-4 sentences on a given topic, logically connecting her ideas. 4. Learn 3 Digit addition and 2 digit plus 1 digit addition; scoring 85% or higher on all addition tests by end of Trimester 3.	<b>Academic:</b> 1. <b>Sight Words – Having read through all 134 first grade sight words again for a final test, there are 23 that we need to practice. Goal – Scholar will practice and learn her 23 first grade words and begin 2<sup>nd</sup> grade words.</b> 2. <b>Reading – Scholar has passed her previous reading goal, now reading books at level H. Yay! ☺ Her BPST and Fluency marks are also great. Goal – Scholar will practice fluency reading 50 wpm by the end of first grade.</b> 3. <b>Writing – Goal – Scholar will be writing 4-6 sentences on a given topic having clear subject-verb agreement sentences.</b>
<b>Social / Emotional:</b> 1.	<b>Social / Emotional:</b>	<b>Social / Emotional:</b>
<b>Behavior:</b> 1. Continue to use strong side and try her best to communicate when feeling sad or ‘shutting down.’	<b>Behavior:</b>	<b>Behavior:</b>

*Strategies to be used by each stakeholder: (Identify the What and How)*

<i>Trimester 1</i>	<i>Trimester 2</i>	<i>Trimester 3</i>
<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Provide 1-1 support to Scholar 2 days per week to practice site words and reading.</li> <li>Continue to practice number development and recognition during 1-1 time and workshop.</li> <li>Teach, learn and practice 7 new site words each week. Note – Currently receiving RSP services each morning from 8:30 – 9:00 a.m. with Mr. Hill – Do parents want?</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Beginning week of January 28<sup>th</sup>, provide intervention/tutoring to work on all above skills and standards during TKD time. This will be 1-1 with just Scholar and Teacher 1 hour every Tuesday and Thursday.</li> <li>Allow Scholar to teach at a workshop station the 5 purple dotted words when she has learned 13/22 of her remaining words.</li> <li>Provide extra Math fact sheet homework for extra practice over weekend.</li> <li>Continue to work in guided reading group with Scholar on her reading development.</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Sight words – Teach, practice and learn 7 words per week; goal all will be learned in 3-4 weeks. Begin 2<sup>nd</sup> grade words next.</li> <li>Reading – Continue to practice reading strategies to help improve Scholar’s fluency; extra practice on long vowels, silent e at the end and “ed” and “ing” endings.</li> <li>Writing – Work with Scholar during enrichment on further developing her writing.</li> </ol>
<ol style="list-style-type: none"> <li>Use personal best during 1-1 time with Teacher to practice reading and site words.</li> <li>Work at home over weekend with parents on number recognition with games provided by Teacher.</li> <li>Practice site word flash cards each night or morning reading through each word.</li> </ol>	<ol style="list-style-type: none"> <li>Create flash cards at home for all remaining 22 first grade words. Take out these words plus some ‘rotten apples’ for the rotten apples site word game. 😊</li> <li>Practice 5 purple dot words to teach class during workshop. 😊</li> <li>Practice a level G story to read to Kindergarten.</li> <li>Complete extra Math homework over weekend to help improve addition standards.</li> </ol>	<ol style="list-style-type: none"> <li><b>Each night, after reading story to Mom or Dad, Scholar will read 7 weekly sight words, 2 times each. Mom or Dad sign reading log under sight words.</b></li> <li><b>Continue to read each night homework book or fluency passage and/or more.</b></li> <li><b>Writing – Each week, over the 3 day weekend, select 5 / 10 spelling words and write 1 sentence for each word.</b> <ol style="list-style-type: none"> <li><b>Example: lawn, lawn, lawn: The dog was playing on the lawn.</b></li> </ol> </li> </ol>
<p><b>Parent:</b></p> <ol style="list-style-type: none"> <li>Practice number games with Scholar over the weekend.</li> </ol>	<p><b>Parent:</b></p> <ol style="list-style-type: none"> <li>Practice remaining first grade sight words with Scholar at home. Play rotten apples</li> </ol>	<p><b>Parent:</b></p>

**YAV PEM SUAB ACADEMY CHARTER SCHOOL**

<ol style="list-style-type: none"> <li>2. Practice site words with Scholar through listening to her read flash cards each night or morning.</li> <li>3. Provide reading time 1 day per 3 –day weekend in which Scholar can practice reading out loud books for 20 minutes.</li> </ol>	<ol style="list-style-type: none"> <li>game a few times over the weekend for practice.</li> <li>2. Allow Scholar to practice her level G story out loud at home playing teacher, Mom and Dad playing.</li> <li>3. Assist as needed with additional Math homework.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Each night, take time to read with Scholar and practice 7 weekly sight words.</b></li> <li><b>2. Sign reading log and/or story books.</b></li> <li><b>3. Assist Scholar as needed with writing 5 sentences in her spelling book using weekly spelling words.</b></li> </ol>
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Dates to reconvene and discuss progress:

<b><i>Date:</i></b>	<b><i>Date:</i></b>	<b><i>Date:</i></b>
<b><i>Check in week of December 10<sup>th</sup> – 14<sup>th</sup>.</i></b>	<b><i>As Needed</i></b>	<b><i>As Needed</i></b>

This is a commitment, and when signed, places it into action by all three stakeholders.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Parent Signature

Appendix D

§ 15497. Local Control and Accountability Plan and Annual Update Template.

