

YAV PEM SUAB ACADEMY (YPSA)

Preparing for the Future Charter School



O p e r a t e d b y

U r b a n C h a r t e r S c h o o l s C o l l e c t i v e

Original Charter Approved by Sacramento City Unified School District (SCUSD)

March 18, 2010

Charter Renewal Approved by SCUSD

April 23, 2015

Charter School Renewal Petition Request

July 1, 2020 – June 30, 2025

Presented to the Office of the Superintendent at Sacramento City Unified School District

Submitted on Tuesday, February 18, 2020

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Requirements Prior to Petition Submission Checklist

<input checked="" type="checkbox"/>	Charter Department meeting <input checked="" type="checkbox"/> At least 30 days prior to petition submission.
<input checked="" type="checkbox"/>	Letter of Petition Intent – signed <input checked="" type="checkbox"/> Due at a Board meeting during Public Comment at least 1 week before petition submission. <input checked="" type="checkbox"/> 8 copies for Board members <input checked="" type="checkbox"/> 1 copy for Superintendent <input checked="" type="checkbox"/> 1 copy for Charter Department (Email the day before Public Comment)
<input checked="" type="checkbox"/>	Petitioner Assurances and Disclosures - signed <input checked="" type="checkbox"/> Due at a Board meeting during Public Comment at least 1 week before petition submission. <input checked="" type="checkbox"/> 8 copies for Board members <input checked="" type="checkbox"/> 1 copy for Superintendent <input checked="" type="checkbox"/> 1 copy for Charter Department (Email the day before Public Comment)
<input checked="" type="checkbox"/>	Public Comment at a Board meeting at least 1 week before petition submission to state intention to submit a petition

Lee Yang

 Name



 Signature

2/6/2020

 Date

Yav Pem Suab Academy (YPSA)

 Charter School Name



Letter of Petition Intent: Renewal

To: Sacramento City Unified School District Board of Education
From: Lee Yang, Superintendent of Urban Charter Schools Collective/YPSA
Date: [Thursday, February 6, 2020](#)

It is the intent of Yav Pem Suab Academy Independent Charter School to submit a renewal charter petition on **Tuesday, February 18, 2020**. The current charter petition expires on **June 30, 2020**.

Yav Pem Suab Academy Independent Charter seeks to be renewed as a classroom-based charter school serving grades K-6 with an anticipated year one enrollment of **504 students** and an anticipated year five enrollment of **504 students**.

Yav Pem Suab Academy Independent Charter seeks to be located at its current address at **7555 South Land Park Drive, Sacramento, California 95831 on the Lisbon Elementary School site**.

Yav Pem Suab Academy Independent Charter is operated by a 501 (c) (3) non-profit organization, **Urban Charter Schools Collective**, that seeks to be direct funded.

It is the intention of Yav Pem Suab Academy Independent Charter to utilize Sacramento City Unified School District SELPA for Special Education services.

Yav Pem Suab Academy Independent Charter is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,

A handwritten signature in black ink, appearing to be 'Lee Yang', written over a horizontal line.

Lee Yang

cc: Charter Department



<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)] <E1-3>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will be deemed the exclusive public-school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7) (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(O)] <Impact>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)] <Lead>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will not charge tuition. [Ed. Code §47605(d)(1)] <E9 and Lead>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)] <E8>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)] <E8>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. <E1>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. <E5>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(1)] <E5>



<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will at all times maintain all necessary and appropriate insurance coverage. <Impact>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school. <Lead>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)] <E8>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript or report card and health info. [Ed. Code §47605(d)(3)] <Lead>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. <E9 and Lead>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. <All>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c) (2)] <E1 – LCAP>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a) (1) (A)-(D). <E1>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days. <E1>



Assurances-General

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a) (2)] <E9 and Lead>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property. <E6>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(1)] <E5>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will require the Charter School Board to comply with the provisions of the Brown Act. <E4>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will comply with the provisions of the California Public Records Act. <E4>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1. <Lead>
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner shall comply with all applicable portions of Every Student Succeeds Act. <All>

Lee Yang
Name

Signature

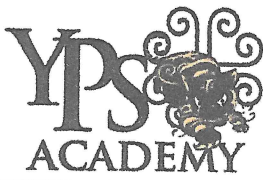
2/6/2020
Date

Yav Pem Suab Academy (YPSA)
Charter School Name



Assurances-Health and Safety


<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will require schools to screen pupils' vision and hearing and, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	<p>Petitioner will have health and safety policies and procedures addressing:</p> <ul style="list-style-type: none"> • Immunizations, health screenings and administration of medications • Student wellness • Food service • Campus supervision • Field trip supervision • Screening of volunteers
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety



Assurances-Health and Safety

				requirements, and will maintain on file readily accessible files documenting such compliance.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Lee Yang
Name


Signature

2/6/2020
Date

Yav Pem Suab Academy (YPSA)
Charter School Name



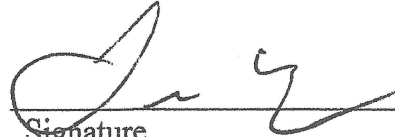
Petitioner Assurance and Disclosures: Renewal

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner has read and understands the Petitioner Requirements as available on the District's website.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 7 days of that petition's submission date.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner understands that, until negotiated MOUs have been signed by the Petitioner and approved by the SCUSD Board, District staff will not participate in the charter school's Academic Performance Determination and other renewal documentation submissions to the California Department of Education. (Independents only).
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will not operate, manage or govern the charter school through a non-profit corporation that has a <u>sole statutory member</u> .
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner will follow the Petition Submission Requirements.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner is authorized to mutually agree with SCUSD for extensions up to 30 days for Board vote on the petition.
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Petitioner is submitting a signed Letter of Petition Intent with this form.



Petitioner Assurance and Disclosures: Renewal

Lee Yang
Name


Signature

2/6/2020
Date

Yav Pem Suab Academy (YPSA)
Charter School Name

INTRODUCTION

This charter petition is presented to the Sacramento City Unified School District (SCUSD) for the renewal of Yav Pem Suab Academy – Preparing for the Future Charter School (YPSA). Yav Pem Suab translated from Hmong means “Preparing for the Future” and is pronounced *Ya Bay Shooa*.

Vision Statement

The YPSA vision is to develop Lifelong scholars and LIFESKILLED leaders, enabling them to be productive and responsible contributing members of society.

Mission Statement

The mission of YPSA is to grow and nurture underserved scholars to become high-performing individuals through a body-brain compatible education.

History/Background from Beginning to Current with Emphasis on the Current Petition Years

On August 2, 2010, YPSA opened its doors to 171 scholars and their families. By the end of the school year, 260 had enrolled. By year five, 420 scholars were enrolled. Ten years later, the enrollment is 486.

Beginning in 2008, a grassroots design team composed of parents, educators, and professionals convened to examine the problem of low academic achievement among Hmong scholars in SCUSD. When scholar achievement data were disaggregated for the Asian subgroup, Hmong scholars showed the lowest achievement when compared to others in the subgroup that included Chinese, Japanese, and Vietnamese. This was not evident at first glance. Many in the public assumed Hmong scholars were performing academically well and advancing like others in the Asian groups. When compared to other ethnic subgroups, however, Hmong scholars across the district performed the lowest, even lower than African American and Hispanic Latino, who historically were the two lowest subgroups. This was confirmed by a district DELAC presentation showing 12-15% proficient or advance on the previous state test. This suggested more than 85% of Hmong scholars were not meeting the state’s academic expectations.

Ten years later, in the recent 2018-2019 State CAASPP Summative Assessment, 50.93% of Hmong scholars at YPSA met or exceeded standards in ELA and 36.80% in math.

Our academic goal during the next five years, as stated in Element 2, is to increase the schoolwide percentage meeting or exceeding standards to 80% in ELA, 70% in math, and 45% in Science. At the same time, we will increase scholar confidence through mastery in Tae Kwon Do, dance, movement, sports introduced in movement, and Hmong language skills.

Original Charter Date and All Renewal Dates

YPSA was first authorized on March 18, 2010, and then renewed on April 23, 2015 to address scholar underachievement, with a focus on Hmong scholars who were the lowest performing

subgroup in SCUSD and the state. The initial authorization and the renewal were each for a period of five years.

The current charter expires June 30, 2020. The renewal is for a five-year term of July 1, 2020 to June 30, 2025.

Founders/Leadership Team/Key Supporters

In 2010, the original YPSA Charter was founded by Dr. Dennis M. Mah, Mr. Vince Xiong, Mr. Kou Xiong, Esq., and Ms. Stacie Ivery. These individuals were part of the initial leadership team that also included Dr. Pia Wong, professor from CSU Sacramento, and retired SCUSD principal Mr. Frank O’Connor. The leadership team consulted key supporters such as Mr. Eric Premack at Charter Schools Development Center and leaders from the Hmong community as they worked tirelessly with members of the SCUSD staff and Board members to seek approval of the charter.

The table below lists the members of the YPSA/UCSC Board and Leadership team in subsequent years following the original founders described above.

2015 Board and Leadership	Current Board and Leadership
Mr. Kou Xiong, Board President	Mr. Miles E. Myles, Board President
Mr. Miles E. Myles, Board Vice President	Ms. Yong Lor, Board Vice President
Ms. Thèrese Jaspersen, Board Secretary	Ms. Bao Xiong, Board Secretary
Dr. Dennis M. Mah, Board Treasurer	Dr. Dennis M. Mah, Board Treasurer
Dr. Lance Fang, Board Member	Mr. Guy Ollison, Board Member
Mr. Lee Yang, Superintendent	Mr. Lee Yang, Superintendent
Ms. Megan Lao, CFO	Ms. Megan Lao, CFO
Mr. Vince Xiong, Principal	Vince Xiong, Principal
	Ms. Julia Yang, Assistant Principal

YPSA has had the opportunity to work in partnership with the following organization to support the teaching and learning for its scholars. It is important to note that the organizations listed below are not an exhaustive list of supporters.

- California State University Sacramento
- Sacramento County of Education
- Teach for American
- California Charter Schools Association
- Charter School Development Center
- Center for the Future of Public Education
- Greenhaven/Pocket Rotary Club
- Robbie Waters Pocket/Greenhaven Library
- Sojourner Truth African Heritage Museum

Highlights and Accomplishments

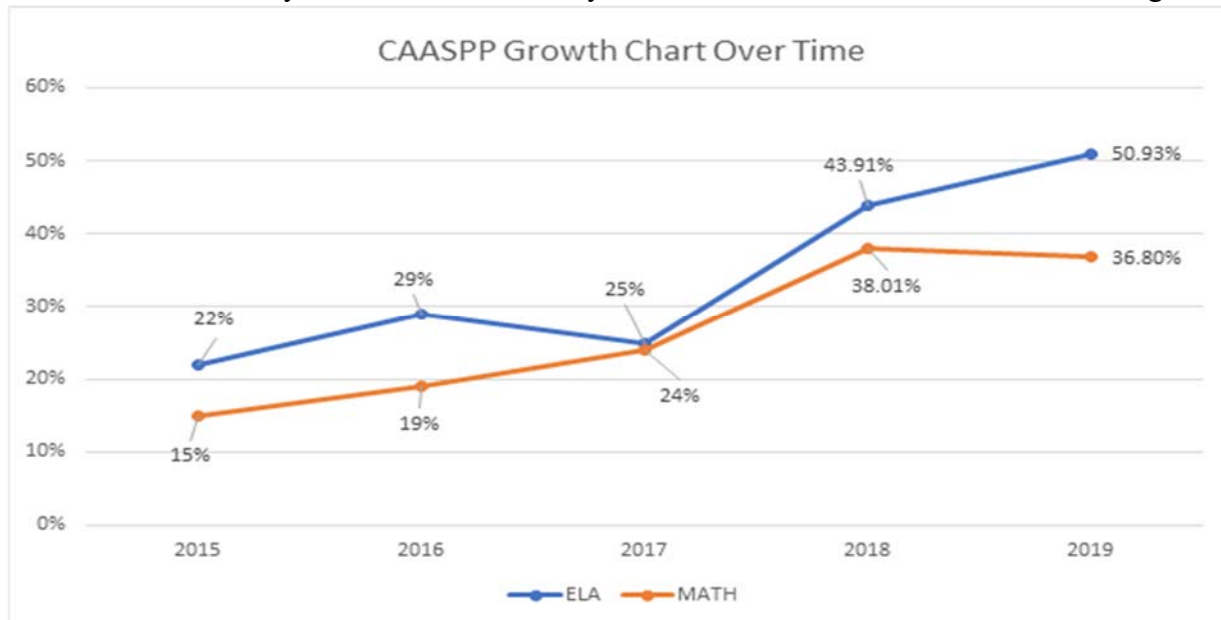
Our major accomplishment during the past five years has been increasing scholar achievement and improving the standing of YPSA as a “good” school of choice. The percentage of scholars meeting or exceeding expectations on the California Assessment of Student Performance and Progress

(CAASPP) in both English Language Arts (ELA) and math more than double schoolwide and in three of the four grade levels tested, as shown in the following table. Additional data on growth by specific subgroups are detailed in Element 2 of this petition.

Percentage of Scholars by Grade Level Meeting or Exceeding Standards in ELA and Math on the CAASPP between 2015 and 2019

ELA	2015	2016	2017	2018	2019
3rd	22%	16%	22.73%	58.46%	50.77%
4th	13%	35%	33.34%	40.00%	53.63%
5th	21%	27%	18.84%	41.18%	37.31%
6th	30%	37%	23.33%	36.73%	61.77%
Schoolwide	22%	29%	24.72%	43.91%	50.93%
MATH	2015	2016	2017	2018	2019
3rd	21%	20%	25.76%	67.69%	52.30%
4th	12%	27%	36.62%	37.14%	39.13%
5th	11%	11%	15.94%	27.94%	20.90%
6th	16%	14%	15.00%	20.59%	35.29%
Schoolwide	15%	17%	23.69%	38.01%	36.80%

During the past five years, schoolwide academic achievement at YPSA, as measured by the CAASPP, increased by 28.93% in ELA and by 21.8%% in math as shown in the following chart.



In the comparisons required with the district for renewal, YPSA had 10.04% more scholars meeting or exceeding standards in ELA and 1.04% more in math than SCUSD’s non charter schools combined in 2018-19. When compared to three specific comparison schools with similar demographics, YPSA had twice as many scholars meeting or exceeding standards in both ELA and math, as shown in the following table.

*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
YPSA	50.93%	36.80%
SCUSD Non-charter Schools (Grades 3-6)	40.89%	34.96%
Susan B. Anthony	22.81%	17.96%
John Still (Grades 3-6)	19.68%	15.43%
Pacific	16.71%	14.82%

Define and Describe Programs, Curriculum, and Instructional Practices that Define the Charter School

The Highly Effective Teaching (HET) approach underlies the teaching and learning used to raise academic achievement for all scholars, including scholars from underserved communities. Curricular contents at YPSA is established by the Common Core State Standards as required by the California Department of Education.

All aspects of the charter school, including instruction, curriculum, character development, scheduling, nutrition, hiring, professional development, administration, and governance are based on the Highly Effective Teaching Model (HET) developed by Susan Kovalik and Karen Olsen. The model is explained in more detail later in Element 1.

We believe the brain is a pattern-seeking device. The brain uses old experiences and existing clues to make sense of new stimulus, thus creating new patterns and understandings for an individual to make sense of his/her world. For example, four different individuals can look at, or experience the same stimulus, and based on their prior knowledge, come up with four different understandings. Individuals grow intellectually and emotionally by relating new experiences to prior knowledge.

