SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: March 19, 2015

Subject: Public Hearing on the 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

Department: Office of the Superintendent

Recommendation: To conduct public hearing to consider the level of support for the renewal of the charter for Yav Pem Suab Academy.

Background/Rationale: The Governing Board will hold 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 (Charter petition expiration date: June 30, 2015). Sacramento City Unified School District received Yav Pem Suab Academy's renewal petition on February 27, 2015.

Financial Considerations: Financial and compliance considerations will be made available for this agenda item after staff has thoroughly reviewed the renewal petition for the charter school.

LCAP Goal: Family and Community Engagement

Documents Attached:
1. Executive Summary
2. Public Hearing Notice
3. Introduction from Yav Pem Suab Academy's Renewal Petition

Estimated Time of Presentation: 10 minutes
Submitted by: Sue Lee, Ed.D., Charter Oversight, Coordinator II
Lisa Allen, Interim Deputy Superintendent
Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Office of the Superintendent

Public Hearing on the Renewal of the Charter for Yav Pem Suab Academy
March 19, 2015

I. OVERVIEW / HISTORY

Sacramento City Unified School District granted Yav Pem Suab Academy's charter petition for establishment on March 18, 2010 and approved the charter petition for a five-year term. The charter expires on June 30, 2015.

Sacramento City Unified School District received a renewal petition from Yav Pem Suab Academy on February 27, 2015. Yav Pem Suab Academy is seeking a five-year renewal term for their proposed independent charter school that serves students in grade levels kindergarten through six.

The purpose of the public hearing is to consider the level of support for the renewal of the charter for Yav Pem Suab Academy.

II. DRIVING GOVERNANCE

The District's renewal process for charter schools is guided by California Education Code 47607 (b). A charter school seeking renewal of its charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire, but no more than six months before the term of the charter is set to expire. Within 30 days of receipt of a renewal petition, the Board shall hold a public hearing on the renewal of the charter to determine the level of support of the petition from teachers, other employees, parents/guardians, students, and community members. At the public hearing, the Charter School petitioner(s) must be present to provide testimony to the Board. Within 60 days of receipt of a charter petition (or within 90 days of the district's receipt of the charter petition if a 30-day extension is agreed upon by both parties), the Board shall either grant or deny the petition.

A charter may be renewed an unlimited number of times; however, each renewal must be for exactly five years. (EC § 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 charter petition (or within 90 days of the district's receipt of the charter petition if a 30-day extension is agreed upon by both parties), the charter school's petition is automatically renewed. (Cal. Code Regs., tit. 5, §11966.4(c).)

III. BUDGET

The budget for Yav Pem Suab Academy should be detailed within the charter renewal petition and appendices. District staff will present a review of the charter's financials and provide the Board with a review of the findings and a recommendation for approval or denial at the Board Meeting on April 23, 2015.

IV. GOALS, OBJECTIVES, AND MEASURES

The goal of the Public Hearing is for the Board of Education to consider the level of support for the renewal of the charter for Yav Pem Suab Academy. District staff will present a comprehensive review of the charter renewal petition and provide the Board of Education with a review of the findings and a recommendation for approval or denial at the Board Meeting on April 23, 2015.

V. MAJOR INITIATIVES

Not Applicable.

VI. RESULTS

Not Applicable.

VII. LESSONS LEARNED / NEXT STEPS

- District staff conducts a thorough and comprehensive review of the charter renewal petition.
- District staff presents the findings and a recommendation for approval or denial of the charter renewal petition at the Board Meeting on April 23, 2015.
- The Board reviews District staff's findings and recommendations, and the Board approves or denies the renewal of the charter at the Board Meeting on April 23, 2015.

The charter renewal petition is available online at:
http://www.scusd.edu/document/yav-pem-suab-academy-charter-school-renewal-petition

Sacramento City Unified School District
Yav Pem Suab Academy

NOTICE OF PUBLIC HEARING

The Sacramento City Unified School District hereby gives notice that a Public Hearing will be held as follows:

Topic of Hearing:

Public Hearing on the Renewal of the Charter for Yav Pem Suab Academy

Copies of this program may be inspected at:

Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824

The Sacramento City Unified School District Governing Board will hold a public hearing in accordance with Education Code section 47607 (b) to consider the level of support for the renewal of the charter for Yav Pem Suab Academy. The district received Yav Pem Suab Academy's renewal petition on February 27, 2015.

HEARING DATE: Thursday, March 19, 2015

TIME: 6:30 p.m.

LOCATION: Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION, CONTACT: Sue Lee at sue-lee@scusd.edu or (916) 643-9079.

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 11th 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
Hmong	**31%**	**14%**	**36%**	**23%**	**23%**
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
Hmong	**35%**	**18%**	**36%**	**31%**	**32%**
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

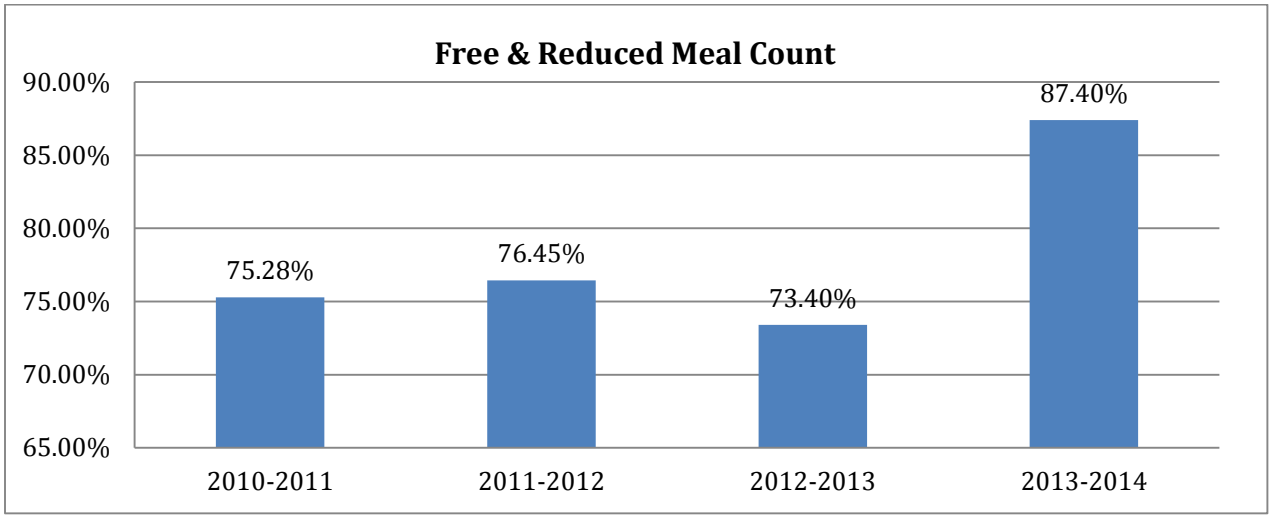
YPSA has been operating on a 4-day-a-week calendar, Mondays through Thursdays, with no school on Fridays. Kindergarten day runs from 8:00 a.m. to 2:00 p.m., and scholars in first through sixth grade are in session from 8:00 a.m. to 5:00 p.m. The annual calendar at YPSA is designed to support the two-step 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

Elementary School	2011 API	2012 API	2013 API
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

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

YPSA, based on API scores, ranked 42nd in 2011, 26th in 2012, and 22nd 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 2nd grade and laptops for every 3rd through 6th 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.