**Introduction:**

**LEA:** Urban Charter Schools Collective – Yav Pem Suab Academy Charter School. **Contact:** Vince Xiong, Principal, vince-xiong@scusd.edu. **LCAP Year:** 2014-15  
DRAFT May 12, 2014

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be*

consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

### **State Priorities**

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

#### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

#### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

**Parent involvement:** *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?



- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>March 5, 2014 “Parents on the Move” meeting. Two sessions were created to give working parents the opportunity to attend either the session in the morning from 8:00 – 9:00 or attend the afternoon session from 4:00 – 5:00. The English Learners’ Advisory Committee (ELAC) also meets in conjunction with the “Parents on the Move” and school priorities as well as budget updates are shared with parents of English learners.</p> <p>April 2, 2014 “Parents on the Move” meeting. Two sessions were created to give working parents the opportunity to attend either the session in the morning from 8:00 – 9:00 or attend the afternoon session from 4:00 – 5:00. The English Learners’ Advisory Committee (ELAC) also meets in conjunction with the “Parents on the Move” and school priorities as well as budget updates are shared with parents of English learners.</p> <p>The school’s Leadership Team discussed steps to take to appropriate plan the involvement and the execution of the LCAP at its bi-monthly meetings. This group is consisted of five staff members and five parent/community members who were elected to represent the different constituents.</p> <p>Academy Council/School Site Council meeting:</p> <ul style="list-style-type: none"> <li>• February 4, 2014</li> <li>• March 4, 2014</li> <li>• April 1, 2014</li> <li>• May 6, 2014</li> <li>• June 3, 2014</li> </ul> <p>Member of Academy Council and/or School Site Council meet once a month and is task with the responsibility of overseeing the operation of the school. One of the tasks has been to identify school priorities and align the priorities with the goals of the school.</p> <p>Urban Charter Schools Collective (UCSC) Board Updates:</p> <ul style="list-style-type: none"> <li>• January 13, 2014</li> <li>• February 10, 2014</li> <li>• March 10, 2014</li> <li>• April 21, 2014</li> <li>• May 12, 2014</li> <li>• June 23, 2014</li> </ul>	<p>Stakeholders reviewed and will continue to meeting and discuss the alignment of the three goals currently printed in this draft LCAP. If all stakeholders are supportive, they will be asked to review the actions and add or subtract actions. The intention is to develop a set of goals and actions supported by all stakeholders. The goals and actions that are adopted must be mission driven, scholar driven, and data driven.</p> <p>The Leadership Team has identified the school’s priorities for the next three-five years. The Leadership Team has also discussed the school’s Professional Development Plan and Technology Plan and will continue its discussion of the LCAP and the goals and actions identified. These goals and actions will be consistently discussed and articulated with members of Academy Council, SSC, and ELAC.</p> <p>Members of the Academy Council (Made up of five staff members and five parent/community members) review the informational and action items on their agenda, most items are items discussed by the school’s Leadership Team and recommended for parent input and or decision-making. Items related to the LCAP are also connected to the school’s priorities, professional development, and goals. Altogether, the Academy Council hears inputs from the school’s leadership team, ELAC, and PTA. The discussions and decisions made in Academy Council directly impacts the LCAP because it is directly related to the goals of the school and the budget to support the needs and the goals of the school.</p> <p>UCSC Board members get updates from school administration on Parent Involvement Policies and updates on Academy Council and ELAC. Board members make the final decision to approve the parent involvement policy, the technology plan, the budget, and everything else. The final approval of the LCAP before submission to the state department of education rests the hands of the site governing board.</p>

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Members of the UCSC Board are provided with updates from the school principal in regards to school operation, curriculum and instruction, and meetings with Academy Council/School Site Council, and ELAC.</p>	<p>On May 12, 2014, the UCSC Board held a public hearing on the LCAP. A draft of the budget was also presented.</p> <p>Academy Council members held additional meetings to review budget items and changes in the 2014- 2015 school year that will cause a change in the LCAP. Additional meetings were held on June 10, June 17, and June 24, 2014.</p> <p>At the June 23, 2014 UCSC Board Meeting, another public hearing was held in regards to the new additions to the LCAP, given the Governor's revision.</p>

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for scholars? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017	
There is a need to support all teachers in their capacity development of how the brain works and understand the different levels/stages of the Highly Effective Teaching (HET) Model. Understanding how the brain works allows for all teachers and staff members to understand	Goal 1. To enable all scholars to make good decisions. 2. To enable scholars to be competent, self-	All	YPSA		100% of staff members/teachers will be trained in the HET model. 70% of all teachers will fully understand and implement HET with attention to temperament and the multiple intelligences.	100% of staff members/teachers will be trained in the HET model. 80% of all teachers will fully understand and implement HET with attention to temperament and the multiple intelligences.	100% of staff members/teachers will be trained in the HET model. 90% of all teachers will fully understand and implement HET with attention to temperament and the multiple intelligences.	1. Basic 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement

