



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

**Meeting Date:** May 7, 2020

**Subject:** Approve Resolution No. 3131: Renewal of the Charter for Yav Pem Suab Academy

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Continuous Improvement and Accountability

**Recommendation:** To conference and take action to approve the renewal of the charter for Yav Pem Suab Academy.

**Background/Rationale:** Sacramento City Unified received Yav Pem Suab Academy's renewal petition on February 18, 2020 (Charter petition expiration date is June 30, 2020). The Governing Board held a public hearing in accordance with Education Code Section 47607 (b) to consider the level of support for the renewal of Yav Pem Suab Academy on April 2, 2020. District staff conducted a review of the petition, and the staff report and recommendation will be presented for Board Action on May 7, 2020.

**Financial Considerations:** The financial considerations are outlined within the Executive Summary.

**LCAP Goal(s):** Family and Community Empowerment

**Documents Attached:**

1. Executive Summary
2. Resolution

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** Vincent Harris, Chief Continuous Improvement and Accountability Officer and Jesse Ramos, Director of Innovative Programs

**Approved by:** Jorge A. Aguilar

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Yav Pem Suab Academy – Preparing for the Future Charter School



## I. Overview/History

### A. *Action Proposed*

On February 18, 2020, the Sacramento City Unified School District (“District”) received a renewal charter petition (“Renewal Petition”) from Yav Pem Suab Academy Preparing for the Future Charter School, an independently operated public charter school of the District, seeking renewal of its charter for five years, from July 1, 2020, through June 30, 2025.

District Staff recommends that Sacramento City Unified School District Board of Education (“Board”) conference and take action to approve or deny the Renewal Petition under the California Charter Schools Act, with due consideration of the findings in this Report.

### B. *History*

Yav Pem Suab Academy is a public, independent charter school located on District-owned property at 7555 South Land Park, Sacramento, CA 95831.

The District originally approved the Charter School’s charter on May 18, 2010, for a term of five years. Since that time, the Charter School’s charter was renewed on April 23, 2015, and will expire on June 30, 2020. Pursuant to Education Code section 47605, subdivision (b), a public hearing was held on April 2, 2020, to consider the level of support for the renewal of the Charter School’s charter.

The Charter School is currently in its tenth year of operation and serves about 466 students in grades kindergarten to sixth. After reviewing the renewal petition, District Staff provided YPSA with a list of areas that needed updates and/or clarification. In response, YPSA offered additional information to address the Staff’s concerns.

## II. Driving Governance

### A. *Academic Performance Criteria*

As a prerequisite to the renewal process, the Charter School must provide documentation with its Renewal Petition showing that the Charter School has satisfied at least one of the following

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academic performance criteria specified in Education Code section 47607, subdivision (b) (5 CCR § 11966.4(a)(1).):

1. That the Charter School has attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the Charter School; or
2. That the Charter School ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years; or
3. That the Charter School ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; or
4. That the District determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

Education Code section 52052(f) provides an alternative to be used by schools and school districts in lieu of the API, which was discontinued after 2013. For purposes of paragraph (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups shall be used.

#### *B. Review Process for Renewal Petition; Grounds for Denial*

The Board of Education may deny a renewal petition if the charter school fails to meet the minimum standard for renewal, or if the Board of Education finds that:

1. The charter school presents an unsound educational program for students during the term of its renewal charter; or
2. The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition; or
3. The renewal petition does not contain the necessary affirmations; or

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4. The renewal petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purpose of Chapter 10.7 of Division 4 of Title 1 of the Government Code; or
5. Where changes to the charter school's operations are proposed, the renewal petition does not contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act.

If the Board of Education denies the Renewal Petition, the Board must adopt written findings of facts based on any of the above-mentioned criteria or standards. In addition, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A). The Board must also consider "the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any." (5 CCR § 11966.4(b)(1))

Charter school petitions are also required to include discussion of the impact on the chartering district, including, the facilities to be utilized by a proposed charter school, the manner in which administrative services will be provided, potential civil liabilities for the school district, and a three year projected operational budget and cash flow. (Ed Code, § 47605, subd. (g)).