Base on the past 10 years using the HET model, we found that to successfully create a new pattern, learning needs to include four key elements: **M**eaningful content, **A**bsence of threat, **R**eflection opportunity, and **C**ontext – a.k.a. MARC. When these key elements are present at the same time, it is easier for the brain to create a new pattern, i.e., new understanding.

In the absence of meaningful content, there is a lack of interest in the learning and a disconnect with real life. In the presence of a threat, perceived or real, the brain gets hi-jacked and the learner either freezes, fights, or flights; when this happens, the desired learning does not occur. Without opportunities to reflect, there is little to no change or growth. Finally, without context, learning has little or no purpose for real life application. As such, a visitor to YPSA will see, among other things, the following:

1. Longer four-day, Monday-Thursday, instructional week that goes from 8:00 a.m. to 5:00 p.m. each day, which provides more time for learning opportunities within a very supportive and highly effective teaching environment. The total instructional minutes range from 54,250 in kindergarten to 81,375 minutes in grades one through six. This is

higher than the state minimum requirements of 36,000 minutes for kindergarten, 50,400 minutes for grades 1-3, and 54,000 for grades 4-6.

2. Twenty-one core classroom teachers. Currently, there is an average of 5.2 years classroom teaching experience among the teaching staff. The school's teacher retention rate continues to improve each year. For example, in 2013-2014 the rate was 61.9%, and in 2019-2020, it increased to 95.2%.
3. Three full-time Hmong language development teachers who teach Hmong language and Hmong culture to all scholars. The program is particularly attractive to our scholars and their families due to the concept that scholars will be proud to either maintain their language or learn another one once they have reached a high level of mastery in reading, speaking, and writing in the Hmong language. Moreover, in the course of learning this language, scholars gain a better understanding of the Hmong culture, develop a respect for other languages, and increase awareness for all cultures. Interestingly, non-Hmong scholars are among those most quickly acquiring the language.
4. Three full-time movement teachers who instruct all scholars in Hip-Hop Dance, Tae Kwon Do, and Physical Education. The program provides opportunities for scholars to build confidence and self-esteem. In addition, they provide scholars the experience of presenting in front of large audiences at schoolwide assemblies and end of trimester performances for the community.
5. Achievement Through Technology (ATT) program between 3:00 p.m. and 5:00 p.m. daily staffed by part-time instructors who assist scholars using technology to support what they have learned or are learning in class.
6. Stable administrative/leadership team. The three administrators have 43 years of combined leadership experience. In teaching, they have a combined experience of 22 years. Together, they have a total of 65 years' experience in public education. They have learned a lot while hold many roles before coming to YPSA including: classroom teacher, school head-teacher, Title I bilingual resource teacher, site instructional coordinator, site ELD coordinator, district ELA/ELD training specialist, district SEL training specialist, school assistant principal, school principal, district curriculum professional development administrator, district office director of multilingual literacy department, and superintendent.

What a visitor will not readily see is the planning that goes into integrating MARC so we can do the following:

- Implement and maximize the use of *Common Core State Standards (CCSS) backwards standards map* and provide a learning curriculum that enables all scholars to meet and exceed grade-level standards.
- Ensure that teaching is effective, meets the needs of scholars, and promotes growth through built-in daily and weekly collaboration, prep, and professional development.

- Empower scholars to become thinkers, problem-solvers, and decision-makers through consistently teaching and using 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, and physical growth in scholars.
- 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 schoolwide strategies to be implemented by the staff.
- Support the well-being of scholars, families, and staff through schoolwide health and safety practices.

YPSA’s reputation as a school emphasizing Hmong language and enrolling a large number of Hmong scholars has inspired others, both nationally and internationally. Visitors from around the world have visited. They include educational scholars and researchers from St. Paul, Minnesota Public Schools, University of Wisconsin Hmong Studies Program, Japan’s Osaka City University, Thailand (Hmong educators), Laos (the Ambassador to the USA), and China (professors). Many in the Hmong community take pride in Yav Pem Suab Academy being the only charter school on the west coast with a Hmong name.

School Location

YPSA is located at Lisbon Elementary School, 7555 South Land Park Drive, Sacramento, California 95831.

Number of Scholars and Grades Served

YPSA serves scholars in grades kindergarten through six. Maximum enrollment is 504 with a 24:1 scholar to teacher ratio in each class. Current enrollment is 486 distributed as shown here.

Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
72	72	72	70	63	72	65	486

EXECUTIVE SUMMARY

New laws and regulations passed during the past five years are incorporated into the renewal charter. It also includes refinements based on our experiences during the past five years. The format and content of the renewal petition conforms to the template provided by the district's Charter School Department and is consistent with current state charter laws that are applicable to the renewal process for Yav Pem Suab Academy – Preparing for the Future Charter School (YPSA).

Overview and Key Points of the Petition

Element 1 - The Educational Program

This is the longest and most detailed element in this petition. In addition to describing the program for all scholars, detailed sections are included on how we teach English learners and scholars with disabilities. In addition, LCAP goals, actions, and outcomes are presented. Element 1 ends with a description of Dr. Donyall D. Dickey's *Four Critical Quadrants of Successful Culture of Instruction*. This is the schoolwide management and implementation plan we will be using to help increase the schoolwide percentage of scholars meeting or exceeding expectation at YPSA to 80% in ELA, 70% in math, 45% in Science by 2025.

Element 2 - Measurable Student Outcomes

Smarter Balance Assessment Consortium (SBAC) outcomes for the past five years are displayed in this element. In the most recent year, 2018-19, YPSA schoolwide had 50.93% of the tested scholars meet or exceed standards in ELA compared to 40.89% for SCUSD.

YPSA also outperformed its three demographically similar comparison schools in ELA, math, and science: Susan B. Anthony, John Still, and Pacific.

In regard to the California Science Test (CAST), in 2018-19, the district outperformed YPSA. YPSA, however, outperformed the three comparison schools. 2018-2019 was the first year CAST was administered. As such, it is not possible to identify trends.

This element ends with measurable goals for the next five years for ELA, math, science, TKD, HLD, dance, and movement.

Element 3 – Measuring progress

This element lists and describes the tools used to measure progress toward the goals listed in Element 2. These tools include standardized tests and performance-based assessments. In addition, teacher created assessments will be used. Data generated from the assessments are analyzed and used to refine teaching through the Data Collaborative Inquiry Process, as well as to inform the school governance bodies (Academy Council and UCSC Board) of scholar progress.

Element 4 – Governance

Decisions continue to be made at two levels. The UCSC Board is one level and is the nonprofit board responsible for hiring employees, making policies, and monitoring progress towards the

goals stated in the charter. The Academy Council is the other local level and is responsible for effective the day-to-day operation of the school, including developing the annual calendar and drafting the annual budget. The Academy Council serves as the School Site Council.

The renewal petition made two major changes to the operation of the Academy Council. There continues to be 5 parent/community seats, five staff seats, and one seat for the principal. A quorum is now defined at six present members and must include at least one parent and one staff. Officers are elected in June for the following year. New term begins July 1 and ends July 31. Previously the principal was the chairperson and could vote only if there was a tie. Now the principal can vote, and any member can be elected chairperson.

Annually, members of both the Board and the Council participate in training, including the Brown Act, conflict of interest, and board governance. At required deadlines, designated employees such as board members file a Statement of Economic Interest, a.k.a Form 700. In addition, agendas for both the Board and Academy Council must be one-click accessible from the homepage of the UCSC/YPSA websites.

Element 5 - Employee Qualifications

There is one major change to this Element 5 since the last renewal in 2015. Our six current non-core teachers must obtain a Certificate of Clearance from the Commission on Teacher Credentialing (CTC) by June 30, 2025. They teach Hmong language development, Tae Kwon Do, dance, and movement. If a vacancy should occur for any of the six positions currently filled by a non-core teacher, the new hire must have a Certificate from CTC. YPSA will work with the Sacramento County Office of Education to assist the current non-core teachers to gain the required certification.

Element 6 - Health and Safety

This element has been amended to include many new state laws related to safety. They are detailed in Element 6. A few will be described here. The school Safety Committee, for example, now includes a member of the law enforcement community. In addition, the committee must annually review and update the School Safety Plan by March 1. Required types of safety drills have moved beyond the monthly fire drill to include active shooter drill at least twice a year. New procedures and policies have been created prohibiting bullying of any kind, including cyber bullying. Immunization exemptions are no longer accepted. Oral health assessment are now required for entering school for the first time as kindergarten or first grader scholar. Pupils and parents must be notified at least twice a year on how to initiate access to available mental health services. As a final example, YPSA will provide information on human trafficking to sixth-grade scholars and their parents.

Element 7 – Racial/Ethnic Balance

At YPSA, there is a much larger percentages of English learners (31.12% vs. 18.65%) and Asian scholars (68.88% vs. 17.71%) than found in SCUSD. YPSA and SCUSD, however, are relatively similar in the percentage of socioeconomically disadvantaged scholars, 65.02% vs. 71.96% respectively. The percentages are wider apart between YPSA and SCUSD for scholars with disabilities (3.65% vs. 13.89% respectively), African American scholars (6.01% vs. 14.04%

respectively), Hispanic Latino (19.10% vs. 39.31% respectively), and White not Hispanic (3.22% vs. 17.62% respectively).

During 2018-2019, YPSA outreach efforts including advertising and providing information about the school at 18 locations in south Sacramento, including Pannell Meadowview Community Center, Jose P. Rizal Community Center, Progressive Church of God, and Martin Luther King, Jr. Library. Enrollment outreach efforts have been and will continue to be made through the UCSC and YPSA websites, marquee, YPSA Facebook, parent word-of-mouth, Hmong New Year events, onsite pre-school program, and Radio Station KJAY 1430.

Element 8 – Admission Requirements

There are not any major changes since the last renewal.

Element 9 – Audit and Financial

There have not been any audit exceptions since the last renewal. YPSA is in a fiscally strong position. It currently has a \$2.7 million dollar reserve which is sufficient to survive a major reduction or deferment of state funding. A reserve is kept on hand for opportunities to support projects or innovations that prove to increase scholar learning and unforeseen emergencies. Presently, the \$2.7 million reserve is equal to six and half months of operation. YPSA is fortunate to be on sturdy ground and will continue this effort to ensuring this solid practice is continued. The UCSC Board is fiscally conservative.

Element 10 – Suspension and Expulsion

UCSC/YPSA has a comprehensive set of scholar discipline policies. These policies shall be reviewed, amended as needed, and ratified by the UCSC governing board as appropriate. These policies are distributed as part of the school's scholar handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each scholar and his/her parent are required to verify they have reviewed and understand the policies. The policies have helped to reduce the number of suspensions. In 2018-019 there were six suspensions. There were sixteen in 2017-18, twelve in 2016-17, and ten in 2015-16. Under new state law, pupils in California public schools cannot be suspended or expelled for defiance.

Element 11 – Staff Retirement

Certificated staff continue to participate in CalSTRS and classified staff in Social Security. New, since the last renewal, is the opportunity for all employees to participate in a school supported 403(b) retirement plan.

Element 12 – Attendance Alternatives

No changes to this element since the last renewal. Scholars who opt not to attend YPSA may attend schools assigned to them by their district.

Element 13 – Employee Rights

No changes to this element since the last renewal. Staff members working at YPSA have no rights to automatic SCUSD employment. They may apply for jobs in SCUSD following the district's process.

Element 14 – Dispute Resolution

No change to this element on how to resolve disputes between the charter and the district. In response to the district format asking about the number of complaints between 2017-18 and 2019-20, there were no Uniform Complaints, no Office of Civil Rights (OCR) complaints, and no other complaints.

Element 15 – Labor Relations

No changes to this element. UCSC continues as the exclusive public-school employer of employees at YPSA for purposes of the Educational Employment Relations Act (EERA).

Element 16 – Procedures for School Closure

No changes to this element. The procedures are consistent with the requirements from the California Department Education for closing a charter school.

Impact to District

Charter petitioners are required to provide information regarding the potential effects of their school on the district. As such, YPSA will continue to be located at the Lisbon Elementary School site which had been closed prior to the opening of the charter school in 2010. YPSA will pay a pro rata share for the use of the Lisbon site. The pro rata share is based on a formula articulated in state regulations. In the formula, the cost per square foot equals = total general fund amount spent by the district on maintenance for the prior year divided by the total district building space in the prior year. The pro rata share is the cost per square foot x the square footage at Lisbon use by YPSA. Currently (2019-20), YPSA is paying \$10,431.17/month. Last year (2018-19), the rate was \$7,659.23/month.

Ten years ago, YPSA purchased many more services from the district including telephone service; Internet connectivity; technology support including Infinite Campus; and Assessment, research and Evaluation. Since the charter was first approved in 2010, UCSC/YPSA has always reserved the right to purchase services from a non-district vendor if it was mission driven, scholar driven, data driven, and more economical. We did so for the aforementioned services.

During the term of the renewed charter, UCSC/YPSA plans to continue paying for electricity, natural gas, waste management, and water/sewer through the district.

Also, during the term of the renewed charter, YPSA reserve the right to join another Special Education Local Plan Area (SELPA). Doing so will not be a material revision of this charter.

Highlights and Accomplishments

Today, YPSA is on its way toward becoming one of the top 10 schools in SCUSD. Among district-operated and district authorized charter schools, YPSA climbed from 35th place to 16th in English Language Arts and from 33rd place to 18th in Mathematics from 2014 to the current year. This placement is among 58 K-6 and K-8 SCUSD schools which is inclusive of all charters. Ultimately, this ELA increase broke the 50th percentile mark in scholars meeting and exceeding expectation on the CAASPP. As such, this achievement propels the school to surpass its authorizing district and the state's performance in this category.

Much of this is attributed to the increase in teacher retention rate. In 2013-2014, the rate was 61.9%, and this year is 95.2%, bringing the average teaching years of all teachers to 5.2. Also, the model produces high volume of good scholar behavior which resulted in low suspensions of Ed. Code 48900 violation. For instance, there was a 1.24% suspension rate in 2018-19.

Academic Plans for the Future

During the past five years, YPSA increased scholar achievement. During the next five years, the goal, as stated in this petition, is to increase the schoolwide percentage meeting or exceeding expectation at YPSA to 80% in ELA, 70% in math, and 45% in science.

Financial Plans for the Future

We recognize that, after many years of increase funding under LCFF, new annual state revenue will be relatively flat and will only grow by a small cost of living adjustment (COLA) each year. We further recognize that each year the cost of salaries and benefits will increase and may be more than the amount of new revenue. We will plan accordingly.

Governance Plans for the Future

We will increase parent/community and staff participation in the decision-making process at the Academy Council level and at the UCSC Board level.

Overall Plans for the Future

Keeping our eyes on the prize: Increasing the schoolwide percentage meeting or exceeding expectation at YPSA to 80% in ELA, 70% in math, and 45% in science while increasing scholar social emotional competency.

CHARTER GOALS

Goals are further detailed in Element 2, under School-Wide Performance Goals to be Achieved 2020-2021 to 2024-2025.

ELEMENT 1 - 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)

At YPSA, all aspects of the educational program, including instruction, curriculum, character development, scheduling, nutrition, hiring, professional development, administration, and governance are based on the work of Susan Kovalik and Karen Olsen's Highly Effective Teaching Model (HET).

We believe the brain is a pattern-seeking device. The brain uses old experiences and existing clues to make sense of new stimulus, thus creating new patterns and understandings for an individual to make sense of his/her world. For example, four different individuals can look at, or experience the same stimulus, and based on their prior knowledge, come up with four different understandings. Individuals grow intellectually and emotionally by relating new experiences to prior knowledge.