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<p>the principles and elements of HET. Metric: Survey of all teachers.</p> <p>There is a need to continue and strategically implement the existing LIFESKILLS program at YPSA with consistency. The consistency in language and use with the LIFESKILLS will lead to practice and growth in all children, enabling them to make good decisions and become competent in their actions. Opportunities must be given to scholars to demonstrate understanding and mastery of each LIFESKILL. Metric: Survey of parents, scholars, and teachers.</p> <p>There is a need to continue the support and implementation of Academic Efficacy in every classroom to empower and inspire the growth within each scholar. There is a need to incorporate the concepts of "The Leader in Me" into the school's daily practice. This is a process that will be incorporated with the Academic Efficacy Approach. Metric: Survey of parents, scholars, and teachers.</p> <p>There is a need to maintain class size at 20:1 in every classroom to</p>	<p>motivated, Lifelong Learners.</p> <p>(The LIFESKILLS program in combination with the Academic Efficacy strategies, along with the ideas behind the Leader in Me will be used to achieve the goal(s) and meet the needs identified in this section of the LCAP.)</p>	All		<p>100% of all staff members will implement and use, on a daily basis the LIFESKILLS program, to model and enable scholars to become responsible and productive in their decision-making and actions</p> <p>100% of all staff members will be trained in Academic Efficacy strategies with 80% of all staff members implementing these strategies. 60% of all staff members will be introduced to "The Leader in Me".</p> <p>Class size of 20:1 in all Kinder – First grade classrooms, 22:1 in all</p>	<p>100% of all staff members will implement and use, on a daily basis the LIFESKILLS program, to model and enable scholars to become responsible and productive in their decision-making and actions</p> <p>100% of all staff members will be trained in Academic Efficacy strategies with 90% of all staff members implementing these strategies. 80% of all staff members will be introduced to "The Leader in Me".</p> <p>Class size of 20:1 in all Kinder – Third grade classrooms, 23:1 in all</p>	<p>100% of all staff members will implement and use, on a daily basis the LIFESKILLS program, to model and enable scholars to become responsible and productive in their decision-making and actions</p> <p>100% of all staff members will be trained in Academic Efficacy strategies with 100% of all staff members implementing these strategies. 100% of all staff members will be introduced to "The Leader in Me".</p> <p>Class size of 20:1 in all Kinder – Fifth grade</p>	<p>7. Core access 8. Pupil outcomes 9. Local priority</p> <p>1. Basic 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards</p>	

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<p>provide optimal classroom learning time and environment. Metric: NWEA, CAASPP and survey of parents, teachers, and scholars.</p> <p>There is a need to transfer the love and responsibility of learning and teaching to scholars. There is a need to create opportunities for scholars to practice leadership skills in giving speeches, debates, and organizing and leading mini-functions through "Scholar Council" and scholar-lead activities. Metric: Surveys of Teachers, Parents, and Scholars.</p> <p>There is a need to increase parent engagement through home-visits and parent workshops. Working with parents will empower scholars to learn and enable them to make good decisions and become problem-solvers through the use of LIFESKILLS. Metric: Survey of parents and scholars.</p> <p>There is a need to continue "Special Skills Classes" and to include Dance, Music, Taekwondo, Physical activities, and Art. Providing scholars with specialized classes that are skills-based compliments the body-brain approach and taps into the multiple intelligences. These</p>				<p>Second and Third Grade classrooms, 24:1 in all Fourth – Sixth grade classrooms</p> <p>Establish Scholar Council bylaws. Have scholar leaders campaign for positions and give speeches and/or debates as to why they should receive scholars votes.</p> <p>60% of all teachers will participate in the home-visit project and do home visits to build greater relationships and connections with families.</p> <p>100% of all "Special Skills" classes are taught to scholars in grades 1-6 to help nurture and build self-discipline, inner drive, and courage in all scholars.</p>	<p>Fifth – Sixth grade classrooms</p> <p>Continue with Scholar Council elections and campaigns. Have 50 % scholar council members lead Monday Morning Leadership Messages and Awards Assemblies.</p> <p>70% of all teachers will participate in the home-visit project and do home visits to build greater relationships and connections with families.</p> <p>100% of all "Special Skills" classes are taught to scholars in grades 1-6 to help nurture and build self-discipline, inner drive, and courage in all scholars.</p>	<p>classrooms, 22:1 in all Sixth grade classrooms</p> <p>Continue with Scholar Council elections and campaigns. Have 50 % scholar council members lead Monday Morning Leadership Messages and Awards Assemblies.</p> <p>80% of all teachers will participate in the home-visit project and do home visits to build greater relationships and connections with families.</p> <p>100% of all "Special Skills" classes are taught to scholars in grades 1-6 to help nurture and build self-discipline, inner drive, and courage in all scholars.</p>	<p>4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority 4. Pupil achievement 5. Pupil engagement 6. School climate</p> <p>3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate</p> <p>2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement</p>	

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<p>classes build routine, self-esteem, and confidence in children. Metric: Report Card, Surveys of Parents, teachers, and scholars.</p> <p>There is a need to narrow the focus on "Being There" experiences and connect these trips to the teachers' common core maps. The "Being There" experiences provide a more sensory rich experience, enabling the brain to learn more and retain more. This need includes the need to build background knowledge, background vocabulary, and experiences for scholars to succeed in both the social and academic setting. Metric: "Being There" experiences request forms, backwards common core maps, collaboration with teachers, surveys of parents and scholars.</p> <p>There is a need for cultural competency and cultural sensitivity training for all staff members. Having this knowledge and the strategies to work with scholars and families from different cultures will create an environment inclusive of all cultures.</p>				<p>100% of all "Being There" experiences are connected to each grade level's common core maps. All trips are content related and will build background vocabulary and background knowledge for all scholars.</p> <p>100% of all staff members will be begin the initial phases of meeting to discuss the topics of race and cultural diversity. Cultural competency surveys will be collected from all staff, scholars, and parents.</p>	<p>100% of all "Being There" experiences are connected to each grade level's common core maps. All trips are content related and will build background vocabulary and background knowledge for all scholars. Grade level teams will collaborate and may alter the choices of "Being There" experiences that grade levels go on.</p> <p>100% of all staff members will be trained in multiple sessions of cultural diversity and cultural competency. Committees will be established to address the different recommendations found from the cultural competency trainers. Strategies and workshops are put together to further staff knowledge. Implementation plan is</p>	<p>100% of all "Being There" experiences are connected to each grade level's common core maps. All trips are content related and will build background vocabulary and background knowledge for all scholars. Grade level teams will collaborate and may alter the choices of "Being There" experiences that grade levels go on based on relevance, and quality of the program.</p> <p>100% of all staff members will be trained in multiple sessions of cultural diversity and cultural competency. Committees will be established to address the different recommendations found from the cultural competency trainers. Implementation plan is organized and implemented throughout the year.</p>	<p>6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>3. Parent involvement 5. Pupil engagement 6. School climate 8. Pupil outcomes 9. Local priority</p>	