A charter may be renewed an unlimited number of times; however, each renewal must be for exactly five years. (Ed. Code, § 47607). If a school district fails to make written factual findings to support a denial within 60 days of the district's receipt of a petition, the charter school's petition is automatically renewed. (5 CCR, §11966.4(c).)

### III. Results of Petition Review (Findings of Fact Determinations)

#### A. Academic Performance Criteria Met by Charter School

Data in the Renewal Petition demonstrate that the Charter School has met at least one of the statutory prerequisite criteria for renewal outlined in Education Code section 47607, subdivision (b), as modified by the Education Code section 52052(f).

Specifically, the Renewal Petition indicates that the Charter School's academic performance "is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School." (Education Code § 47607, subdivision (b)). (Renewal Petition, pp. 17-18.) The Renewal Petition illustrates that the Charter School's academic achievement met or exceeded that of the District as a whole, as well as that of comparable District schools. The Petitioner chose Susan B. Anthony, John H. Still, and Pacific as the comparable schools to comply with the Ed Code to provide; "Documented evidence that the performance of charter students is at least equal to that of the students in

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schools of the district that those students would otherwise be attending, as well as other district schools, taking into account the composition of the charter school's pupil population;"

### Demographics of YPSA and Comparable Schools

<b>DEMOGRAPHICS</b>	<b>YPSA</b>
<b>Grade Span</b>	K-6
<b>Census Day Enrollment</b>	466
<b>American Indian or Alaska Native %</b>	0.6
<b>Asian %</b>	68.9
<b>Black or African American %</b>	6
<b>Filipino %</b>	0.2
<b>Hispanic or Latino %</b>	19.1
<b>Native Hawaiian or Pac Islander %</b>	0.2
<b>Two or More Races %</b>	1.7
<b>White %</b>	3.2
<b>English Learners %</b>	31.1
<b>Free &amp; Reduced Meals %</b>	65

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Percentage of Scholars Meeting or Exceeding Standards on 2018-19 CAASPP in ELA and Math at Three Comparison Schools and the District

2018-19 CAASPP	ELA	Math
<b>YPSA</b>	50.93%	36.80%
<b>SCUSD, Non-charter Schools (Grades 3-6)</b>	40.89%	34.96%
<b>Susan B. Anthony</b>	22.81%	17.96%
<b>John Still (Grades 3-6)</b>	19.68%	15.43%
<b>Pacific</b>	16.71%	14.82%

Percentage of Scholars Meeting or Exceeding Standards on 2018-19 SBAC in ELA at YPSA and Three Comparison Schools

ELA SBAC Results Grades 3 to 6	YPSA	School #1 Susan B. Anthony	School #2 John Still	School #3 Pacific
<b>Number Valid Test Grade 3 – 6</b>	269	206	376	398
<b>Site</b>	50.93%	22.81%	19.68%	16.71%
<b>African American</b>	23.81%	23.07%	16.85%	22.45%
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a
<b>Asian</b>	55.98%	22.31%	25.80%	13.98%
<b>Filipino</b>	n/a	n/a	n/a	n/a
<b>Hispanic Latino</b>	42.00%	21.63%	8.41%	16.35%
<b>Pacific Islander</b>	n/a	n/a	n/a	n/a
<b>White</b>	n/a	n/a	n/a	26.67%
<b>Two or More Races</b>	n/a	n/a	n/a	18.18%

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<b>English Learner</b>	31.65%	2.63%	9.00%	2.52%
<b>Reclassified-Fluent English Proficient (RFEP)</b>	86.36%	55.56%	46.15%	30.65%
<b>Student with Disabilities</b>	12.5%	0.00%	7.41%	4.00%
<b>Economically Disadvantaged</b>	49.71%	19.54%	18.86%	16.06%
<b>Foster Youth</b>	n/a	n/a	n/a	n/a
<b>Homeless Youth</b>	n/a	n/a	n/a	n/a

Percentage of Scholars Meeting or Exceeding Standards on 2018-19 SBAC in Math at YPSA and Three Comparison Schools