Base on the past 10 years of using the HET model, we have found that to successfully create a new pattern, learning needs to include four key elements: Meaningful content, Absence of threat, Reflection opportunity, and Context – a.k.a. MARC. When these key elements are present at the same time, it is easier for the brain to create a new pattern, i.e., new understanding.

In the absence of meaningful content, there is a lack of interest in the learning and a disconnect with real life. In the presence of a threat, perceived or real, the brain gets hi-jacked and the learner either freezes, fights, or flights; when this happens, the desired learning does not occur. Without opportunities to reflect, there is little change or growth. Finally, without context, learning has little or no purpose for real life application. At YPSA, we base our work on including these four elements in everything we do.

Mission Statement

The mission of YPSA is to grow and nurture underserved scholars to become high-performing individuals through a body-brain compatible education.

At YPSA, we prepare each of our scholars to be an educated person for the 21st Century. They are taught the foundational skills to become self-motivated, responsible, and competent citizens who are Lifelong Learners through the use of Lifelong Guidelines and LIFESKILLS as embedded in the HET 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 others. Finally, scholars learn and use technology to communicate, research, and problem solve.

At YPSA, we define education 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. These skills and qualities, combined with best teaching practices, enable scholars to do higher level thinking, deeper level reasoning, and “Think Beyond the Obvious.” An educated person must be able to live what it means to be educated.

The HET Model enables all scholars to become competent in critical thinking, collaboration, creativity and communication, which are indicators of scholars prepared for the 21st 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.

Program Description

Classroom based program and grades served. YPSA is a kindergarten to sixth grade, classroom-based, independent charter school. The Charter provides a 24-1 ratio in each classroom, with three classrooms per grade level. These smaller class sizes are intended to support all four elements as stated above, especially the reflection aspect of the MARC.

Scholar population. During the 2019-20 school year, over 60% of the 486 scholars came from family with economic need, over 60% were Asian, and approximately 30% were English learners as shown in Table 1.0. Hispanic or Latino scholars and African American scholars are the next two largest groups.

Table 1.0 Scholars Served as Reported on Dataquest*

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020 Grades						
						K	1 st	2 nd	3 rd	4 th	5 th	6 th
Total Enrollment	423	458	469	485	486	72	72	72	68	63	72	67
In District	307	344	323	308	309	46	50	44	40	44	43	41
Out-of-District	116	114	146	177	177	26	22	28	28	19	29	25
English Learner	188	176	144	145	146	30	21	17	17	19	22	20
Scholars with Disabilities	21	21	24	17	28	1	6	3	4	5	5	4
Socioeconomically Disadvantaged	325	336	224	303	270	39	44	40	33	35	42	37
Foster Youth	0	0	0	0	0	0	0	0	0	0	0	0
Homeless Youth	3	2	0	0	0	0	0	0	0	0	0	0
Migrant Education	0	0	0	0	1	0	0	1	0	0	0	0
African American	35	41	39*	28	31	4	4	4	2	3	6	8

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020 Grades						
						K	1 st	2 nd	3 rd	4 th	5 th	6 th
Total Enrollment	423	458	469	485	486	72	72	72	68	63	72	67
American Indian or Alaska Native	0	1	3	3	2	0	0	0	1	0	0	1
Asian	285	303	301*	321	324	49	49	45	45	44	55	38
Filipino	2	1	3*	1	1	1	0	0	0	0	0	0
Hispanic or Latino	73	80	86*	89	90	7	16	16	16	13	9	13
Pacific Islander	1	1	2*	1	1	0	0	1	0	0	0	0
White	13	15	21*	15	14	2	0	5	2	2	0	3
Two or More Races	14	18	13*	8	17	6	3	1	3	1	1	2
No Race Indicated	0	0	1*	0	7	4	0	0	1	0	1	1

*Data Quest 2017-2018 incorrectly reported the following: African American-8, Asian-152, Filipino-1, Hispanic or Latino-30, Pacific Islander-2, White-8, Two or More Races-1, and No Race Indicated-267. Numbers reported in the table are correct as collected from our student information system (Power School).

While YPSA currently enrolls a large number of Asian scholars (324), when disaggregated, it becomes clear that Hmong scholars are 94% of the Asian total as shown in table 1.1.

Table 1.1 Asian Ethnicity Breakdown. Source: Power School

	Cambodian	Chinese	Hmong	Mien	Lao
Number	2	2	306	10	4
Percentage	.62%	.62%	94.44%	3.09%	1.23%

Hmong scholars are primarily visual, tactile-kinesthetic, field dependent learners. Hmong scholars acquire knowledge and skills most effectively in a social or group setting where they can see the learning, do the learning, and be able to work with others to support the learning. The HET Model supports this type of learning by incorporating the 20 body-brain senses to maximize sensory input for optimal learning. The 20 body-brain senses will be discussed later in this element. In the ten years of operation, we found Hmong and non-Hmong scholars benefited from this approach as reflected in our 2018-2019 SBAC results.

Daily Overview. YPSA operates on a Monday-Thursday, 8:00 a.m. – 5:00 p.m. instructional schedule. Instruction in English Language Arts, Math, English Language Development, Social Studies, and Science occurs between the hours of 8:00 a.m. – 3:00 p.m. for first through sixth grade. The Kindergarten day ends at 2:00 p.m. During the 8:00 a.m. - 3:00 p.m. time block, scholars participate in one hour of either Hmong language development (HLD) or a movement class that includes dance, Tae Kwon Do, or physical education. While scholars transition into HLD or Movement, general education teachers receive one hour to prep, plan, or work on curriculum and instruction related tasks with their grade level teams.

To accommodate our families, parents can drop off their children at 7:00 a.m. Monday-Thursday. Once on campus, scholars go directly to the multipurpose room where they can read or sit with their peers until 7:20 a.m., at which time the cafeteria serves breakfast. At 7:45 a.m., the scholars are dismissed to the yard. At 7:55 a.m., a 5-minute warning bell rings, and the school's theme song is played over the intercom system. Scholars who are outside line up. Once ready, teachers walk their scholars to the classroom doors where teachers greet their scholars individually by name upon entering the classroom. A bell rings at 8:00 a.m. signaling the beginning of instructional time.

Once inside, teachers go over the daily agenda, learning objectives, and provide scholars with a morning message. The goal of the morning message is to connect the previous day's learning with the new learning and to set the tone for the day. The scholars lead and participate in 15 – 20 minutes of morning movement to wake up their brains and get ready for learning.

During the 8:00 a.m. – 3:00 p.m. learning time, a team of instructional aides goes into the classroom to provide one-on-one intervention support to identified scholars who have been previously assessed for their foundational literacy and numeracy skills. Then, from 3:00 p.m. to 5:00 p.m., first-sixth grade scholars participate in our Achievement Through Technology (ATT) block. To support scholar well-being, this block begins with a 10-minute supper break.

During ATT, first and second grade scholars use their own iPads and third through sixth grade scholars use their own laptops to connect with an integrated web-based learning program to practice their learning of the Common Core State Standards (CCSS). Scholars are dismissed at 5:00 p.m.

Curriculum Description

In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals.- Wikipedia, <https://en.wikipedia.org/wiki/Curriculum>

As a result of studying at YPSA, scholars will master Common Core State Standards in English Language Arts (ELA), English Language Development (ELD), Math, Science, and Social Studies.

In addition, scholars will have the opportunity to learn the Hmong language. Non-Hmong scholars study the Hmong language to introduce them to a foreign language, and Hmong scholars learn the Hmong language to support their acquisition of the English language. 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. Respectively, scholars will also benefit from developing their capacities in physical education, dance, and Tae Kwon Do. Through these movement-based enrichment classes, scholars develop self-confidence, self-esteem, and pride through drills, forms, and performances. Finally, with daily use of technology, scholars will become “digital natives.”

Within the learning of content, scholars learn the Lifelong Guidelines and LIFESKILLS to help them make good decisions about their academic and social surroundings. Teaching and using the LIFESKILLS create an absence of threat, which enables scholars to learn and practice skills

leading them to becoming responsible citizens. This essential part of our curriculum teaches children to think, act, and behave in ways that are globally acceptable.

All of these curricular components are detailed in each grade level Backward Standards Map (BSM). The BSM and curriculum materials for kindergarten are in Appendix 1.3 and 1.6 and serve to demonstrate what is also being done in the other grade levels.

Instructional Approach

Brief Overview. The instructional approach at YPSA is consistent with Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom by Susan Kovalik and Karen Olsen, where subjects are integrated within a theme in order to maximize application of the four guiding principles: Meaningful content, Absence of threat, Reflection opportunity, and Context – a.k.a. MARC.

For example, in kindergarten, scholars visit an apple orchard where they learn about the life cycle of apple trees. They get to experience different types of soil, including the compost with worms and recycled produce. Scholars get to see different apple trees and taste the different variety of apples. While learning about the life cycle of apple trees, scholars learn what plants need in order to survive: soil, water, sunlight, and air.

Back in the classroom, they learn math using an immersion wall which shows an apple tree with blossoms. Scholars count how many blossoms appear each day as the teacher adds more. They learn history and social studies by studying where apples are grown in their community and even in some of their own backyards.

With integration across content in a contextual manner, scholars increase their understanding of the Common Core State Standards. Teachers, by grade level, identify in the curriculum maps what resources and materials they will need to teach the different subjects. Those materials are ordered to support teaching and learning of the Common Core State Standards, in addition to the state-adopted and supplemental materials provided by the school.

More detailed explanation. Not all scholars learn in the same manner, and because of this notion, YPSA has been implementing Susan Kovalik and Karen Olsen's Highly Effective Teaching (HET) model to support the learning needs of all scholars. HET is a brain-compatible model grounded in first, the **biology of learning**, second, effective **instructional strategies**, and third, the development of **conceptual curriculum** to support the different learning modalities. Teachers at YPSA are expected to learn and demonstrate mastery of all three areas, which makes scholar learning relevant and rigorous.

First, The Biology of Learning

The HET model begins with an understanding of Five Learning Principles derived from the neuroscience of body-brain research and is implemented through instructional strategies. The following are the five learning principles:

1. Intelligence is a function of experience

- According to the work of Marian Diamond and Janet Hopson, learning that takes place in an enriched environment results in measurable growth in the brain. Thus, curriculum and instruction that are designed to encourage practice and mastery in real-world situations increases development and maintenance of neural connections.
 - An enriched environment is a learning environment that focuses on the concept or skill through the 20 body-brain senses to make learning rigorous and meaningful.
2. Learning is an inseparable partnership between brain and body
 - Emotion is the gatekeeper to learning and performance
 - Movement enhances learning
 3. There are multiple intelligences (ways of solving problems and/or producing products)
 - As defined by Howard Gardner, “Intelligence is the capacity to solve problems and/or create products.” This is significantly influenced by environment and the learning experience of each individual.
 4. Learning is a two-step process:
 - Step one: Making meaning through Pattern-Seeking (input)
 - Step two: Developing a mental Program for using what we understand and wiring it into long-term memory (output)
 5. Personality impacts learning and performance

Second, Instructional Strategies

According to Susan Kovalik and Karen Olsen, the ten elements of body-brain compatible education are the primary ways of translating the research of neuroscience into action within the classroom. These ten body-brain elements are:

- 1. Absence of Threat / Nurturing Reflective Thinking**
Threat, whether real or perceived, significantly restricts a scholar’s ability to engage fully in the learning process. Therefore, teachers must orchestrate a safe learning environment free of anxiety, where threat is not present so all scholars can feel safe to share, learn, and explore in a culture of respect.
- 2. Sensory-Rich "Being There" Experiences**
"Being There" experiences are rich in sensory inputs in real-world locations where all 20 body-brain senses can be activated. Scholars learn Common Core State Standards at being-there locations and connect them to the concepts and skills as they appear in real life.
- 3. Meaningful Content**
Meaningful Content is determined by each scholar. When the content of the material being taught is meaningful to scholars, it builds conceptual understanding; when learning of content is experienced in a relevant and meaningful manner, it provides real-life context and engages scholars in the learning process.

4. Enriched Environment

The learning environment needs to reflect a healthy, inviting, and organized setting providing an immersion area with many resources. Special emphasis is placed on real places, people, and objects to provide real-life context for that learning.

5. Movement to Enhance Learning

Current brain research shows that the body and brain are a partnership – one cannot be developed without the other. Movement is critical to every brain function, including memory, emotion, language, and learning. Just as important, movement activates and focuses the body-brain systems for optimal learning.

6. Choices

It is clear that all scholars do not learn in the same manner, nor do they have the same interests. In HET classrooms, scholars are given choices to demonstrate their understanding through multiple intelligences, higher level thinking, and personality preferences so that they can master required standards, explore potential career interests, and acquire the skills to be lifelong learners.

7. Adequate Time

It takes time to make meaning of patterns and to acquire useful programs. Enough time must be given so each scholar can thoroughly explore, understand, and use ideas, information, and skills in the learning process.

8. Collaboration

Studies in body-brain education show that giving scholars opportunities to collaborate and work with others strengthens both social and academic skills. Collaboration uses both intrapersonal and interpersonal skills; collaboration and collaborative structures are non-negotiables in the HET classroom.

9. Immediate Feedback

Immediate feedback is a necessary element in the successful learning environment, both for pattern-seeking and for program-building. Receiving feedback that is immediate and on-going ensures effective first learning. Immediate feedback, in an environment absence of threat, allows scholars to take risk towards new learning.

10. Mastery (Application)

The focus must be shifted to what the scholar understands and can do with the understanding rather than on what was taught or covered by teachers. A focus on Mastery ensures that scholars acquire mental programs to use what is learned in real-life situations.

Third, Conceptual Curriculum

Conceptual curriculum in the HET Model is designed to enhance the Two-Step Learning Process: pattern-seeking, and program-building while embedding the Common Core State Standards. The curriculum content must be meaningful, mentally and physically engaging, and include an increased amount of sensory input to stretch the learner beyond the worksheets, textbooks, videos, and/or internet searches. The five components of conceptual curriculum are:

1. Sensory-Rich Experiences

The trademark of body-brain compatible curriculum in the HET Model is based in sensory-rich being there locations while using an organizing concept to integrate content and skills from multiple subject areas. The two most convincing findings from brain research which support this are:

1. The need – the absolute requirement – for full sensory input to the brain through all 20 senses
2. The importance of emotion and movement in the body-brain learning partnership

Anchoring curriculum and instruction in sensory-rich being there locations meets both requirements. Learning of content should expand and connect relevance to the real world – a backyard, a mall, a park in the neighborhood, or a grocery store. Effective teachers provide connections to real places where real people go to meet their needs. Resources are expanded when choosing locations near the school where the scholar can frequently revisit by walking or when taking a short ride on public transportation. Curriculum should be intriguing and enjoyable to both the teachers and the scholars. A sensory-rich learning experience is an effective entry into integrated curriculum.

During the 2019-2020 school year, YPSA sponsored 41 study trips to provide scholars with being-there experiences. In body-brain education, we know there are 20 body-brain senses that support learning and retention of concepts and skills.

Table 1.2 Types of Sensory Input

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
Proprioception	Awareness of body in space	Shoveling mud (shovel as an extension of the body)
Vestibular	Repetitious movement	Re-arranging rocks and shoveling mud
Temperature	Molecular motion	Warm summer day
Pain	Nociception	A needle poking the skin
Eidetic imagery	Neuroelectric image retention	Vivid picture of a scene and its details
Magnetic	Ferromagnetic orientation	The location of the creek – south of the family home

Sense	Kind of Input	Examples of Sensory Input
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
Vomeronasal	Pheromonic sensing	Primal sense of smell – body odor, sweat, rotting vegetables
Proximal	Physical closeness	Shoulder to shoulder with a friend
Electrical	Surface charge	Static electricity
Barometric	Atmospheric pressure	The changing winds blowing
Geogravimetric	Sensing mass differences	Density of material

Source: Exceeding Expectations, by Susan Kovalik and Karen Olsen, 5th Edition, 2016

Additionally, when teachers collaborate, they plan with instructional strategies that maximize sensory input focusing on the concepts and skills to be taught. Being-there experiences, when planned accordingly can connect to all 20 body-brain senses. When all 20 senses are activated, electrical and chemical activity in the brain is maximized because input is rich, meaningful, varied, and plentiful.