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There is a need to continue the support of a fulltime school nurse to create an environment conducive to supporting all scholars' safety, health, and education.					Continue the employment of a fulltime school nurse.	organized and implemented.  Continue the employment of a fulltime school nurse.	Continue the employment of a fulltime school nurse.	4. Pupil achievement 5. Pupil engagement 6. School climate 8. Pupil outcomes 9. Local priority
<p>There is a need for ongoing professional development to support increased scholar learning. Metric: NWEA Assessments and CAASPP will be the new metric going forward.</p> <p>There is a need to fully support all teachers with Project GLAD (Guided Language Acquisition Design). GLAD will enable all teachers with 30-40 instructional strategies to connect with English Learners as well as the diverse learners that YPSA houses. Metric: Survey of parents, scholars, and teachers.</p> <p>There is a need for all teachers to be trained in body-brain compatible education and apply the philosophies of HET in their everyday lessons: (1) Intelligence is a function of intelligence – this</p>	Be ranked among the district's high performing schools as measured by the California Assessment of Scholar Performance and Progress (CAASPP).	All	YPSA		<p>Increased scholar engagement and increased scholar achievement. Metric CAASP and scholar survey.</p> <p>100% of all teachers will be GLAD trained with 60% of all teachers fully implementing 10 or more instructional strategies to engage the diverse learners.</p> <p>100% of staff members/teachers will be trained in the HET model. 70% of all teachers will fully understand, be able</p>	<p>Increased scholar engagement and increased scholar achievement. Metric CAASP and scholar survey.</p> <p>100% of all teachers will be GLAD trained with 70% of all teachers fully implementing 15 or more instructional strategies to engage the diverse learners.</p> <p>100% of staff members/teachers will be trained in the HET model. 80% of all teachers will fully understand, be able</p>	<p>Increased scholar engagement and increased scholar achievement. Metric CAASP and scholar survey.</p> <p>100% of all teachers will be GLAD trained with 80% of all teachers fully implementing 20 or more instructional strategies to engage the diverse learners.</p> <p>100% of staff members/teachers will be trained in the HET model. 90% of all teachers will fully understand, be able</p>	<p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes</p>

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<p>will be developed through the "Being There" experiences and by providing scholars with sensory-rich learning. (2) Learning is an Inseparable Partnership Between the Brain and the Body, (3) There are Multiple Intelligences of Solving Problems and/or Producing Products, (4) Learning is a Two-Step Process: Pattern Seeking and Program Forming, (5) Temperate and Personality Influences/Impacts Learning.</p> <p>There is a need to thoughtfully and thoroughly plan out instruction for scholars based on the Common Core Standards and as identified in the school's Backwards Common Core Maps. The common core maps will be aligned with units, content, "Being There" experiences, and resources/materials to support scholar learning. <u>Metric:</u> Teacher Lesson Plans, Common Core Maps, NWEA, and CAASPP.</p> <p>There is a need to continue and improve the existing Hmong Language Development (HLD) program being offered. YPSA has a Hmong language and culture component. The HLD program reinforces the concepts</p>				<p>to explain, and implement HET. Attention and planning will be given to the philosophies and elements of HET. The 10 Elements of HET are Absence of Threat, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and "Being There" Experience</p> <p>100% of all teachers will have completed their Backwards Common Core Maps done and will be using them during lesson planning, collaboration, and professional development. More focused common core training will be provided to assist full implementation of the common core maps. Edits and revisions to the common core maps will be made as appropriate.</p> <p>100% of all scholars will be tested and appropriately placed in the leveled HLD</p>	<p>to explain, and implement HET. Attention and planning will be given to the philosophies and elements of HET. The 10 Elements of HET are Absence of Threat, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and "Being There" Experience</p> <p>100% of all teachers will have completed their Backwards Common Core Maps done and will be using them during lesson planning, collaboration, and professional development. More focused common core training will be provided to assist full implementation of the common core maps. Edits and revisions to the common core maps will be made as appropriate.</p> <p>100% of all scholars will be tested and appropriately placed in the leveled HLD</p>	<p>to explain, and implement HET. Attention and planning will be given to the philosophies and elements of HET. The 10 Elements of HET are Absence of Threat, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and "Being There" Experience</p> <p>100% of all teachers will have completed their Backwards Common Core Maps done and will be using them during lesson planning, collaboration, and professional development. More focused common core training will be provided to assist full implementation of the common core maps. Edits and revisions to the common core maps will be made as appropriate.</p> <p>100% of all scholars will be tested and appropriately placed in the leveled HLD</p>	<p>9. Local priority</p> <p>2. Implement state standards</p> <p>4. Pupil achievement</p> <p>5. Pupil engagement</p> <p>6. School climate</p> <p>7. Core access</p> <p>8. Pupil outcomes</p> <p>9. Local priority</p> <p>2. Implement state standards</p> <p>4. Pupil achievement</p> <p>5. Pupil engagement</p> <p>6. School climate</p> <p>7. Core access</p> <p>8. Pupil outcomes</p> <p>9. Local priority</p> <p>2. Implement state standards</p> <p>3. Parent involvement</p>	