<b>Math SBAC Results Grades 3 to 6</b>	<b>YPSA</b>	<b>School #1 Susan B. Anthony</b>	<b>School #2 John Still</b>	<b>School #3 Pacific</b>
<b>Number valid tests 3rd – 6th grade</b>	269	206	376	398
<b>Site</b>	36.80%	17.96%	15.43%	14.82%
<b>African American</b>	4.76% *	7.69%	12.36%	18.75%
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a
<b>Asian</b>	40.22%	20.87%	23.39%	12.51%
<b>Filipino</b>	n/a	n/a	n/a	n/a
<b>Hispanic Latino</b>	38.00%	8.11%	6.54%	17.21%
<b>Pacific Islander</b>	n/a	n/a	n/a	n/a
<b>White</b>	n/a	n/a	n/a	6.67%
<b>Two or More Races</b>	n/a	n/a	n/a	0.00%
<b>English Learner</b>	20.26%	3.95%	9.00%	5.56%

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<b>Reclassified-Fluent English Proficient (RFEP)</b>	70.45%	26.66%	23.08%	32.25%
<b>Student with Disabilities</b>	6.25% **	0.00%	3.70%	4.00%
<b>Economically Disadvantaged</b>	33.14%	16.66%	14.97%	13.20%
<b>Foster Youth</b>	n/a	n/a	n/a	n/a
<b>Homeless Youth</b>	n/a	n/a	n/a	n/a

\* 21 African American scholars in grades 3-6 tested of the 28 enrolled in K-6. Not a numerically significant subgroup.

\*\* 16 scholars with disabilities in grades 3-6 tested. Not a numerically significant subgroup.

Percentage of Each Subgroup Meeting or Exceeding Standards on 2018-19 California Science Test at YPSA, Three Comparison Schools, and SCUSD Non-charter Schools

<b>CAST Results 2018-19 Grade 5</b>	<b>YPSA</b>	<b>School #1 Susan B. Anthony</b>	<b>School #2 John Still</b>	<b>School #3 Pacific</b>	<b>SCUSD Non- charter schools</b>
<b>Number valid tests 5th grade</b>	67	46	87	93	3,179
<b>Site</b>	16.42%	10.87%	4.60%	14.43%	25.19%
<b>African American</b>	n/a	n/a	0.00%	n/a	8.19%
<b>American Indian or Alaska Native</b>	n/a	n/a	n/a	n/a	21.05%
<b>Asian</b>	25%	9.09%	7.40%	11.11%	29.06%
<b>Filipino</b>	n/a	n/a	n/a	n/a	32.35%
<b>Hispanic Latino</b>	0%	n/a	0.00%	18.00%	18.36%
<b>Pacific Islander</b>	n/a	n/a	n/a	n/a	16.39%
<b>White</b>	n/a	n/a	n/a	n/a	47.15%
<b>Two or More Races</b>	n/a	n/a	n/a	n/a	35.80%



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<b>English Learner</b>	4.35%	0%	0.00%	4.44%	2.11%
<b>Reclassified-Fluent English Proficient (RFEP)</b>	n/a	n/a	n/a	35.71%	37.74%
<b>Student with Disabilities</b>	n/a	n/a	n/a	n/a	9.53%
<b>Economically Disadvantaged</b>	17.78%	10.26%	4.00%	13.33%	16.38%
<b>Foster Youth</b>	n/a	n/a	n/a	n/a	n/a
<b>Homeless Youth</b>	n/a	n/a	n/a	n/a	14.29%

Cumulative Ethnic Composition of YPSA and SCUSD Scholars (2016 -2017- to 2018-2019), Source: Data Quest except for 2017-2018 YPSA Data from Power School