For example, in a fourth-grade lesson, scholars learn how to decompose fractions by using different size measuring cups and different ingredients to make their own batch of ice creams. From this learning experience, scholars learn about the states of matter from solid to liquid and back to solid. They learn about converting measurement on the metric system to the $\frac{1}{4}$ of a teaspoon. They read and follow directions on a text in order to add the different ingredients. They solve their own real-world problem by making sure that they make enough for each member of their families.

2. Organizing Concept

The organizing concept is the big idea; it is the gestalt that guides the overriding lesson content and ties all successive learning into a common purpose.

- Concept: a general notion; an idea of something formed by mentally combining all its characteristics or particulars; a construct.

An organizing concept connects both the state standards and the sensory-rich being there locations. It is a concept powerful enough to jump-start the learning process and help the scholar learn more quickly and comprehensively, so the knowledge is generalized and transferred. Concepts are rich, powerful patterns for the brain – useful in unlocking meaning around us and much easier to store in long-term memory than curriculum fragments and memorizing facts. To learn fragments of information and factoids, scholars mostly resort to rote memorization; in contrast, concepts allow scholars to leap from today's lesson to yesterday's personal experience to tomorrow's situations in real life and future learning. Concepts are powerful curriculum builders.

3. Key Points

The Key Points answer this guiding question: What do I want my scholars to understand? Answering this question helps to focus on what concepts and skills should be taught. It also requires specific, clearly written statements of what the scholars should understand. There are three kinds of Key Points:

- A *Conceptual Key Point* is global; it has the power to be transferable and generalizable to other times and places.
- *Significant Knowledge Key Points* provide knowledge to understand the concept locally where it can be directly experienced throughout the sensory-rich being there location or simulation.
- *Skill Key Points* are those skills (math, language arts, social studies, geography, science, the arts, and others mandated by the state or district) that are needed to complete the inquiry.

Key Points are clear, succinct statements of learning goals describing what scholars are expected to learn. To make sure these goals are met, each key point has inquiries for providing various learning experiences or activities to practice using the information provided. Inquiries provide the opportunities for enabling scholars to develop mental programs (Step-Two of the Learning Process) to apply each key point to real-world situations. Inquiries make learning active and more memorable.

4. Inquiries

The Inquiries (activities) are based on this guiding question: What do I want my scholars to do with what they understand?

In the Highly Effective Teaching (HET) classroom, learning is planned and carried out through inquiries. They frame how scholars will go about deepening their understanding of the concepts and skills identified in the key point. Inquiries are where words become realities, the things talked about become experience, discussions become actions, where reading about historical figures becomes experiencing their problems and dilemmas with the intent of attaining a deeper understanding or attaining mastery. Inquiries provide the necessary practice until a mental program is developed (Step-Two of the Learning Process) and wired into long-term memory. Good inquiries ask for action that:

- supports the body-brain partnership by adding action and evoking emotion
- engages as many of the 20 senses as possible to optimize learning for the brain to grow and wire into long-term memory
- provides interaction with working people at the sensory-rich being there location which activates mimicry neurons
- incorporates educational standards and benchmarks
- addresses all the multiple intelligences

Inquiries are the "doing" part of the lessons where high level learning occurs! They allow scholars to discover, understand, apply, and extend their knowledge.

5. Social / Political Action Projects

Social/Political Action Projects and celebrations of learning are two culminating features of the HET model. They both provide the means to translate brain research into action, while providing guided practice in how to participate in society as informed, responsible citizens. Social/Political Action Projects are invitations for scholars to make a difference in their world – typically through their own community. In doing so, scholars master personal, social, and academic skills allowing them to succeed as individuals, family members, productive contributors to the economy and to their own financial well-being as citizens. Social/Political Action Projects:

- Emerge as a natural extension of the curriculum concept, key points, and inquiries
- Are the relevant application if what scholars want to change or improve
- Validate the scholar's learning and passion
- Are chosen, planned, and carried out by the scholars
- Provide a rich source of topics for yearlong research projects

The overarching goal of HET education is to increase human capacity and create responsible citizens. The learner's brain function is optimized through opportunities presented in these Five Curriculum Components, making the learning effective, relevant, and memorable while providing the opportunity to make a difference through Highly Effective Teaching and body-brain compatible education.

Fourth, Lifelong Guidelines and LIFESKILLS of the HET Model

The Lifelong Guidelines and the LIFESKILLS set the foundation for character education in the HET Model. Our theory is that it's not what we do to make scholars behave, it's what we model day-in and day-out that provides an example of what acceptable behavior looks, sounds, and feels like. This is practice at every level from the boardroom to the classroom.

Lifelong Guidelines

- Trustworthiness – To act in a manner that makes one worthy of trust and confidence
- Truthfulness – To be honest about things and feelings with oneself and others
- Active listening – To listen with the intention of understanding what the speaker intends to communicate
- No put-downs – To never use words, actions and/or body language that degrade, humiliate, or dishonor others
- Personal best – To do one's best given the circumstances and available resources

LIFESKILLS

- Caring – To feel and show concern for others
- Common Sense – To use good judgment
- Cooperation – To work together toward a common goal or purpose
- Courage – To act according to one's beliefs despite fear of adverse consequences

- Creativity – To generate ideas; To create something original or redesign through imaginative skill
- Curiosity – A desire to investigate and seek understanding of one’s world
- Effort – To do your best
- Flexibility – To be willing to alter plans when necessary
- Friendship – To make and keep a friend through mutual trust and caring
- Initiative – To do something, of one’s own free will, because it needs to be done
- Integrity – To act according to a sense of what’s right and wrong
- Organization – To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use
- Patience – To wait calmly for someone or something
- Perseverance – To keep at it
- Pride – Satisfaction from doing one’s personal best
- Problem solving – To create solutions to difficult situations and everyday problems
- Resourcefulness – To respond to challenges and opportunities in innovative and creative ways
- Responsibility – To respond when appropriate; to be accountable for one’s actions
- Sense of humor – To laugh and be playful without harming others

In a HET classroom, scholars know what they are learning, why, and how they will be applying the learning inside the classroom and out in the real world. Grounded in the Lifelong Guidelines and LIFESKILLS, the nature of a Highly Effecting Teaching school is to foster responsible citizenship.

In summary, learning is a result of physiological changes in the brain. When large amounts of sensory-rich learning experiences or simulations from “being there” experiences are provided, it reduces the need for low sensory input activities such as worksheets, textbooks, regurgitated facts, or a one- or two-word response.

In order to reach the highest level of rigor and relevance in learning, teaching and learning has to be done in a manner that simulates real-world situations instead of completing worksheets and/or memorizing facts. Sensory-rich learning activities result in meaningful content. When meaningful content occurs in an environment that is absence of threat, scholars are able to look for patterns and make sense of the learning through reflection opportunities, establishing contextual learning.

Table 1.3 illustrates the movement from low sensory learning activities (Levels 1-2) to high sensory-rich learning and experiences (levels 5-6) on both the Knowledge Taxonomy and Application Model.

For example, if a teacher has individuals scholars working on a text, answering comprehension questions in isolation, this would be in Quadrant A. However, when a teacher allows scholars to discuss and work in partners/groups to complete a worksheet collaboratively and present their work, this would fall in Quadrant B. Thus, when a teacher allows for scholars to use their knowledge and resources (reading response journals, learning materials, anchor charts) to collaborate with each other to improve their responses in order to present their work; this would be an example of Quadrant C. In Quadrant D, scholars are asked to use their learning to work with another group discussing their work and growing their understanding of the text. Scholars, then, take this understanding and apply the same process to a science task.

Table 1.3 Rigor and Relevance Framework

Evaluation	6	Assimilation (Quadrant C)			Adaptation (Quadrant D)	
Synthesis	5					
Analysis	4					
Application	3	Acquisition (Quadrant A)			Application (Quadrant B)	
Comprehension	2					
Knowledge	1					
		1	2	3	4	5
		Knowledge in one discipline	Apply in discipline	Apply across disciplines	Apply to real-world predictable situations	Apply to real- world unpredictable situations

Source: Body-brain Compatible Instruction Teacher Handbook, 2009, page 5

Identifying and Responding to the Needs of All Pupils

At the beginning of each school year, all scholars in grades kindergarten through sixth, including newly enrolled scholars during the year, are assessed in foundational literacy and numeracy skills. This includes number recognition, addition, subtraction, multiplication, division, letters, sounds, high frequency words, and reading comprehension. Scholars identified as scoring below grade level in foundational skill are scheduled for intervention and support by the Instructional Aides.

Furthermore, other assessment data (ELPAC, CAASPP ELA and Math, NWEA, SPED and Health, and Behavior/Discipline) are compiled and shared so teachers can fully participate in setting SMART goals for their class as well as individual scholars. Teachers are expected to use this data to adjust their instructional practice to meet the individual needs of each scholar. The grade-level specific content-based assessment is then administered to determine a teacher’s curriculum pacing and instructional strategies.

In addition, every day, all teachers have one to three hours to plan, prep, collaborate, and develop their capacities through working with their grade level team and collaborating with other grade level teams. During the collaboration hour(s), teachers reflect using the four core guiding principles (Meaningful content, Absence of threat, Reflection opportunity, and Context – a.k.a. MARC) to identify brain-compatible strategies to reteach scholars who have not yet reached content mastery. Teachers continuously evaluate their Backward Standards Map, Thematic Planning Guides, and weekly lesson plans to ensure effective teaching and learning occur.

To further build cohesiveness and team collaboration, all teachers 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 support all teachers stay mission-driven, scholar-driven, and data-driven. This results in scholar learning and increase scholar achievement.

English Learner (EL) Program Description

We recognize English Learners will be at different levels as determined by the English Language Proficiency Assessment for California (ELPAC) and becoming fluent in a second language takes many years. We intend to accelerate the acquisition of English language proficiency in conjunction with our body-brain compatible approach.

The body-brain compatible approach at YPSA is consistent with the natural approach to second language acquisition advanced by Stephen Krashen (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 Lev Vygotsky's concept of the Zone of Proximal Development (ZPD) from his theory of cognitive development. 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.

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.

In the body-brain compatible model, Susan Kovalik concluded that learning best occurs when the following ten elements are present: *Enriched Environment, Movement, Absence of Threat, Meaningful Content, Adequate Time, Immediate Feedback, Choices, Collaboration, Being-there Experience, and Mastery*. At YPSA, we create an environment that shows Absence of Threat. This allows for all adults and scholars to feel that they belong and that they are important. All ten

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

With best practices in language acquisition and body-brain compatible education, teachers at YPSA are expected to use instructional strategies and scaffold their instruction to ensure successful language learning for all ELs. As such, YPSA teachers create lessons in which ELs are thoroughly engaged in both Designated and Integrated ELD.

- Integrated ELD is provided to ELs across all content areas by all teachers of ELs. The CA ELD standards are used concurrently with the CA Common Core State Standards for ELA and other content standards to ensure scholars strengthen their abilities to use English.
- Designated ELD is provided during a protected time during the regular school day. Teachers used the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language skills needed for content learning.

Teachers provide one-to-one language-rich interventions to support EL vocabulary and language acquisition during both designated and integrated ELD time using the Reading Wonders, ELD component. Writing is specific and aligned to the vocabulary used in the different genres. Opportunities to do research and present projects using the different language demands are expected. Learning activities are hands-on and sensory-rich through social/political action projects. As teaching and learning continues throughout the day, instructional aides support EL scholars (ELPAC Levels 1 and 2) with mastery of basic foundational literacy skills. Additionally, between the hours of 3:00 p.m. – 5:00 p.m., all scholars, inclusive of ELs, are engaged in the school's on-line computer adaptive learning program to practice their skills learned during core instruction.

Teachers receive professional development on lesson planning and delivery, using the Madeline Hunter 8-Step lesson plan format, infused with the multiple intelligences and the different body-brain compatible elements to engage scholars in the learning process. To support ELs, teachers are trained to write language objectives and provide support with language and sentence stems. Collaborative structures are used to support scholars with practicing the use of language demands. Professional development in sensory-rich "being-there" experiences are provided to teachers to build the learning experience, background knowledge and vocabulary use. This mirrors the language experience approach to language acquisition for English learners.

YPSA uses the data collaborative inquiry process to review ELPAC data to determine learning gaps and develop strategies and resources to support teaching or re-teaching of standards for ELs. Through this process, any scholars identified as being at-risk for becoming long-term ELs will receive additional classroom support. YPSA takes into account the teaching style and learning modalities of scholars with the goal of each EL being reclassified.

Home Language Survey. Upon scholar enrollment, the parent/guardian completes a scholar registration form which includes a Home Language Survey (HLS) section with the following questions:

1. Which language did your child learn when he or she first began to talk?
2. Which language does your child most frequently use at home?
3. Which language/dialect do you most frequently speak to your child?
4. Which language is most often spoken by adults in the home?

YPSA staff reviews the results of the HLS to determine a scholar status as follows:

1. English Only (EO) if all the responses to questions 1 – 4 is “English,” the child is classified English-only (EO).
2. To be determined (TBD) if any of the responses to questions 1, 2, and/or 3 is a language other than English, or a combination of English and another language. From this data, the scholar will be assessed to measure his /her level of English within 30 instructional days; the school will assess the child using the Initial English Language Proficiency Assessment for California (ELPAC).

Parents have a right to amend their response to the HLS at any time; however, the administration will respond to the amendment based on a case by case basis. If the scholar has already been administered the Initial ELPAC, any changes to the HLS will not affect the scholar’s official language classification. If the parent amends the HLS prior to Initial ELPAC administration, YPSA will honor the changes made.

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 Power School).

For scholars who transfer from other schools, YPSA staff will contact previous schools for scholar records as well as check the scholar language status on CALPADS. Upon analysis of the combined data sources, YPSA staff will follow the state protocol in notifying the parent and administering appropriate state assessments.

State Assessment

Initial ELPAC: Scholars with a “TBD” determination will be assessed on their English language proficiency level with the Initial English Language Proficiency Assessment for California (ELPAC). The Initial ELPAC is used for scholars who have not yet taken any previous state English language tests and who have not yet been classified as an English Learner (EL).

Administration of the Initial ELPAC occurs within 30 calendar days at the beginning of the school year or within two weeks of the scholar’s enrollment. The Initial ELPAC is scored by

the school site using the LST (Local Scoring Tool) in the CAASPP portal. Based on the scholar’s overall initial performance, he or she may be classified as:

1. An English Learner (EL) - the scholar must be annually assessed using the Summative ELPAC until the scholar meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP); or,
2. An Initial Fluent English Proficient (IFEP) scholar – the scholar has **well developed** oral (Listening and Speaking) and written (Reading and Writing) skills. This corresponds to the “Bridging” proficiency level as described in the 2012 ELD standards. Scholars who meet the criteria will be classified as IFEP.

Proper notification of overall performance is shared with families within 30 days of the enrollment window through the state approved Initial ELPAC Parent/Guardian Notification Letter.