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<p>learned in the general education classroom for speakers of the Hmong language. For non-Hmong speakers, the HLD program exposes them to another language so that they can gain proficiency in listening, speaking, writing, and reading Hmong. There is a greater appreciation for cultures and languages when scholars are learning about two or more languages.</p> <p>There is a need to organize the days and hours of instruction to create protected time for teacher planning, collaboration, and professional development (3 hours per day as described in our charter). <u>Metric:</u> Teacher survey.</p> <p>There is a need for Common Core aligned material, Common Core aligned hands-on experiences, and Common Core aligned study trips. <u>Metric:</u> Survey of parents, scholars, and teachers.</p>				<p>classroom. Training and Collaboration will be created to support the HLD teachers in implementing the HLD program.</p> <p>100% of all teachers will be allocated protected time for prep, collaboration, and professional development. This will lead to increased scholar engagement and increased scholar achievement. Metric CAASP and scholar survey.</p> <p>Instructional materials and resources will be identified and purchased to support scholar learning and increase achievement.</p>	<p>classroom. Training and Collaboration will be created to support the HLD teachers in implementing the HLD program.</p> <p>100% of all teachers will be allocated protected time for prep, collaboration, and professional development. This will lead to increased scholar engagement and increased scholar achievement. Metric CAASP and scholar survey.</p> <p>Instructional materials and resources will be identified and purchased to support scholar learning and increase achievement.</p>	<p>classroom. Training and Collaboration will be created to support the HLD teachers in implementing the HLD program.</p> <p>100% of all teachers will be allocated protected time for prep, collaboration, and professional development. This will lead to increased scholar engagement and increased scholar achievement. Metric CAASP and scholar survey.</p> <p>Instructional materials and resources will be identified and purchased to support scholar learning and increase achievement.</p>	<p>4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>1. Basic 2. Implement State Standards 4. Pupil achievement 5. Pupil engagement</p>	

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for scholars? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017	
<p>There is a need for a process to examine scholar work and create strategies that lead to mastery by each scholar. <u>Metric:</u> NWEA, CAASPP.</p> <p>There is a need to incorporate and use technology to teach higher levels of thinking, processing, and deeper level skills required of the common core standards. The incorporation and use of technology will be aligned to the school technology plan. <u>Metric:</u> Technology Plan, Lesson Plans</p>					<p>100% of all teachers will be collaborating by examining scholar work and identifying instructional strategies that will lead to scholar mastery of the skill to be learned.</p> <p>72 laptops and 21 i-Pads with rechargeable carts will be purchased to support classroom learning. Grade level programs and applications will be purchased to support implementation and use of the laptops and i-Pads. Scholar learning and engagement through the use of technology will increase scholar performance and achievement.</p>	<p>100% of all teachers will be collaborating by examining scholar work and identifying instructional strategies that will lead to scholar mastery of the skill to be learned.</p> <p>A total of 172 additional laptops with rechargeable carts and 195 i-Pads will be purchased to support classroom learning. Grade level programs and applications will be purchased to support implementation and use of the laptops and i-Pads. Scholar learning and engagement through the use of technology will increase scholar performance and achievement.</p>	<p>100% of all teachers will be collaborating by examining scholar work and identifying instructional strategies that will lead to scholar mastery of the skill to be learned.</p>	<p>6. School climate 7. Core access 8. Pupil outcomes 9. Local priority 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>1. Basic 2. Implement State Standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p>
<p>There is a need to increase the percentage of scholars who have mastered basic skills in ELA, math, science by 10% annually. <u>Metric</u> NWEA, CAASPP</p> <p>There is a need to increase the percentage of scholars with an</p>	Goal 3. To increase the percentage of scholars demonstrating : a) mastery of state standards,	All			<p>a. Base line year for CAASPP.</p> <p>b. 100% of all 6<sup>th</sup> Grade scholars will participate in</p>	<p>a. Increase by 10% over last year. Provide each child with and Individual Learning Plan and intervention services as needed.</p>	<p>a. Increase by 10% over last year. Provide each child with and Individual Learning Plan and intervention services as needed.</p>	<p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for scholars? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017	
<p>orientation to college and career. <u>Metric:</u> Survey of scholars and parents.</p> <p>There is a need to increase the percentage of scholars who understand knowledge and use knowledge in a positive social action. <u>Metric:</u> Impact of social action projects on self and on community.</p>	b) college and career orientation,				<p>a career faire, research, and identify the career and level of college that they will have to attain to acquire such profession.</p> <p>100% of all grade levels will focus on one social action project that will have an impact on scholars, staff, families, and the community.</p>	<p>b. 100% of all 5<sup>th</sup> and 6<sup>th</sup> Grade scholars will participate in a career faire, research, and identify the career and level of college that they will have to attain to acquire such profession.</p> <p>100% of all grade levels will focus on one social action project that will have an impact on scholars, staff, families, and the community.</p>	<p>b. 100% of all 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Grade scholars will participate in a career faire, research, and identify the career and level of college that they will have to attain to acquire such profession.</p> <p>100% of all grade levels will focus on one social action project that will have an impact on scholars, staff, families, and the community.</p>	<p>7. Core access 8. Pupil outcomes 9. Local priority</p> <p>4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p>