Enrollment by Ethnicity	2018-2019				2017-2018			2016-2017		
	SCUSD #	Site #	Site %	District %	Site %	District %	District #	Site %	District %	District #
Total	40,660	466	100	100	100	100.0	40,854	100.00	100.0	41,085
English Learner	7,582	145	31.12	18.65	30.70	19.0	7,752	38.26	19.8	8,143
Scholars with Disabilities	5,646	17	3.65	13.89	5.12	14.6	5,973	4.57	13.3	5,455
Socioeconomically Disadvantaged	29,259	303	65.02	71.96	47.76	71.3	29,147	73.04	70.3	28,876
Foster Youth	199	0	0	< 1.0	< 1.0	0.5	207	< 1.0	< 1.0	261
Homeless Youth	189	0	0	< 1.0	< 1.0	0.8	319	< 1.0	0.8	367
African American	5709	28	6.01	14.04	7.7%	14.1	5751	8.91	14.2	5818
American Indian or Native Alaskan	223	3	< 1.0	< 1.0	< 1.0	0.5	216	< 1.0	0.6	251
Asian	7200	321	68.88	17.71	64.18	17.8	7274	71.74	17.6	7219
Filipino	617	1	< 1.0	1.52	< 1.0	1.5	618	< 1.0	1.5	604
Hispanic or Latino	15982	89	19.10	39.31	18.34	39.1	15964	17.39	39.3	16136
Pacific Islander	858	1	< 1.0	2.11	< 1.0	2.2	907	< 1.0	2.2	891
White (not Hispanic)	7165	15	3.22	17.62	4.48	17.9	7332	3.26	18.2	7476
Two or More Races	2904	8	1.72	7.14	< 1.0	6.8	2785	3.91	6.5	2690
No Race Indicated	2	0	0	0.00	< 1.0	< 1.0	7	< 1.0	unavailable	unavailable

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### B. Increases in Pupil Academic Achievement

As discussed above, the Board “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A). Review of the Charter School’s academic achievement, both schoolwide and by pupil subgroup, shows that the results are generally favorable, with the Charter School generally outperforming comparable District schools and the District as a whole. (Renewal Petition, pp. 69-77.

#### 1. Schoolwide Academic Achievement

The Renewal Petition includes data from the CAASPP Smarter Balanced assessments (“SBAC”) between 2014-15 and 2018-19. The 2018-19 SBAC results indicate that schoolwide 50.93% of YPSA students met or exceeded standards for ELA. This performance is a significant growth since 2014-15 when the Charter petition was renewed, and 21% of the students met or exceeded standards for ELA.

Similarly, for Math, though not as significantly as ELA, the Charter increased the percentage of students who met or exceeded standards. The 2018-19 SBAC results indicate that schoolwide 36.8% of YPSA students met or exceeded standards for Math. This result is a notable growth since 2014-15 when 15% of the students met or exceeded standards for Math.

When compared to SCUSD students, the Charter School’s students attained higher overall levels of achievement both in ELA (50.93% compared with the District’s 40.46%) and in Math (36.80% compared with the District’s 34.51%) in 2018-2019. In addition to outperforming the district overall, the information in the Renewal Petition and the data table above indicate that the Charter School overall outperforms the District’s three comparable schools in ELA (50.93% meeting or exceeding standards, as compared to 22.81%, 19.68%, and 16.71%) and in Math (36.80% meeting or exceeding standards, as compared to 17.96%, 15.43%, and 14.82%). (Renewal Petition, pp. 72, 75).

#### 1. Academic Achievement by Subgroup

African American – The Charter petition states that “21 African American scholars in grades 3-6 tested of the 28 enrolled in K-6.” It is not a numerically significant subgroup. (Renewal Petition pp. 71, 74). The California Department of Education’s (CDE) guideline is that eleven students are a numerically significant subgroup. So African American student performance was reported in 2014-2015, 2015-2016, 2017-2018, and 2018-19. African American students at YPSA saw an increase of 10.28% from 2014-2015 to 2018-2019 and a decrease in Math performance by 19.24% during the same period. For 2018-2019, the Charter School’s African American students’ ELA performance exceeded the ELA performance of African American students at comparable schools and the African American students of SCUSD overall. Conversely, the Charter School’s African American students’ Math performance was below the Math performance of African American students at comparable schools and the African American students of SCUSD overall.