Summative ELPAC: All scholars with “EL” designation take the summative ELPAC every spring between February and May until they are reclassified as English proficient. The Summative ELPAC is used to assess EL progress towards mastery of the English language, as well as to fulfill the *Every Student Succeeds Act* (ESSA) federal requirement. ELPAC assessment include all four domains: Listening, Speaking, Reading, and Writing. Overall scaled scores fall within levels one through four. These four ELPAC performance levels are aligned with the 2015 ELA/ELD California Framework. EL scholars are leveled in three ways per the following Proficiency Level Descriptors (PLDs): 1) Emerging, 2) Expanding, and 3) Bridging

ELPAC	Level 1	Level 2		Level 3		Level 4
ELD Standards	Emerging	Low Expanding	Mid Expanding	Upper Expanding	Lower Bridging	Upper Bridging

Source: www.scoe.org

As published in the ELA/ELD frameworks, the Proficiency Level Descriptors (PLDs) above provide an overview of the stages of English language development through which English learners (ELs) are expected to progress as they gain increasing proficiency in English as a new language. The descriptors provide teachers a guide in curriculum planning and instructional delivery for ELs during designated and integrated English language development.

Emerging: Scholars at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Scholars at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more complex ways that are appropriate to their age and grade level.

Bridging: Scholars at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly

technical texts. The “bridge” alludes to the transition of full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Table 1.4 English Language Development Proficiency Levels

Scholar Capacities	English Language Development Proficiency Level Continuum			Lifelong Language Learning
	Emerging	Expanding	Bridging	
Native Language English Learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English use a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing up on knowledge of their native language.	<p>English learners enter the Emerging level having limited receptive and productive English skills.</p> <p>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p> <p>Upon exit from Emerging level, scholars have basic English communication skills and academic contexts.</p>	<p>As English learners progress through the Expanding level, they move from being able to reconstruct learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage using the English language in more complex cognitively demanding situations.</p> <p>Upon exit from the Expanding level, scholars can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>As English learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English competencies in a broader range of contexts.</p> <p>Upon exit from the Bridging level, scholars can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	Scholars who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

Source: www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter1.pdf

YPSA Redesignation Process and Reclassification Criteria. English learner (EL) Scholar Reclassification policies and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code 313b). The following criteria reflects YPSA's reclassification procedures per CDE's guidance. The procedure utilizes multiple criteria in determining whether to classify a scholar as proficient in English including, but not limited to, all of the following:

Reclassification Criteria. Scholars will be Reclassified as Fluent English Proficient (RFEP) when the following four criteria have been met:

1. Assessment of English Language Proficiency
 - An overall ELPAC proficiency of level 3 (moderately developed) or higher and oral and written sub-score of 3 or higher
2. Standard met or exceeded (ELA CAASPP for Grades 3rd-6th) and a RIT score of greater than or equal to 90% on the end of trimester assessment (ELA NWEA for Grades K-2nd)
3. Teacher Evaluation
 - Teacher recommends reclassification based on classroom observations, validating scholar's range of performance in basic skills, including oral English language proficiency and fluency (i.e., comparable to native English speakers)
 - Teacher uses evidence from report cards (consistently meets standards) or higher in the majority English Language Arts Standards
4. Parent Opinion and Consultation
 - Provide notice to parents and guardians of their right to participate in the reclassification process and encourage them to do so.
 - Provide an opportunity for face-to-face meeting with parent or guardian to discuss recommendation.

Reclassification Process:

- The scholars who meet the above four criteria are Reclassified as Fluent English Proficient (RFEP).
- Parents/Guardians are notified of the reclassification status of their scholar.
- School records are updated.
- Reclassified scholars are monitored for four years by the LEA and teacher at least once a year to ensure they are making adequate academic progress. Scholars will be provided interventions as needed.

Thirty percent (30%) of the scholars enrolled at YPSA are English Learners at various levels of proficiency as reflected by their 2018-19 ELPAC scores. Research on first and second language acquisition suggests that it takes five to seven years to achieve language proficiency.

In 2018-2019, there were 129 English Language scholars who took the Summative *ELPAC*. As depicted in Table 1.5 below, 15.5% of the 129 scholars at YPSA scored at Level 4 (well developed) which is higher than the three comparable schools and the district, but less than one percent lower than the state.

Table 1.5 Comparison of *ELPAC* Results at YPSA, SCUSD, State, and Three Comparable Schools 2018-2019

Level of Development	YPSA (129 EL Scholars)	SCUSD (7,160 EL Scholars)	STATE (1,077,309 EL Scholars)	Comp School 1 Susan B. Anthony (139 EL Scholars)	Comp School 2 John H. Still (253 EL scholars)	Comp School 3 Pacific (318 EL Scholars)
Level 4 (well developed)	15.50%	10.84%	16.40%	6.47%	10.67%	5.03%
Level 3 (moderately)	41.09%	33.14%	37.77%	35.97%	43.48%	26.73%
Level 2 (somewhat)	37.98%	34.32%	30.12%	46.04%	35.97%	42.45%
Level 1 (minimally)	5.43%	21.70%	15.71%	11.51%	9.88%	25.70%

English Learner Outcomes at YPSA Compared to Three Schools, SCUSD, and the State

At YPSA, English learners meet or exceed standards in Math and ELA on state testing at a higher rate than the district, state, and comparison schools in 2018-19, as shown in Table 1.6.

Table 1.6 Five-Year Comparison of **English Learners** Meeting or Exceeding Expectations in **CAASPP ELA and Math** at YPSA, SCUSD, State, and Three Comparable Schools

Entity	Subject	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
YPSA	ELA	12%	21%	10.89%	32.19%	31.65%
SCUSD Grades 3-6		10.38%	14.05%	10.46%	9.01%	9.37 *
STATE Grades 3-6		12.76%	14.48%	13.72%	14.94%	14.92%
SUSAN B. John Still Grades 3-6		2%	8%	11.88%	6.25%	2.63%
Pacific		6.52%	10.28%	5.89%	2.54%	9.00%
		7%	9%	3.70%	4.77%	2.52%
YPSA	Math	12%	11%	12.87%	26.44%	20.26%
SCUSD Grades 3-6		12.41%	14.78%	12.54%	10.90%	11.51% *
STATE Grades 3-6		12.96%	14.45%	14.70%	14.54%	15.50%
SUSAN B. John Still Grades 3-6		5%	3%	2.97%	5.00%	3.95%
Pacific		3.41%	12.88%	5.88%	5.00%	9.00%
		7%	10%	11.59%	13.53%	5.56%

* district's non-charter schools

The percentage of scholars who have been re-classified at YPSA has steadily increase in the percentage meeting or exceeding state standards on both ELA and Math CAASPP. There is an increase from 44% in 2015-2016 to 86% in 2018-2019. In comparison to the state, district, and three comparable schools, YPSA has made the largest gains during the past five years as depicted in Table 1.7.

Table 1.7 Five-Year Comparison of **RFEP** Scholars Meeting or Exceeding Expectations in **CAASPP ELA and Math** at YPSA, SCUSD, State, and Three Comparable Schools

Entity	Subject	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
YPSA	ELA	n/a*	44%	56.25%	84.21%	86.36%
SCUSD Grades 3-6		59.61%	64.59%	63.09%	60.48%	64.28% **
STATE Grades 3-6		54.21%	61.02%	60.02%	62.47%	63.65%
SUSAN B.		61%	60%	69.23%	50.00%	55.56%
John Still Grades 3-6		n/a*	23.76%	28.57%	45.84%	46.15%
Pacific		56%	57%	47.82%	41.51%	30.65%
YPSA	Math	n/a*	31%	46.88%	71.05%	70.45%
SCUSD Grades 3-6		47.73%	53.78%	57.43%	52.36%	55.63% **
STATE Grades 3-6		41.99%	46.65%	48.50%	50.19%	52.89%
SUSAN B.		39%	27%	53.84%	33.33%	26.66%
John Still Grades 3-6		n/a*	23.76%	35.71%	29.17%	23.08%
Pacific		47%	55%	43.48%	33.96%	32.25%

* No scores report for less than 10 valid scores. ** SCUSD non-charter schools

Special Education (SPED) Program Description

The Special Education team at YPSA is led by the SPED coordinator who is responsible for ensuring that YPSA is in compliance with all applicable special education laws and requirements. Per SCUSD SELPA MOU, an experienced and certified special education teacher will be provided to ensure that scholar needs and learning styles are met. As appropriate, scholars will either participate in a pull-out or push-in model, critical to growing the scholar’s academic progress. The resource specialist (RSP) teacher will coordinate with the classroom teacher to make sure they share responsibilities of implementing accommodations and modifications in accordance to the Individualized Education Plan (IEP). As required, counseling, physical, occupational, speech and language therapy services will be provided by the SCUSD SELPA professionals.

Special Education Services. The charter will provide a free and appropriate education in the least restrictive environment to each scholar eligible under IDEIA. This will follow the IDEIA, Education Code requirements, and applicable policies, procedures, and forms of the SCUSD SELPA.

Staffing. SCUSD SELPA will be responsible for hiring, training, and employment of site staff necessary to provide special education services through direct hire or contracted through agencies. The charter will ensure that all special education staff hired or contracted by the SCUSD SELPA are qualified pursuant to SELPA policies and legal requirements.

Identification and Referral. The charter, with the assistance of SCUSD SELPA, will implement policies and procedures to secure timely identification and referral of scholars who have a susceptible disability. Scholars will be referred to special education only after intervention resources of the general education program have been implemented.

Assessments. The SPED team will determine what assessments, if any, are necessary and arrange for the administration of any assessments as referred or eligible in accordance with the applicable law. The SPED team must obtain parent/guardian consent to assess scholars.

IEP Meetings. The charter, in collaboration with the SELPA, will arrange and notify team members of necessary IEP meetings. The IEP team membership shall comply with state and federal laws. The charter shall be responsible for securing coverage for the classroom teacher, school administrator, and any teacher with relevant information about the scholar.

IEP Development. The charter understands the decisions regarding eligibility, goals, objectives, program services, placement, and exit from SPED is the decision of the IEP team. Services and placement shall be provided in accordance with the policies, procedures, and requirements of the SELPA, State, and Federal law.

IEP Implementation. The charter, in collaboration with the SELPA, shall be responsible for all site implementation of the IEP. Parents shall be provided with reports on scholar progress and service(s) indicated on the scholar's IEP.

Interim and Initial Placements of New scholars. The Charter will comply with Education Code Section 56325 with regard to scholars with individual educational plans who transfer into the Charter School within the academic school year.

Non-Public Placement/Non-Public Agencies. The Charter shall refer to SCUSD SELPA for selecting, contracting with, and overseeing agencies used to serve scholars with disabilities.

Non-Discrimination. It is understood and agreed that all scholars have access to YPSA and no scholar shall be denied admission or counseled out of the Charter regardless of the nature, extent or severity of the disability or due to the scholar's request for, or actual need, for special education services.

Parent/ Guardian Concerns and Complaints. The Charter, in collaboration with the SELPA, maintains policies for responding to parental concerns or complaints related to special education services. The Charter and/or SELPA shall receive concerns raised by parents/guardians regarding related services and rights. The designated representative will explore as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearing. The charter may initiate a due process hearing or request for mediation with respect to a scholar enrolled in the charter school if it determines such action is legally necessary or advisable. In the event that the parent/ guardian files for a due process hearing, or request for mediation, the Charter and SCUSD SELPA will honor the request.

SELPA Representation. The Charter shall be represented under SCUSD SELPA.

Charter School Contribution. YPSA will contribute its share of the encroachment by the district special education program on its general fund. The formula is the current- year encroachment amount divided by district third month A.D.A. times the school's third month A.D.A.

SELPA Membership. Currently, YPSA is a member of the SCUSD SELPA. YPSA reserves the right to change SELPA, which will not be considered a material revision to the Charter.

YPSA will resume all provisions for special education and related services to eligible scholars as an LEA member of the SCUSD SELPA. The Charter is committed to securing such services as may be required by the IEP or in compliance with other laws governing scholars with disabilities. To the extent possible, services will be provided in a full-inclusion setting.

YPSA will implement procedures consistent with the SELPA to assist scholars with IEPs. A scholar's IEP team will convene when there is a need for any consideration of change of services or placement, including a change of location to the same type of program for scholars with IEPs.

As required by SCUSD SELPA, the Charter provides the following assurances:

- Free Appropriate Public Education (FAPE) - the Charter will assure that a free appropriate public education shall be provided to all enrolled scholars, including children with disabilities who have been suspended or expelled from school.
- Child Find - the Charter will assure that all scholars with disabilities are identified.
- Full Educational Opportunity - the Charter will assure that all scholars with disabilities have access to the full range of programs available to non-disabled scholars.
- Least Restrictive Environment (LRE) - the Charter will assure that scholars with disabilities are educated with scholars who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP) - the Charter will assure that an Individualized Education plan is developed, reviewed, and revised for each child who is eligible.
- Assessments - the Charter will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more if requested by a parent or teacher to determine continued eligibility needs.
- Confidentiality and Procedural Safeguards - the Charter will assure that the confidentiality

of identifiable data shall be protected at collection, storage, disclosure, and destruction. In addition, scholars and parents shall be provided with safeguards through the identification, evaluation and placement process, and provisions for a Free Appropriate Public Education.

- State Assessments - the Charter will assure that scholars with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary.

YPSA shall comply with all requirements of the Federal Individuals with Disabilities in Education Improvement Act (IDEIA), State laws, the SCUSD SELPA MOU, and perform any corrective actions necessary by SCUSD SELPA and/or CDE. A program specialist is assigned to support the Charter and will provide coaching support to the SPED team to ensure that all requirements of IDEIA are met, and each child is well served.

The YPSA SPED team will develop a professional development plan based on the needs of the team to provide ongoing learning opportunities to staff and grow the team's capacity with compliance in state and federal statutes and reporting requirements. Professional learning will be provided utilizing best practices that support the specialized learning needs of scholars with disabilities in the least restrictive environment.

Child Find Obligation. YPSA, consistent with the SCUSD SELPA, will identify, locate, and evaluate all children who are suspected of having a disability and may need special education and/or related services. Moving forward, YPSA will actively and systematically seek out and align its Child Find procedures to the SELPA:

- Make available child find information to all parents with children attending the school, as well as to other agencies that are likely to encounter children with special needs.
- Review of scholar assessment data, including but not limited to, state-mandated testing to identify scholars who fall below expectations in their academic progress and need additional support or services.
- Furnishing information on the internet.
- Offering training to school employees.
- Developing pamphlets about the availability of special education services and how to access them.
- Reaching out to the school community through:
 - Public Service Announcements
 - Media Advisories
 - Press Releases
 - Website

Under IDEA, a child can be eligible for services as a result of Child Find. When a scholar is suspected of having a disability, an initial assessment could include, but not limited, to the following:

- Parent(s) expressing concerns in writing to YPSA, or to one of the scholar's teachers, that the scholar may be in need of special education and related services
- Parent or school staff has requested an initial evaluation of the scholar
- Scholar's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the scholar to the special education coordinator

Manifestation Determination. A manifestation determination meeting will be held within 10 school days of a decision to make a disciplinary change in the scholar's placement to find out if there is a relationship between the scholar's disability and the behavior that led to the disciplinary action. The purpose of the meeting is to determine whether the behavior was:

- Caused by, or had a direct and substantial relationship to, the child's disability;
- Or
- The direct result of YPSA's failure to implement the IEP.

If the answer to both questions is a no, then the scholar will be disciplined as a general education scholar. If the answer is yes, then the behavior is deemed to be a manifestation of the disability and further disciplinary actions will stop. The scholar is to return to the placement in which he/she was removed. Additionally, if the scholar does not already have a behavioral plan in place, then YPSA will develop one. Lastly, if the determination is a failure to implement the IEP, then YPSA will take immediate steps to correct the situation.