**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide,

schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017
<p>Goal 1. To enable all scholars to make good decisions. 2. To enable scholars to be competent, self-motivated, Lifelong Learners.</p> <p>This goal lends itself to creating an environment absent of threat and creating a school culture that is nurturing and conducive to all scholars' learning and developing the skills necessary to succeed.</p>	<p>1. Basic standards 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p>	<p>a. Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET.</p> <p>b. Provide professional development with the focus on LIFESKILLS, Academic Efficacy, and the Leader in Me.</p> <p>c. Provide professional development through the Home Visit Project to 100% of the teachers. Allocate budget to support teachers going on home visits.</p> <p>d. Maintain or Hire 4 full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and/or Art.</p>	School-wide	<p>a. Contract with an HET Coach to provide training to all new teachers. Cost in PD for HET, GLAD, and Academic Efficacy: \$43,998</p> <p>b. Hire/Contract with HET Consultant to provide LIFESKILLS training and Academic Efficacy trainer to train new staff members. Cost in PD for HET, GLAD, and Academic Efficacy: Cost covered by item above</p> <p>c. Contract with the Home Visit Project for initial training and follow-up if needed. Cost \$2,000.</p> <p>Set aside budget to support teachers going on home visit. \$10,450.</p> <p>d. Maintain or Hire 4 full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and Art.</p>	<p>a. Hire a HET/Curriculum Instruction coach; cost: \$20,000</p> <p>b. Hire consultants to provide the needed professional development. Cost covered by item above</p> <p>c. Contract with the Home Visit Project for initial training and follow-up if needed. Cost \$2,000.</p> <p>Set aside budget to support teachers going on home visit. \$10,000.</p> <p>d. Maintain 5 full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and Art. Cost for 2: \$58,000</p>	<p>a. Maintain contract with HET coach; cost: \$20,000</p> <p>b. Hire consultants to provide the needed professional development. Cost covered by item above</p> <p>c. Contract with the Home Visit Project for initial training and follow-up if needed. Cost \$2,000.</p> <p>Set aside budget to support teachers going on home visit. \$10,000.</p> <p>d. Maintain 5 full-time teachers who are specialized in skilled areas of Music, Dance, Taekwondo, PE, and Art. Cost for 2: \$59,000</p>	

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017
		<p>e. Align all "Being There" experiences to the grade levels' common core maps and build in the budget to support the "Being There" experiences.</p> <p>f. Establish Scholar Council Bylaws and a process for scholar leaders to campaign for positions, creating opportunities for scholars to practice LIFESKILLS and leadership skills.</p> <p>g. Cap class sizes to ensure optimal classroom one-one time and learning environment.</p> <p>h. All Specialize Subject Teachers will be allocated a budget to support with curriculum and instruction. Budget is determined by the subject.</p> <p>i. contract with cultural competency/sensitivity trainers to provide training to staff.</p> <p>j. Continue the employment of a full-time school nurse</p>			<p>Cost: PE: \$41,900, Music, Dance, and TKD: \$88,633</p> <p>e. Different grade levels, using their common core map, will decide a list of "Being There" experiences that will enhance scholar learning through the "Being There" experiences and sensory inputs that the trips will provide. Cost: \$74,000</p> <p>f. Establish a scholar advisor (Maybe the Principal) to oversee, meet with scholars, and organize the scholar council. No cost</p> <p>g. Cap class size of 20:1 in all Kindergarten through Third grade and 24:1 in all Fourth through Sixth Grade.</p> <p>h. Specialize Subject Teachers classroom supply budget. \$10,000</p> <p>i. Cultural competency / Sensitivity trainers. Cost: \$35,000</p>	<p>e. Different grade levels, using their common core map, will decide a list of "Being There" experiences that will enhance scholar learning through the "Being There" experiences and sensory inputs that the trips will provide. Cost: \$74,000</p> <p>f. Maintain a scholar advisor (Maybe the Principal) to oversee, meet with scholars, and organize the scholar council. No cost</p> <p>g. Cap class size of 20:1 in all Kindergarten through Fourth grade and 24:1 in all Fifth through Sixth Grade.</p> <p>h. Specialize Subject Teachers classroom supply budget. \$10,000</p> <p>i. Continue with cultural competency / Sensitivity trainers. Cost: \$20,000</p>	<p>e. Maintain "Being There" experiences that will enhance scholar learning through the "Being There" experiences and sensory inputs that the trips will provide. Cost: \$74,000</p> <p>f. Maintain a scholar advisor (Maybe the Principal) to oversee, meet with scholars, and organize the scholar council. No cost</p> <p>g. Cap class size of 20:1 in all Kindergarten through Fifth grade and 22:1 in all Fourth through Sixth Grade.</p> <p>h. Specialize Subject Teachers classroom supply budget. \$10,000</p> <p>i. To be continued with staff discussion and meetings, training, Cost \$10,000</p>