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Asian – Asian students at YPSA saw increases in performance for both ELA and Math from 2014- 2015 to 2017-2018, by 35.98% and 24.22%, respectively. For 2018-2019, the Charter School’s Asian students’ ELA and Math performances exceeded that of Asian students at comparable schools. In comparison to SCUSD’s Asian students, 55.98% of YPSA Asian students compared to 46.04% of SCUSD’s Asian students met or exceeded standards in ELA. For Math, 43.97% of SCUSD’s Asian students met or exceeded the Math standards compared to 40.22% of Asian students at YPSA.

Hispanic Latino – Hispanic Latino students at YPSA saw increases in performance for both ELA and Math from 2014-2015 to 2017-2018, by 19% and 24%, respectively. For 2018-2019, the Charter School’s Hispanic Latino students’ ELA and Math performances exceeded that of Hispanic and Latino students at comparable schools and in SCUSD.

English Learner – English Learner students at YPSA saw increases in performance for both ELA and Math from 2014-2015 to 2017-2018, by 19.65% and 8.26%, respectively. For 2018-2019, the Charter School’s English Learner students’ ELA and Math performances exceeded that of English Learner students at comparable schools and in SCUSD.

Reclassified Fluent English Proficient (RFEP) – RFEP students at YPSA saw increases in performance for both ELA and Math from 2015-2016 to 2018-2019, by 42.36% and 42.36%, respectively. For 2018-2019, the Charter School’s English Learner students’ ELA and Math performances exceeded that of English Learner students at comparable schools and in SCUSD.

Students with Disabilities – The Charter petition states that “16 scholars with disabilities in grades 3-6 tested. Not a numerically significant subgroup.” (Renewal Petition pp. 71, 74). The California Department of Education (CDE) testing guidelines say that eleven students are a numerically significant subgroup. So academic performance results of Students with Disabilities were reported in 2014-2015, 2015-2016, 2017-2018, and 2018-19. Students with Disabilities at YPSA saw a decrease in performance for both ELA and Math from 2014-2015 to 2017-2018, by 2.5% and 3.75%, respectively. For 2018-2019, the Charter School’s Students with Disabilities’ ELA and Math performances exceeded that of Students with Disabilities students at comparable schools and in SCUSD.

Economically Disadvantaged – Economically Disadvantaged students at YPSA saw increases in performance for both ELA and Math from 2014-2015 to 2018-2019, by 30.71% and 19.14%, respectively. For 2018-2019, the Charter School’s Economically Disadvantaged students’ ELA and Math performances exceeded that of Economically Disadvantaged students at comparable schools and in SCUSD.

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#### *C. District Staff Review of Renewal Petition*

District Staff reviewed the following elements in the originally-submitted Renewal Petition:

1. Educational Program
2. Measurable Student Outcomes
3. Assessment of Measurable Outcome Goals
4. Governance and Legal Issues
5. Employee Qualifications
6. Health and Safety Procedures
7. Means to Achieve a Racial and Ethnic Balance
8. Admissions Requirements
9. Financial and Programmatic Audit
10. Student Discipline, Pupil Suspension and Expulsion Procedures
11. Retirement System
12. Attendance Alternatives
13. Description of Employee Rights
14. Dispute Resolution Process, Oversight, Reporting and Renewal
15. Labor Relations
16. School Closure Procedures

District Staff also reviewed the impact on the District as described in the original Renewal Petition.

Following its review of the originally-submitted Renewal Petition, District Staff recommended revisions and additional information to improve the Renewal Petition. Specifically, District Staff noted deficiencies or incomplete information regarding the following:

District staff reviewed the petition, and the Petitioner responded to requests for additional information or clarifications. Eventually, the YPSA staff's ability to address all request for additional information was impacted by the sudden emergence of the COVID-19 crisis, and the fallout of the pandemic. To assure that students continued their studies, the leadership of YPSA had to dedicate additional time to implement the rapid shift to distance learning. They confirmed that they would continue to work with the District on the staff's recommended revisions and requests for additional information. Specifically, District Staff noted deficiencies or incomplete information regarding the following:

- Element 1, Educational Program
  - Add the number and percentages for each grade level for the 2018-19 academic year.