Also, in rare instances, a special education scholar may be removed to an alternative placement for up to 45 school days when he or she possesses a weapon at school or a school function; possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance at school or a school function, or has inflicted serious bodily injury upon another person while at school or a school function. It is important to note that these circumstances will require involvement from the scholar hearing designee, special education department, and vetted by YPSA's legal counsel prior to implementation of the recommendation.

SECTION 504 OF THE REHABILITATION ACT. YPSA recognizes its legal responsibility to ensuring that no qualified person with disability shall, on a basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. Any scholar who has an identified disability, which substantially limits a major life activity, including but not limited to learning, is eligible for accommodation.

A 504 team will be assembled by the 504 Coordinator and shall include the parent/guardian, the scholar (when appropriate) and other qualified persons knowledgeable about the scholar, the

evaluation data, placement options, and accommodations. The 504 team will review the scholar's existing records, including academic, social and behavioral; the team will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the scholar has already been evaluated under the Individual with Disabilities in Education Improvement Act (IDEIA) but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation should be carried out by the 504 team who will evaluate the nature of the scholar's disability and the impact upon the scholar's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials are validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence outcome

The final determination of whether the scholar will be identified as a person with a disability is made by the 504 team in writing. Notice is given to the parent/ guardian, and as appropriate, in their primary language along with procedural safeguards. During the evaluation, if the 504 team obtains information indicating possible eligibility for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

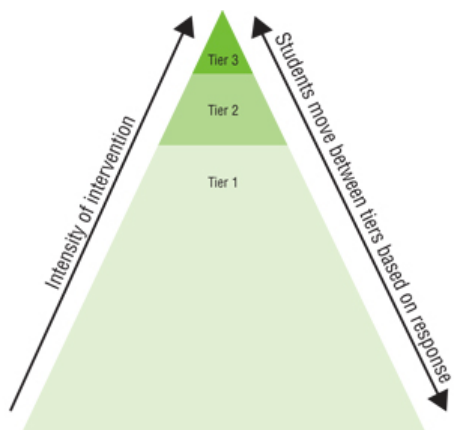
If the 504 team determines that the scholar has a disability under Section 504, the team shall be responsible for ensuring that the scholar receives a Free and Appropriate Public Education (FAPE). The team will consider all relevant documentation utilized during the evaluation, drawing on a variety of sources, including, but not limited to, assessments conducted by the team. The 504 plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team members and parent will have a copy of the 504 Plan. The 504 Coordinator will ensure that teachers include the 504 plan with lesson plans for short-term and long-term substitutes and that s/he reviews the 504 plan. A copy of the 504 plan will be kept in the scholar's cumulative file. All scholar 504 plans will be reviewed at least once per year to determine if accommodations remain appropriate, to discuss modifications to the plan, and to document continued eligibility.

GENERAL EDUCATION SUPPORTS. 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) is our option.

The YPSA mastery process is in sync 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 schoolwide 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 in the YPSA mastery model, scholar work is examined by the grade-level team and site administrators during the three-hour professional block set aside for full-time teachers. Scholar progress is monitored against Common Core State 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 Internet (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, a.k.a., Scholar Study Team, which is similar to the school's Collaborative Inquiry Process. The RTI process also helps correct misdiagnoses as 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 schoolwide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tiers 1, 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. In general, 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 4th 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 generally represents 5-10% of scholars who need more intensive and/or one-on-one interventions to achieve the same goals as other scholars in Tiers 1 and 2.

If interventions at all three tiers prove ineffective and ineffective teaching can be ruled out, then the next step is to determine if a scholar should be referred to Special Education for evaluation.

Pre-SST Process / Scholar Interventions. There are three levels or tiers of intervention that YPSA scholars go through before an SST is initiated. The following is a breakdown of what is expected to be done at each level:

Tier 1: Implementation of the General Education Program

Team members include the classroom teacher and grade level teachers.

Tier 1 is the implementation of the HET program, our “general education” program, which includes the following strategies:

- 8-Step Lesson Plan Delivery
- Backwards Standards Map (BSM)
- Being-there experiences (Study Trip)
- Celebration of learning at end of each unit of study
- Collaboration and use of collaborative structures
- Enriched Environment that is clutter-free
- Data Collaborative Inquiry
- Sensory-rich learning
- Social/Political Action Projects
- Use of the 10 Body-brain compatible elements

Additional strategies used in this tier can be found in Table 1.12.

Tier 2: Includes Everything in Tier 1 PLUS an Individual Learning Plan (ILP)

Team members required in this tier include the classroom teacher and his or her grade level team members, PLUS the parent, scholar, principal or assistant principal, and nurse. The classroom

teacher convenes this meeting to discuss the learning needs of the scholar, and together, the team develops an ILP, which is not an Individualized Educational Plan (IEP) developed for Special Education. The ILP is developed using data related to academic, social emotional, behavior, attendance, and other assessments such as NWEA, CAASPP, foundational skills, ELPAC, end-of-unit test, and BPST. The ILP includes goals, actions, timeline, and responsible persons.

This plan is implemented collaboratively by the classroom teacher, parents and the scholar for eight weeks. Throughout this timeframe, the team members just mentioned meet every two weeks or more to review scholar academic achievement and progress toward the established goals. Adjustments are made as necessary to support the successful implementation of the plan.

Tier 3: All of Tier 1 and 2 PLUS the Initial SST

Team members are the same as in Tier 2 PLUS more specialized experts such as Resource Specialist, Reading Specialist, Behavioral Specialist, Speech and Language Pathologist, Social Emotional Counselor, Psychologist, Social Worker, RSP, Nurse, and Behavior Specialist.

Tier 3 at YPSA mirrors SCUSD's description as written in its Special Education Handbook, on Page 9, which reads, "*Tier Three Interventions are intensive individualized interventions that are often longer in duration than Tier Two Interventions. Students receive this level of intervention when Tier Two Interventions have proven to be insufficient. During this intervention phase, instruction is provided on an individualized or small group basis. This instruction is tailored to the individual student's needs. This is not special education, but could include a special education-like service, such as service by the site's resource specialist in a coordinated services model. Examples of Tier Three Interventions are 1:1 reading instruction, nursing assistance for a medical issue, home/hospital instruction, mental health counseling or an alternative school placement. These interventions are delivered as part of an individual intervention plan developed for each student.*"

At the end of Tier 3 Interventions, the following decision points will be considered if:

1. Intervention is effective, then return to Tier 1 general education program;
2. Intervention is somewhat effective, then return to Tier 2 intervention;
3. Intervention is minimally effective, then continue Tier 3 interventions for another cycle;
4. Intervention is ineffective, then refer for Special Education Evaluation.

Bell Schedule in Appendix

The Charter's bell schedule can be found in Appendix 1.1.

Academic Calendar in Appendix

A draft of YPSA's academic calendar can be found in Appendix 1.2.

Number of School Days and Instructional Minutes for Each Grade Level

YPSA scholars attend school for 175 days. The 8:00 a.m. to 5:00 p.m. daily schedule for first through sixth grade scholars and 8:00 a.m. to 2:00 p.m. for kindergarten means all YPSA scholars get more instructional time than scholars who attend a traditional 180-day schedule at district schools as shown in Table 1.8.

Table 1.8 Days and Minutes of Instructions at YPSA

Grade	Kinder	1st		2nd - 3rd		4th - 6th	
Time	8:00-2:00 (Reg Day)	8:00-5:00 (Reg Day)	8:00-2:00 (Short Day)	8:00-5:00 (Reg Day)	8:00-2:00 (Short Day)	8:00-5:00 (Reg Day)	8:00-2:00 (Short Day)
Days	175	161	14	161	14	161	14
Daily Hours	6	9	6	9	6	9	6
Daily Minutes (hr x 60 min)	360	540	360	540	360	540	360
Non-Instructional (Recess and Lunch-Snack Break)	-70	-80	-55	-65	-55	-65	-55
Net Instructional Minutes/Day	290	460	305	475	305	475	305
Sub-total Annual Instructional Minutes (days x net daily mins)	50,750	74,060	4,270	76,475	4,270	76,475	4270
Total Instructional Minutes/Grade Level/Year	50,750	78,330		80,745		80,745	
State Required	36,000	50,400		50,400		54,000	
Minutes Over State Required	14,750	27,930		30,345		26,745	
Min/Day in 180-day schedule to meet State Requirement	200	280		280		300	
Equivalent Days Over State Requirement	73.75	99.75		108.37		89.15	

Program Curriculum for One Course or Grade Level in Appendix

See Appendix 1.3 for a description of YPSA’s program curriculum for kindergarten.

Technology and Materials Available to Scholars Including Scholar to Computer Ratio

At YPSA, every classroom is equipped with its own ceiling-mounted LCD projector, a document reader, and a mounted screen that allow teachers to use technology to support teaching and learning. Each staff member has his or her own laptop or desktop which allows access to shared documents and programs, making work more organized and efficient.

YPSA has a 1:1 technology device available per scholar. In kindergarten to second grade, each scholar is provided his or her own iPad. Each scholar in third to sixth grade is provided his or her

own laptop. Each scholar has his or her own Google account that provides him or her access to Google Classroom and other Google resources.

Technology is used for assessments that include the summative CAASPP, the summative ELPAC, the Interim CAASPP, the CAASPP Interim Block Assessment, the Northwest Evaluation Association (NWEA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Moby Max Assessments. The 1:1 technology device to scholar ratio, along with the high level of bandwidth, allows YPSA to function smoothly during testing time.

During the 8:00 a.m. to 3:00 p.m. core instructional time, scholars use their technology device to support learning of the Common Core State Standards through online texts in the McGraw-Hill Reading Wonders Program and other online programs such as Khan Academy, Prodigy, Epic Reading, and Studies Weekly. From 3:00 to 5:00 p.m., in the Achievement Through Technology (ATT) time block, scholars in first through sixth grade are also provided learning opportunities to practice Common Core State Standards in math and language skills through Moby Max, a web-based adaptive learning program.

All these opportunities are made secure by the stringent network protocols we have implemented at YPSA. The latest Microsoft Active Directory Domain Servers, coupled with a Lightspeed Systems Content Filter, are housed onsite. This allows internet connectivity to be encrypted and secured for the safety of staff and scholars. In addition, each device has a McAfee Antivirus Protection Program that detects and prevents viruses from infecting any devices. Each device is connected to our wireless access points. All wireless access points are password protected, and all outgoing and incoming traffic are monitored by the Lightspeed Systems Content Filter. Through the different levels of security, inappropriate sites are blocked, scholar and staff information are protected, and access is controlled.

YPSA integrates technology into everyday teaching and learning. We are on our way to making sure our scholars become “digitally native.”

California School Dashboard in Appendix

A copy of the California School Dashboard is available in Appendix 1.4.

LCAP In Appendix

A copy of the LCAP is available in Appendix 1.5.

LCAP Executive Summary

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.

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 and submitted to the district, the County Office of Education, and the California Department of Education. More detailed summary of the LCAP can be found in Appendix 1.5.

LCAP 8 State Priorities for All Pupils and Each Scholar Group

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 1.9. All schools are required to develop annual goals and actions for each priority.

The following table shows the 2018-2019 state priorities, sub-priorities, measurable goals to achieve the sub-priorities, actions to achieve the measurable goals, and the measurable outcomes to define success.

Table 1.9 LCAP Priorities, Measurable Goals, and Outcome

State Priority Description Sub-Priorities	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success (Methods of Measurement)	Budget Aligned to the Priorities
Priority 1: Basics: Teachers, Instructional Materials, Facilities				\$2,747,361.57
Teachers fully credentialed	100% of teachers appropriately credentialed and assigned.	Retain or employ 21 full-time credential teachers.	Maintain 100% of teachers fully credentialed and appropriately assigned.	
Provide all scholars access to standards-aligned instructional materials.	100% of scholars have access to standards-aligned instructional materials, both state-adopted and supplemental.	All core subjects are based on the Common Core State Standards.	CCSS curriculum maps and materials purchased.	
Facilities in good repair	85% Satisfaction on Parent Climate Survey	Continue employment of two full-time custodians to maintain the school. Continue employment of two substitute custodians to support with summer clean up.	Maintain 85% or higher on Parent Climate Survey.	

Priority 2: Implementation of state standards and how ELs will have access to standards, academic knowledge, and English language proficiency.				\$404,808.00
Provide on-going professional development to support implementation of Common Core State Standards and ELs	Professional development reflects HET conceptual curriculum planning with attention to state standards	School leadership and teachers will continue professional development to better understand state standards and addressing the needs and progress of ELs	Professional development calendar reflecting HET training.	
Priority 3: Parent engagement, including efforts to seek parent input in decision making and promoting parent participation in programs for unduplicated pupils and those with exceptional needs				\$80,000.00
Parent volunteer orientations and chaperoning of studytrips	100% of parents who signed up for orientations to volunteer as chaperones on studytrips met expectations	Maintain communication and continue to share the importance of parent chaperones to support scholars.	Number of required parent chaperones for studytrips is met	
Increase the number of parents participating in parent meetings by 10%				
Priority 4: Pupil achievement as measured by statewide assessments, percentage of ELs making progress on the ELPAC, and EL Reclassification				\$0
Increase scholar achievement on CAASPP for grades 3-6	Scholar achievement data increased from 44% to 51% on the ELA; it dropped from 38% to 37% in math.	Continue to monitor scholar progress with teachers to work towards goal.	CAASPP data	
Priority 5: Scholar Engagement as measured by attendance rates and chronic absenteeism				\$3,000.00
98% of scholars will have regular daily attendance	Average daily attendance was 96%	Continue to monitor and share the importance of regular daily attendance	Scholar information system report Attendance rate of 96% or above	
	Chronic absenteeism rate 8.5%	Continue coordinated efforts with parents.	Chronic absenteeism rate of 5% or less	

Priority 6: School climate as measure by pupil suspension, expulsion, and other local measures, including surveys to pupils, parents, and teachers regarding school climate and connectedness				\$9,660.00
Low suspension rate	2.5% suspension rate was recorded for 2018-2019. Previous year was 1.8%.	Continue high level of scholar academic engagement and LIFESKILLS development	Suspension rate goal of 2% or less	
No expulsion rate	0% expulsion		0% expulsion	
High participation rate on school climate survey	35% parent participation; 84% scholar participation, and 80% staff participation on 2018-2019 climate survey	Continue to share the importance of the survey and promote participation in survey.	90% participation rate from all three groups	
Priority 7: Course Access to include all subject areas in Section 51210, including programs and services to unduplicated pupils and pupils with exceptional needs				Costs Captured in P1 & P2
Hmong Language Development for Grades 1 through 6 Scholars	100% of scholars have access to broad course of study in the Hmong language.	Continue to offer Hmong Language Development	100% of grades 1-6 scholars participate in Hmong Language Development.	
Movement Subjects for Grades 1 through 6 Scholars	100% of scholars have access to broad course of study in Physical Education, Dance, and Tae Kwon Do	Continue to offer electives	100% of Grades 1 through 6 Scholars participate in Movement programs.	
Priority 8: Pupil Outcome in subject areas described in Section 51210				\$60,034.00

Schoolwide Management and Implementation of the Educational Program

In order for YPSA successfully implement its educational program, the Four Critical Quadrants of a Successful Culture of Instruction (The Integrated Approach to Scholar Achievement, 2nd Edition, Donyall D. Dickey, 2017) will be used to organize and support continuous growth to increase academic achievement for all scholars. This tool helps us to examine and improve on our current practices in these four areas: Instructional Theories, Instructional Imperatives, Data Analysis, and Administrative Support as summarized in Table 1.10. More detail content of each quadrant is summarized later.