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017
		<p>k. Continue the employment of two full-time front office clerks.</p> <p>l. Continue the employment of two full-time custodians.</p> <p>m. Hire a part-time counselor to assist with social-emotional learning and behaviors as a result of social-emotional issues</p>			<p>j. School Nurse Cost: \$52,000</p> <p>k. 2 full-time clerks. Cost: \$51,000</p> <p>l. 2 full-time custodians. Cost: \$59,011</p> <p>m. Part-time counselor. Cost: \$40,000</p>	<p>j. School Nurse Cost: \$52,992</p> <p>k. 2 full-time clerks. Cost: \$51,126</p> <p>l. 2 full-time custodians. Cost: \$59,916</p> <p>m. Part-time counselor. Cost: \$41,000</p>	<p>j. School Nurse Cost: \$56,219</p> <p>k. 2 full-time clerks. Cost: \$52,660</p> <p>l. 2 full-time custodians. Cost: \$61,713</p> <p>m. Part-time counselor. Cost: \$42,000</p>
<p>Goal 2. To be ranked among the top 10 performing schools, create an organizational culture that supports and sustains high quality teaching and learning.</p>	<p>1. Basic 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p>	<p>a. All staff members/teachers will be trained in the HET model. 90% of all teachers will fully understand, be able to explain, and implement HET. Attention and planning will be given to the philosophies and elements of HET. The 10 Elements of HET are Absence of Threat, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and "Being There" Experience.</p> <p>b. All core teachers will be GLAD trained with 80% of all teachers fully implementing 20 or more instructional strategies to engage the diverse learners.</p> <p>c. Create grade-level Common Core Maps, other state-adopted standards, Highly Effective Teaching</p>	<p>School-wide</p>		<p>a. Professional development: \$30,000. 5000 series.</p> <p>Sustain and/or hire 19 full-time general education teachers. Cost: \$830,000 1000 Series.</p> <p>b. Professional Development: \$13,089 5000 series</p> <p>c. Create/Review and revise Common Core Maps. 5000 series as pro development</p>	<p>a. Professional development: \$20,000. 5000 series.</p> <p>Sustain and/or hire 20 full-time general education teachers. Cost: \$948,000 1000 Series.</p> <p>b. Professional Development: \$10,000 5000 series</p> <p>c. Create/Review and revise Common Core Maps. 5000 series as pro development</p>	<p>a. Professional development: \$10,000. 5000 series.</p> <p>Sustain and/or hire 20 full-time general education teachers. Cost: \$1,028,000 1000 Series.</p> <p>b. Professional Development: \$10,000 5000 series</p> <p>c. Create/Review and revise Common Core Maps. 5000 series as pro development</p>

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017
		<p>Model, Efficacy, English Learner strategies, and other strategies.</p> <p>d. Provide Common Core Professional Development for all core general education teachers and support follow-up professional developments.</p> <p>e. Provide professional development on technology and use of hardware and software for the new CAASPP testing and NWEA, to include trainings on interpreting and analyzing data.</p> <p>f. Purchase the infrastructure and the technology devices (laptops and i-Pads) to support curriculum, instruction, and learning.</p> <p>F1. Hire technology supervisors to support with technology study hall.</p> <p>g. All core general education classes will be equipped with document readers and LCD projectors to support teaching and learning.</p>			<p>d. Professional Development: \$5,000 5000 series</p> <p>e. Professional Development: \$5,000 5000 series</p> <p>f. Purchase the infrastructure and the technology devices (laptops and i-Pads) to support curriculum, instruction, and learning. Cost; \$166,000</p> <p>f1. Hire 17 technology study hall supervisors Cost: 92,000</p> <p>g. Inventory all classrooms for LCD projectors and document readers. Replace as needed. Cost: \$4,000</p>	<p>d. Professional Development: \$5,000 5000 series</p> <p>e. Professional Development: \$5,000 5000 series</p> <p>f. Purchase the infrastructure and the technology devices (laptops and i-Pads) to support curriculum, instruction, and learning. No Cost</p> <p>f1. Continue with 18 study hall supervisors. Cost: \$94,000</p> <p>g. All core general education classes will be equipped with document readers and LCD projectors to support teaching and learning. Cost: \$7,000.</p> <p>h. Instructional materials and</p>	<p>d. Professional Development: \$5,000 5000 series</p> <p>e. Professional Development: \$5,000 5000 series</p> <p>f. Purchase the infrastructure and the technology devices (laptops and i-Pads) to support curriculum, instruction, and learning. No cost</p> <p>f1. Continue with study hall supervisors. Cost: \$97,000</p> <p>g. Replacement costs of lamps. Cost: \$1,000.</p>



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					LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017
		<p>h. All core general education classrooms will be provided with instructional materials to support core instruction. Resources and materials will be identified by grade levels in their common core maps.</p> <p>i. All core general education classroom teachers will be provided with \$1,000 to support classroom curriculum and instruction.</p> <p>j. Hire/Maintain qualified Hmong Language teachers to teach and reinforce the concepts and skills learned in the general education classroom through Hmong language learning.</p> <p>k. Provide curriculum and instructional support to the HLD program through allocated classroom budget.</p> <p>l. Create protected time for teacher planning, prepping, collaboration, and professional development on a daily basis.</p>			<p>h. Instructional materials and supplies. Cost: \$40,000</p> <p>i. Classroom Supply Budget. \$21,200</p> <p>j. HLD Teachers (3) Budget: \$91,226</p> <p>i. HLD Classroom Supply Budget. \$10,000</p> <p>l. Built into the school calendar. No Cost</p>	<p>supplies. Cost: \$40,000</p> <p>i. Classroom Supply Budget. \$21,630</p> <p>j. HLD Teachers (3) Budget: \$93,750</p> <p>i. HLD Classroom Supply Budget. \$10,000</p> <p>l. Built into the school calendar. No Cost</p>	<p>h. Instructional materials and supplies. Cost: \$40,000</p> <p>i. Classroom Supply Budget. \$22,278</p> <p>j. HLD Teachers (3) Budget: \$96,562</p> <p>i. HLD Classroom Supply Budget. \$10,000</p> <p>l. Built into the school calendar. No Cost</p>
Goal 3. To increase the percentage of scholars	2. Implement state standards 3. Parent involvement	a. Integrate body-brain teaching and learning throughout the instructional	School-wide		a. Integrate body-brain teaching and learning. Professional development cost and	a. Integrate body-brain teaching and learning. Professional development cost and	a. Integrate body-brain teaching and learning. Professional development cost and