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- Element 3, Pupil Progress
  - The section on the school's plan for utilizing data continuously to monitor and improve the educational program does not address how data will be used to improve the instructional program
- Element 6, Health and Safety
  - Facilities ADA compliance is not adequately addressed.
- Element 8, Admissions Process
  - On the Enrollment process, it states that "...YPSA will continue to use the existing admission requirements to enroll scholars and/or place them on the waiting list," but it does not list the admission requirement?
  - On the Lottery System, how will families be informed that they are placed on the waitlist?
- Element 9, Financial
  - The petition speaks to the party responsible for contracting the independent audit, but not it does not identify who is responsible for overseeing the audit.
  - The revenue projections are very detailed and reflect the latest recommendation from School Services of California based on the Governor's Proposed Budget. Provides details on the 1st year of expenditure budget, but does not give the assumptions used for the outlying years. It is missing details of the remaining 5000 object codes for the first year, which includes utilities and assumptions on utility increases.
- Element 10
  - There are several offenses listed in the table, indicating the school will contact law enforcement. Several of the offenses should be adjusted to reflect the school "may" contact law enforcement as opposed to "will."
- Element 16, Procedures for School Closing
  - States SCUSD will maintain the financial records in event of school closure.

As noted above, Petitioner submitted supplemental information to the District addressing the concerns and will continue to work with the district to answer any outstanding questions and address any unresolved concerns.

Based on the results of the District Staff's review of the Renewal Petition, District Staff has concluded that all of the required elements are reasonably comprehensive collectively. District Staff has also concluded that YPSA meets the prerequisite statutory requirements for renewal set forth in Education Code section 47607, subdivision (b).

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#### IV. Budget

State income and various other income sources to the District are reduced when students living in District boundaries enroll at a charter school. Under Education Code section 47604, subdivision (c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act.

#### V. Goals, Objectives and Measures

Not Applicable.

#### VI. Major Initiatives

Not Applicable.

#### VII. Results

District Staff recommends that the Board conference and take action to approve the renewal of the charter for Yav Pem Suab Academy.

#### VIII. Lessons Learned/Next Steps

If the Renewal Petition is approved by the Board, the District, as the charter authorizer, will provide continued oversight by conducting annual visits and programmatic audits to review the Charter School's academic achievement, as well as records of past performance and future plans regarding academics, finances, and operations. Additionally, the District and YPSA will collaborate on the timely submission of a signed Operational Memorandum of Understanding

The Renewal Petition and supplemental information will be available online at:

<http://www.scusd.edu/charter-petitions>

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT RESOLUTION NO. 3131  
RESOLUTION TO APPROVE THE RENEWAL CHARTER PETITION OF  
YAV PEM SUAB ACADEMY – PREPARING FOR THE FUTURE CHARTER SCHOOL**

WHEREAS, petitioners for Yav Pem Suab Academy – Preparing for the Future Charter School (“Petitioners”) submitted to Sacramento City Unified School District (“District”) a renewal charter petition (“Petition”), dated February 18, 2020; and

WHEREAS, the District’s Governing Board held a public hearing on April 2, 2020 and took board action on May 7, 2020; and

WHEREAS, the Governing Board has considered the level of public support for Yav Pem Suab Academy – Preparing for the Future Charter School and has reviewed the Petition, including all supporting documentation; and

WHEREAS, in reviewing the Petition, the Governing Board has been guided by the intent of the California 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; and

WHEREAS, the District staff reviewed and analyzed the Petition and supporting documents for legal, programmatic, and fiscal sufficiency; and

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby adopts the Petitioner submitted Written Analysis Response and written Staff Report.

BE IT FURTHER RESOLVED, that the Petition is hereby approved.

BE IT FURTHER RESOLVED the term of the charter shall be for five (5) years, beginning on July 1, 2020 and expiring June 30, 2025.

BE IT FURTHER RESOLVED that the Petition approval is conditional upon signed Memorandums of Understanding for Operations and Special Education by Petitioner and District no later than May 16, 2020.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 7<sup>th</sup> day of May, 2020, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_  
ATTESTED  
TO:

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Jorge A. Aguilar  
Secretary of the Board of Education

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Jessie Ryan  
President of the Board of Education