Table 1.10 Four Critical Quadrants of a Successful Culture of Instruction

<p><u>Quadrant I: Instructional Theory</u> What does the extant empirical research (body of literature) in the field suggest are the most effective rules, ideas, principles, and techniques that are tested, tried, and true - and meet the gold standards for scientific inquiry relative to: methodology, data collection, instrumentation, population sampling, and acknowledgement of limitations, and researcher bias. All research is not created equally.</p>	<p><u>Quadrant II: Instructional Imperatives</u> What are the school-wide/district-wide instructional practices that promote scholar achievement and school improvement?</p> <ul style="list-style-type: none"> • These imperatives should align with the international shifts for English Language Arts, Social Studies, Science, and Technical Subjects. • These imperatives should align with the international shifts for Mathematics, the 8 Standards for Mathematical Practice, and 10 Characteristics for a Worthwhile Mathematical Task.
<p><u>Quadrant III: Data Analysis</u> What data points should be collected and by whom? To whom should the data be reported? At what frequency should the data be reported? Through which communication methods should the data be reported? In what settings should the data be reported?</p>	<p><u>Quadrant IV: Administrative Support</u> How does the site-based administrative team provide consistent support for teachers and support staff for the purpose of mitigating or removing obstacles to scholar achievement and school improvement? School improvement is not a spectator sport for school leaders. They should have their sleeves rolled up as active participants in the effort.</p>

Quadrant I: Instructional Theories

The bodies of research in Table 1.11 below support our four core guiding principles described at the beginning of this element. They are Meaningful Content, Absence of Threat, Reflection Opportunity, and Context – a.k.a. MARC.

Table 1.11 Quadrant I - Instructional Theories

Theory / Integrated Approach Element	Theorist(s)	Research-Based Description / Findings
Highly Effective Teaching (HET) Model	Susan J. Kovalik and Karen D. Olsen (2016)	The HET model starts with brain research to determine best practice, everything from curriculum development to instructional strategies. It is a

Theory / Integrated Approach Element	Theorist(s)	Research-Based Description / Findings
		comprehensive approach of brain research coupled with practical applications for the classroom.
Pattern seeking and program building	Leslie A. Hart (2002)	Learning is a two-step process: pattern-seeking and program building. The brain looks for patterns in determining understandings and skills. Then, a program is formed wiring it to long-term memory.
There are Multiple Intelligences	Howard Gardner (2000) and Thomas Armstrong (1999)	Learning is the result of real, observable, physiological growth in the brain that occurs as a result of sensory input and the related processing, organizing, and pruning caused by the input.
Intelligence is a Function of Experience	Marian Diamond and Janet Hopson (1998)	Enriched environment results in measurable physiological growth in the brain. Neurons, axons, and dendrites grow or shrink as a response to the input being experienced and the environment. The brain's sensory system organizes the concepts and information it receives and builds the neural wiring and structure to enable one to do what is expected.
Language Structure and Development in L1 and L2	Jim Cummins (1980)	Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are simultaneously developed in first and second language acquisition.
Language Acquisition Theory	Stephen Krashen (1982)	Language acquisition is most successful when exposure is in a formal learning environment, through natural communication between teacher and scholars.
Validating the Power of Bilingual Schooling	Virginia P. Collier and Wayne P. Thomas (2017)	Primary language development is the most powerful predictor of successful second language acquisition.

Theory / Integrated Approach Element	Theorist(s)	Research-Based Description / Findings
Practices for Supporting EL Oral Language Development K-5	The National Academies of Sciences, Engineering and Medicine (2017)	Practices that help support oral language acquisition in grades K-5 directly supports content area learning.
Intelligence Reframed: Multiple Intelligences for the 21st Century	Howard Gardner (1999)	Human beings possess a range of capabilities and potentials that, both individually and together, can be put to many productive uses.
Integrated Thematic Instruction (ITI)	Susan Kovalik (1997)	Conceptual integrated thematic planning pulls together sensory-rich learning activities, key points, inquiries, and social / political action projects.
Color and Light in Learning Environments	Frank H. Mahnke and Rudolf H. Mahnke (1993)	Lighting is a factor in the brain's ability to focus. Natural lighting may be the most important aspect of the classroom. Full-spectrum lighting and color improve behavior, create less anxiety and stress, and increase attendance and health.
Total Physical Response Theory (T.P.R.)	James Asher (1977)	The emphasis is on and coordination of movement in response to verbal input. Using physical reactions is a way of increasing listening comprehension and general language acquisition.
Action Based Learning & Movement to Enhance Learning	Jean Blaydes (2017)	Movement helps increase blood flow to the brain, increasing ability for cognitive function. Movement also provides an additional sensory input that solidifies learning into long term memory, leading to mastery.
Implementing HET in the Classroom	Karen Olsen (2016)	A handbook that supports implementation of the HET Model in the classroom. It provides descriptors of what to do, what it looks like when scholars collaborate with their teacher and what it looks like when scholars internalize HET.

Theory / Integrated Approach Element	Theorist(s)	Research-Based Description / Findings
Using the Lifelong Guidelines and the LIFESKILLS	Sue Pearson (2005)	The Lifelong Guidelines and the LIFESKILLS serve as the foundational building blocks for developing character education in the classroom.
Sensory-Rich Being There Experiences	Helen Russell Ross (1991, 1997)	Being-there experiences provide the most sensory-rich learning experience for children and adult. The more senses being activated, the more learning becomes relevant and meaningful.
Learning is an inseparable partnership between the body and the brain	Robert Sylwester (1995, 2005)	“Emotion drives attention which drives learning, memory, problem solving, and just about everything else.” Emotion is the gatekeeper to learning and performance.
Temperament and Personality Impacts Teaching and Learning	Horacio Sanchez (2008)	Scholars learn best when they come to school and feel safe, feel welcome, and feel that those at school can help them learn. The emphasis is placed on the importance of <i>relationships, relationships, relationships</i> with adults at school in neutralizing the effect of difficult circumstances in the home environment. How scholars perceive what we say or do will determine their “flight, fight, or freeze” approach.
Learning Clubs - The Power of Collaboration	Spencer Kagan (1994, 2003)	The Kagan Cooperative Learning approach has been successfully integrated into the HET model with collaborative structures and strategies to increase scholar engagement.
8-Step Lesson Plan Format	Madeline Hunter (1976)	The instructional format being used at YPSA is the 8-step lesson plan format, infused with the 10 body-brain compatible elements and the eight multiple smarts, making it most comprehensive and engaging to scholar learning.

Theory / Integrated Approach Element	Theorist(s)	Research-Based Description / Findings
Call-Response / Academic Efficacy	Jeff Howard (2016)	All children can learn and achieve at high levels if they have the right tools and support systems. Changing a mindset is a huge concept. “Smart is something you can get.” You have to think you can, work hard, and get smart.

YPSA teachers participate in professional development and training sessions that increase their knowledge and understanding of the above stated theories to support their instructional practice inside the classroom.

Quadrant II: Instructional Imperatives – a.k.a. Non-negotiables

At YPSA, instructional imperatives or non-negotiables are must-use strategies for every teacher. Table 1.12 shows what each teacher must master and use in order to become a highly effective teacher.

Table 1.12 Instructional Imperatives for Every Teacher

Strategy	Explanation
8-Step Lesson Plan Delivery	A teaching delivery model developed by Madeline Hunter that provides a step-by-step guide for teachers to use. The 8-step lesson plan format includes the 10 body-brain elements and the multiple intelligences.
Australia	A small area of the classroom where scholars can go to upshift by relaxing, refocusing, and reflecting. This strategy is used to assist scholars who are highly upset – angry or sad – to reset their emotions so they can return to learning. Emotion is the gatekeeper to learning.
Backwards Standards Map (BSM) – Based on Common Core State Standards (CCSS)	A teacher-created tool that provides a map of each concept, along with the key points, inquiries, being-there experiences, content standards, and a timeframe of when each component will be taught throughout the school year. The BSM also provides a listing of instructional resources and materials to be used to support teaching and learning.

Strategy	Explanation
Being-there Experiences (Study Trip)	Locations and sites that scholars can visit at the beginning, middle, and end of a unit of study. The HET model bases curriculum and instructional strategies on the being-there experiences because the most powerful input to the brain occurs when all 20 body-brain senses are activated in real-world locations. Being-there experiences are connected to key points, skills, inquiries, and standards. A being-there checklist has been developed to support teachers to effectively incorporate and use the being-there experience as the main focus of instruction.
Bulletin Boards that Display the Lifelong Guidelines, LIFESKILLS, and Multiple Smarts	Areas of the classroom that display the Lifelong Guidelines, LIFESKILLS, and multiple smarts with an exhilarating and inspiring hook in the title, labels and definitions of each, and pictures and/or props that connect the word and definition.
Celebration of Learning at End of Each Unit of Study	Celebrating successes, big or small, is very important. End of unit celebrations provide markers for progress and achievement. Celebration of learning focuses heavily on the Lifelong Guidelines and LIFESKILLS as well as curriculum content to sum up scholar growth and learning.
Collaboration and Use of Collaborative Structures	Collaboration enhances achievement by increasing input to the body-brain learning partnership and increasing emotional engagement and opportunities to apply what is learned. The use of collaboration through collaborative structures allows for scholars to take risk, share learning experiences, and collect ideas to build on their learning.
Conceptual Curriculum Planning	Using the HET Thematic Unit Planning Guide, grade level teams plan each component/topic. The planning guide includes the concept, key point, significant knowledge key point, inquiries, skills, content standards, immersion wall, social/political action project, end of unit celebration, and assessments. The planning guide drives curriculum development and instruction.
Daily Agenda	The daily agenda is a key element in a HET classroom. Posted for all to see throughout the day, it continues to put forth the teacher's intentions for the day – what scholars will do and the key pieces that teachers will do. As each task is completed, check it off and have scholars reflect on what they learned.

Strategy	Explanation
Data Collaborative Inquiry	<p>The collaborative inquiry process is a four-step process that includes: Step 1 – Assess, Step 2 – Plan, Step 3 – Act, and Step 4 – Reflect.</p> <p>Step 1: grade level teams assess and review the data to determine the learning gap, whether it exists in the standard, the resources materials, the strategies, the teaching and learning, or the assessment.</p> <p>Step 2: teams plan using the 8-step lesson plan process to re-teach or teach the standard, concept, or skill.</p> <p>Step 3: teams implement the plan.</p> <p>Step 4: teams reflect on the effectiveness of their teaching on scholar learning and repeat step 1.</p>
Enriched Environment That is Clutter-free	<p>An enriched environment is a learning environment that focuses on sensory input and the concept or skill to be learned. Resource materials are organized in tubs and arranged in an orderly manner to support the learning environment and easily assessible to scholars.</p>
Immersion	<p>An area of the classroom that displays a simulation, as rich as possible, to the real-life environment being studied. For example, transforming a classroom into wetlands or a pond or a period of history, allowing scholars to experience or role-play as if they were there.</p>
Inquiries	<p>Inquiries are activities that scholars participate in to demonstrate their understanding of concepts and skills they have learned.</p> <p>The purpose of inquiries is to enable scholars to develop mental programs to apply, in real-world situations and wire such knowledge and skills to long-term memory.</p>
Learning Clubs	<p>Learning clubs are collaborative scholar groups. Getting to know others well accelerates learning, prevents cliques, and increases opportunities for growth. Learning how to get to know others, and be comfortable doing so, is a critical personal/social skill.</p>
Lifelong Guidelines LIFESKILLS via Target Talk	<p>The five Lifelong Guidelines and the 19 LIFESKILLS set the foundation of character development in the HET model. The use of target talk compliments the use of the Lifelong Guidelines and the LIFESKILLS by naming the attributes associated to a LIFESKILL or a Lifelong Guideline.</p>

Strategy	Explanation
Movement and Gestures that are Content Related	Movement is fundamental to learning, memory, emotion, language, and growth. Use movement throughout the day to (1) reset emotions (to energize or to slow the pace as needed), (2) pique interest by illustrating how things are used, (3) use the body to do memorable simulations that connect to content.
Posting of Learning Objectives	It is important for scholars to know what they are learning and how they will be demonstrating that they have mastered what they have learned. Learning objectives are posted for subject matter that show (1) what scholars are expected to learn or know and (2) what scholars are expected to do with what they have learned.
Sensory-rich Learning	A fundamental HET goal when developing curriculum and planning instructional strategies is to maximize sensory input focusing on the concepts and skills to be taught. When lesson planning, the senses can be grouped into six kinds of input: (1) Being There, (2) Immersion, (3) Hands-on of the real thing, (4) Hands-on of representational items, (5) 2 nd Hand, and (6) Symbolic.
Social/Political Action Projects	An integral part of the HET model that provides scholars a vehicle to apply what they have learned to real-world problems and practice to becoming contributing citizens.
Town Hall	A vehicle to support the democratic processes in the classroom or around the school. It provides opportunities for scholars to learn the skills and processes necessary for effective citizenship. There are three goals of town hall meetings: (1) to build a sense of belonging, (2) to create common ground, and (3) to take action.
Use of the 10 Body-brain Compatible Elements	The 10 body-brain compatible elements of the HET model are the primary ways of translating brain research into action in the classroom. The 10 body-brain compatible elements are: Absence of Threat/Nurturing Reflective Thinking, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and Sensory-rich Being There Experiences.
Yearlong Themes	The yearlong theme is the central organizer for integrated curriculum in the HET model. It is a concept that organizes all the concepts, significant knowledge, and skills to be learning during the theme and is represented by an exhilarating and inspiring title.

By taking the following four steps, a teacher will be able to incorporate the above list of non-negotiables into his or her instruction. Support will be provided to new teachers by teacher mentors and administrators.

- Step 1: Use of the grade level's backwards standards map (BSM) to guide and breakdown each component to determine the, being-there experiences, the resource materials needed, the focused content standards, the assessments, and time frame that shows when each component will be taught. The kindergarten sample BSM can be found in Appendix 1.6.
- Step 2: Use of the HET thematic unit planning guide to plan and organize concepts, key points, skills, inquiries, content standards, immersion, social/political action projects, and end of unit celebrations. Instructional materials are also identified and purchased to support teaching and learning. An HET thematic unit planning guide template can also be found in Appendix 1.7.
- Step 3: Use of the 8-Step Lesson Plan format to plan curriculum and instruction and execute highly effective teaching the first time. An 8-Step Lesson Plan template can be found in Appendix 1.8.
- Step 4: Use of the data collaborative inquiry process for grade level teams to dive into assessment data and analyze any learning gaps for reteaching or for intervention.

Quadrant III: Data Analysis

The purpose of data analysis is to provide teachers opportunities to review feedback on the effectiveness of their teaching. Grade level teams, along with administrators, review the data results and look for trends in the data. Once the data have been analyzed, the team looks for possible causes of the disparities between teacher expectation and scholar performance using the data collaborative inquiry process.

The collaborative inquiry process is a four-step process that includes: Step 1 – Assess, Step 2 – Plan, Step 3 – Act, and Step 4 – Reflect.

1. Step 1: Assess and review the scholar achievement data to determine the learning gap, whether it exists in the standard, the resources materials, the strategies, the teaching and learning, or the assessment.
2. Step 2: Plan using the 8-step lesson template to re-teach or teach the standard, concept, or skill.
3. Step 3: Implement the plan in Step 2.
4. Step 4: Reflect on the effectiveness of teaching on scholar learning and repeat Step 1.

Quadrant IV: Administrative Support

Administrative support through observation and feedback is critical to achievement and progress at YPSA. In line with this notion, grade level teams meet with administrators to review and analyze previous scholar achievement data using the data collaborative inquiry process as mentioned in quadrant three to provide support for continuous growth.