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017
<p>demonstrating:</p> <p>a) mastery of state standards,</p> <p>b) college and career orientation,</p>	<p>4. Pupil achievement</p> <p>5. Pupil engagement</p> <p>6. School climate</p> <p>7. Core access</p> <p>8. Pupil outcomes</p> <p>9. Local priority</p>	<p>day to engage all scholars and all subgroups.</p> <p>b. Develop an Individualized Learning Plan for every scholar with specific goals to obtain. The goal should clearly state a 20% gain or an increase in one proficiency band.</p> <p>c. A "Leadership" Notebook will be created to help all scholars with organization, goal setting, and keeping track of their own progress.</p> <p>d. All 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade scholars will integrate research and presentation using technology and multimedia to identify a career and the level of education necessary to obtain such career. A career fair will be organized to bring in different career presenters to showcase their careers. Scholars will be showcasing their own future career of their choosing.</p> <p>e. Each grade level will participate in doing one social action project each year. Scholars will use their knowledge acquired through the study of their unit and create a social action project to inform, influence, and change themselves, their</p>			<p>coaching cost included in Goals 1 or 2.</p> <p>b. Teachers will develop an individual learning plan for every scholar in their classrooms. No Cost Item</p> <p>c. investigate into "Leadership" Notebooks.</p> <p>d. College and Career Orientation: No cost.</p> <p>e. Social Action Projects – Cost to be included in classroom supply budget.</p>	<p>coaching cost included in Goals 1 or 2.</p> <p>b. Teachers will develop an individual learning plan for every scholar in their classrooms. No Cost Item</p> <p>c. "Leadership" Notebooks. Back to School Materials - Parents will help with organizing scholar Leadership Notebooks. Cost: \$2,000</p> <p>d. College and Career Orientation: No cost.</p> <p>e. Social Action Projects – Cost to be included in classroom supply budget.</p>	<p>coaching cost included in Goals 1 or 2.</p> <p>b. Teachers will develop an individual learning plan for every scholar in their classrooms. No Cost Item</p> <p>c. "Leadership" Notebooks. Back to School Materials - Parents will help with organizing scholar Leadership Notebooks. Cost: \$2,000</p> <p>d. College and Career Orientation: No cost.</p> <p>e. Social Action Projects – Cost to be included in classroom supply budget.</p>

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 2015	LCAP YEAR Year 2: 2015 - 2016	LCAP YEAR Year 3: 2016 - 2017
		fellow scholars, their families, and their communities.					

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Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 - 2015	Year 2: 2015- 2016	Year 3: 2016- 2017
<p>Goal 1. To enable all scholars to make good decisions. 2. To enable scholars to be competent, self-motivated, Lifelong Learners.</p> <p>Goal 2. Be ranked among the district's high performing schools as measured by the California Assessment of Scholar Performance and Progress (CAASPP).</p> <p>Goal 3. To increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation,</p>	<p>1. Basic 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p>	<p>The goals and actions identified will benefit each subgroup:</p> <p>Low income pupils</p> <p>English learners</p> <p>Redesignated fluent English proficient pupils</p> <p>Foster Youth</p> <p>Hispanic/Latino</p> <p>African American</p> <p>Disable pupils</p>	School-Wide	<p>YPSA will improve and increase services for all pupil (low income, English Learners and foster youth) by increasing services to all scholars. At the current, we have 84% low income and 84% unduplicated.</p>	See previous section.	See previous section.	See previous section.

## YAV PEM SUAB ACADEMY CHARTER SCHOOL

- B. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The LCFF amount for the Yav Pem Suab Academy is calculated to be \$3,000,202.82 for the 2014 – 2015 school year. Money generated through the concentration add-on and the unduplicated count will be used to increase the quality of services to low income, foster youth, and English Learners. 84% of scholars attending YPSA are unduplicated.

The class-size ratio for K-3 will be 20:1, and the class-size ratio for 4-6 will be 23:1 to for the 2014 – 2015 school year. With increased funding in LCAP, the ratio will remain 20:1 in K-3, but it will be 22:1 in 4-6 during the 2015 – 2016 school year. This is an effort to increase the quality of instruction to scholars.

- C. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

By keeping the class-size ratio low (20:1 and 23:1), YPSA classrooms are better managed with fewer scholars as compared to the district's ratio of 32, 31, and 33 in kindergarten, primary (1-3), and intermediate (4-6) respectively as agreed with Sacramento City Unified School District and its Collective Bargaining Unit Agreement. Keeping class-sizes at 20:1 and 23:1 allows for increased in services both in terms of quality and quantity.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.