Administrators also meet with grade-level teams to review and provide on-going assistance to teachers in the effective use of the HET thematic unit planning guide. Daily 5-10-minute walkthrough observations and feedback are additional support administrators provide to teachers.

Formal observations of 8-step lesson plans are scheduled throughout the year. Administrators observe, record, and conduct post observation conferences with teachers regarding lesson effectiveness and recommendations for next steps. Teachers who may need additional support receive one-on-one coaching.

In addition, we will:

- Implement and maximize the use of the *Common Core State Standards (CCSS) backwards standards map* and provide a learning curriculum that enables all scholars to meet and exceed grade-level standards.
- Ensure that teaching is effective, meets the needs of all scholars, and promotes growth through built-in daily and weekly collaboration, prep, and professional development.
- Empower scholars to become thinkers, problem-solvers, and decision-makers through consistently teaching and using the five Lifelong Guidelines, 19 LIFESKILLS, and integrated 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, and physical growth in scholars.
- Engage in active and open communication with staff and parents, reflecting our commitment to develop and improve scholar achievement.
- Share LIFESKILLS, Lifelong Guidelines, and updates on classroom learning with parents and community members so they can share the responsibility of bringing about scholar success.
- Build a unified school climate through the consistent use of school wide strategies by the staff.
- Support the well-being of scholars, families, and staff through schoolwide health and safety practices.

ELEMENT 2 - MEASURABLE STUDENT OUTCOMES

Governing Law: 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.

The pupil outcomes shall align with 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. Education Code 47605(b)(5)(B)

Scholar academic outcomes for the current charter (2015-2019) are presented first in this element followed by a presentation of the goals for the renewal charter (2020-2025).

YPSA Outcomes Between 2014-15 and 2018-19

English Language Arts (ELA)

Since the last renewal in 2015, schoolwide growth in English Language Arts (ELA), as measured by the state SBAC testing, has more than doubled at YPSA from 21% meeting or exceeding standards to 50.93% meeting or exceeding standards, a 29.93% growth. In comparison, the district’s 3rd through 6th grade scholars had 40.46% meeting or exceeding standards. When looking only at district non-charter schools, the percentage increased slightly to 40.89%. The percentage of district scholars meeting or exceeding standards was higher at 42.64% when 7th, 8th, and 11th grade scores were included. Regardless of the district percentage used, YPSA had 10% more scholars meeting or exceeding standards as shown in Table 2.0. District 3rd through 6th grades scores were used since YPSA is a K-6 school. SBAC testing is administered in grades 3 through 8 and 11.

Ed Code Section 52052 states that numerically significant pupil subgroups include all the following: ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, foster youth, and homeless. Numerically significant is defined as 30 pupils in one of the subgroups, except 15 for the foster youth and homeless subgroups.

In 2018-19, YPSA’s numerically significant subgroups were Asian, Hispanic Latino, English Learner, Reclassified Fluent English Proficient, and Economically Disadvantaged. YPSA scholars in these subgroups outperformed the same subgroups in the district on the 2018-19 SBAC ELA test, as shown in Table 2.0.

Table 2.0 Percent of YPSA Scholars Meeting or Exceeding Standards in **ELA** on SBAC Testing between 2014-15 and 2018-19.

	# Tested 2018-19 YPSA	YPSA 2014-15	YPSA 2015-16	YPSA 2016-17	YPSA 2017-18	YPSA 2018-19	SCUSD all schools grades 3-6 2018-19	SCUSD non- charter schools grades 3-6 2018-19
Site	269	21%	29%	24.72%	43.91%	50.93%	40.46%	40.89%
African American	21*	13%	21%	12.5%	19.23%	23.81%*	23.28%	23.08%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	22.86%	22.72%
Asian	184	20%	30%	27.02%	47.78%	55.98%	46.04%	46.47%

Filipino	n/a	n/a	n/a	n/a	n/a	n/a	56.45%	56.10%
Hispanic Latino	50	23%	27%	15.91%	36.00%	42.00%	32.11%	32.12%
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	25.00%	24.91%
White	8	n/a	n/a	33.33%	54.54%	n/a	64.42%	64.57%
Two or More Races	4	n/a	n/a	n/a	n/a	n/a	51.62%	51.65%
English Learner	79	12%	21%	10.89%	31.19%	31.65%	9.32%	9.37%
Reclassified Fluent English Proficient (RFEP)	44	n/a	44%	56.25%	84.21%	86.36%	64.31%	64.28%
Students with Disabilities	16**	15%	5%	6.67%	8%	12.5%**	15.91%	16.00%
Economically Disadvantaged	175	19%	29%	24.31%	45.99%	49.71%	30.92%	30.90%
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a		
Homeless Youth	n/a	n/a	n/a	n/a	n/a	n/a	25.00%	25.64%
Non State-Identified Subgroups that are Not Required for Comparison:								
Female	130	26%	33%	33.85%	50.74%	61.54%	44.55%	45.16%
Male	139	15%	26%	16.06%	37%	41.01%	36.61%	36.89%
Grade 3	65	21%	16%	22.73%	58.46%	50.77%	38.75%	39.32%
Grade 4	69	13%	35%	33.34%	40%	53.63%	39.75%	40.13%
Grade 5	67	21%	27%	18.84%	41.18%	37.31%	40.91%	41.48%
Grade 6	68	30%	37%	23.33%	36.73%	61.77%	42.40%	42.57%

* 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.

During the past five years, a higher percentage of scholars at YPSA met or exceeded standards in ELA when compared to three district schools they might have otherwise attended or that have similar student demographics. In some cases, depending on the subgroup being compared, the percentages at YPSA was double or tripled what was found at the three schools, as shown in Table 2.1.

Table 2.1 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
Number Valid Test Grade 3 – 6	269	206	376	398
Site	50.93%	22.81%	19.68%	16.71%
African American	23.81%	23.07%	16.85%	22.45%
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	55.98%	22.31%	25.80%	13.98%
Filipino	n/a	n/a	n/a	n/a
Hispanic Latino	42.00%	21.63%	8.41%	16.35%
Pacific Islander	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	26.67%
Two or More Races	n/a	n/a	n/a	18.18%

ELA SBAC Results Grades 3 to 6	YPSA	School #1 Susan B. Anthony	School #2 John Still	School #3 Pacific
English Learner	31.65%	2.63%	9.00%	2.52%
Reclassified-Fluent English Proficient (RFEP)	86.36%	55.56%	46.15%	30.65%
Student with Disabilities	12.5%	0.00%	7.41%	4.00%
Economically Disadvantaged	49.71%	19.54%	18.86%	16.06%
Foster Youth	n/a	n/a	n/a	n/a
Homeless Youth	n/a	n/a	n/a	n/a
Non-State Identified Subgroups that are Not Required for Comparison:				
Male	41.01%	19.35%	12.06%	10.21%
Female	61.54%	25.66%	28.25%	22.49%
Grade 3	50.77%	16.13%	15.96%	18.69%
Grade 4	53.63%	22.00%	20.79%	9.58%
Grade 5	37.31%	23.92%	21.56%	18.55%
Grade 6	61.77%	31.25%	20.43%	19.58%

A comparison in Table 2.2 shows the numerically significant subgroups between YPSA, SCUSD, and the State. As depicted, YPSA does better in four out of the five significant subgroups than state. However, YPSA is behind the state in the Asian subgroup.

Table 2.2 Comparison of Scholars Meeting or Exceeding Standards in ELA on SBAC Testing 2018-19 at YPSA, SCUSD, and California

	# Tested 2018-19 YPSA	YPSA 2018-19	SCUSD Non-charter schools grades 3-6 2018-19	SCUSD all schools grades 3-6 2018-19	Calif. all schools grades 3-6 2018-19
Site	269	50.93%	40.89%	40.46%	49.54%
Asian	184	55.98%	46.47%	46.04%	75.26%
Hispanic Latino	50	42.00%	32.12%	32.11%	39.26%
English Learner	79	31.65%	9.37%	9.32%	14.92%
Reclassified Fluent English Proficient (RFEP)	44	86.36%	64.28%	64.31%	63.65%
Economically Disadvantaged	175	49.71%	30.90%	30.92%	37.50%
Non state-identified subgroups that are not required for comparison:					
Female	130	61.54%	45.16%	44.55%	55.69%
Male	139	41.01%	36.89%	36.61%	45.59%
Grade 3	65	50.77%	39.32%	38.75%	48.54%
Grade 4	69	53.63%	40.13%	39.75%	49.46%
Grade 5	67	37.31%	41.48%	40.91%	51.68%
Grade 6	68	61.77%	42.57%	42.40%	48.45%

Mathematics

Regarding math, YPSA grew at a slower pace than in ELA during the past five years. While the school grew 21.8% from 15% meeting or exceeding standards in 2014-15 to 36.80% in 2018-19 it did not yet reach the 50% mark. Despite the lower percentage meeting or exceeding standards in math, the percentage was still approximately 2% higher than the district as shown in Table 2.3.

The comparison used district scores for its scholars in grades 3 through 6. YPSA's percentage of scholars meeting or exceeding standards was higher than the district's when either the "non-charter school" filter or the "all school" filter at CAASPP website is used.

Table 2.3 Percent of YPSA Scholars Meeting or Exceeding Expectations in **Math** on SBAC Testing between 2014-15 and 2018-19

	# Tested 2018-19 YPSA	YPSA 2014-15	YPSA 2015-16	YPSA 2016-17	YPSA 2017-18	YPSA 2018-19	SCUSD all schools grades 3-6 2018-19	SCUSD non- charter schools grades 3-6 2018-19
Site	269	15%	17%	23.69%	38.01%	36.80%	34.51%	34.96%
African American	21*	24%	11%	4.17%	11.54%	4.76% *	15.09%	15.17%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	22.54%	20.90%
Asian	184	16%	19%	25.29%	43.34%	40.22%	43.97%	44.37%
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	55.55%	55.20%
Hispanic Latino	50	14%	14%	18.60%	24.00%	38.00%	26.52%	26.64%
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	16.30%	15.21%
White	8	n/a	n/a	41.67%	27.27	n/a		56.97%
Two or More Races	4	n/a	n/a	n/a	n/a	n/a	43.30%	43.39%
English Learner	79	12%	11%	12.87%	26.44%	20.26%	11.53%	11.51%
Reclassified-Fluent English Proficient (RFEP)	44	n/a	31%	46.88%	71.05%	70.45%	55.20%	55.63%
Student with Disabilities	16 **	10%	5%	6.67%	15.38%	6.25% **	13.90%	14.11%
Economically Disadvantaged	175	14%	17%	23.96%	36.50%	33.14%	25.40%	25.36%
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Homeless Youth	n/a	n/a	n/a	n/a	n/a	n/a	12.34%	12.66%
Non-State Identified Subgroups that are Not Required for Comparison:								
Female	130	16%	21%	24.80%	38.23%	40.77%	33.90%	34.47%
Male	139	15%	15%	22.63%	37.77%	33.09%	35.09%	35.40%
Grade 3	65	21%	20%	25.76%	67.69%	52.30%	39.73%	40.01%
Grade 4	69	12%	27%	36.62%	37.14%	39.13%	34.23%	34.72%
Grade 5	67	11%	11%	15.94%	27.94%	20.90%	28.99%	29.68%
Grade 6	68	16%	14%	15.00%	20.59%	35.29%	34.93%	35.27%

* 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.

Four of the numerically significant subgroups did as well or better than the corresponding subgroups in SCUSD: Hispanic Latino, English learners, Reclassified-Fluent English Proficient (RFEP), and Economically Disadvantaged. The Asian subgroup was approximately 4% below the district. As described in Element 1, Hmong scholars were approximately 95% of the Asian students at YPSA during the 2018-19 testing period. In comparison, the district's Asian subgroup included a larger number of Chinses and Japanese scholars whose communities have been in the USA for generations compared to the Hmong who are more recent arrivals beginning in 1973. The earlier-arriving groups generally have the advantage of broader and deeper educational support networks developed over time. As such, the different composition of the respective Asian

subgroups at YPSA and SCUSD Asian scholars make it difficult to do an apple to apple comparison.

YPSA did well when examined with the three comparison schools below. Schoolwide, scholars attending YPSA more than doubled the percentage of meeting or exceeding standards than those attending John Still and Pacific. Thus, scholars at YPSA had a 18.84% difference when compared to Susan B. Anthony.

Table 2.4 Percentage of Scholars Meeting or Exceeding Standards on 2018-19 SBAC in **Math** at YPSA and Three Comparison Schools

Math SBAC Results Grades 3 to 6	YPSA	School #1 Susan B. Anthony	School #2 John Still	School #3 Pacific
Number valid tests 3 rd – 6 th grade	269	206	376	398
Site	36.80%	17.96%	15.43%	14.82%
African American	4.76% *	7.69%	12.36%	18.75%
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	40.22%	20.87%	23.39%	12.51%
Filipino	n/a	n/a	n/a	n/a
Hispanic Latino	38.00%	8.11%	6.54%	17.21%
Pacific Islander	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	6.67%
Two or More Races	n/a	n/a	n/a	0.00%
English Learner	20.26%	3.95%	9.00%	5.56%
Reclassified-Fluent English Proficient (RFEP)	70.45%	26.66%	23.08%	32.25%
Student with Disabilities	6.25% **	0.00%	3.70%	4.00%
Economically Disadvantaged	33.14%	16.66%	14.97%	13.20%
Foster Youth	n/a	n/a	n/a	n/a
Homeless Youth	n/a	n/a	n/a	n/a
Non-State Identified Subgroups that are Not Required for Comparison:				
Male	33.09%	19.35%	11.05%	14.44%
Female	40.77%	12.39%	20.34%	15.17%
Grade 3	52.30%	24.19%	22.34%	24.08%
Grade 4	39.13%	12.00%	22.77%	8.33%
Grade 5	20.90%	8.70%	9.09%	12.37%
Grade 6	35.29%	16.67%	6.46%	13.40%

* 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.

In Table 2.5, just as shown in Table 2.2 above, YPSA outperformed the state in four out of the five significant subgroups. However, YPSA is behind the state in its Asian subgroup.

Table 2.5 Comparison of Scholars Meeting or Exceeding Standards in **Math** on SBAC Testing 2018-19 at YPSA, SCUSD, and California

	# Tested 2018-19 YPSA	YPSA 2018-19	SCUSD Non-charter schools grades 3-6 2018-19	SCUSD all schools grades 3-6 2018-19	Calif. all schools grades 3-6 2018-19
Site	269	36.80%	34.96%	34.51%	42.84%
Asian	184	40.22%	44.37%	43.97%	75.44%
Hispanic Latino	50	38.00%	26.64%	26.52%	31.62%
English Learner	79	20.26%	11.51%	11.53%	15.50%
Reclassified Fluent English Proficient (RFEP)	44	70.45%	55.63%	55.20%	52.89%
Economically Disadvantaged	175	33.14%	25.36%	25.40%	30.54%
Non state-identified subgroups that are not required for comparison:					
Female	130	40.77%	34.47%	33.90%	41.86%
Male	139	33.09%	35.40%	35.09%	43.78%
Grade 3	65	52.30%	40.01%	39.73%	50.22%
Grade 4	69	39.13%	34.72%	34.23%	44.94%
Grade 5	67	20.90%	29.68%	28.99%	37.99%
Grade 6	68	35.29%	35.27%	34.93%	38.52%

Science

The California Science Test (CAST) is administered to scholars in the following grades: 5, 8, and 10, 11 or 12. A higher percentage of YPSA fifth graders met or exceeded expectations than 5th grade scholars at the three comparison schools, but not at the district, as shown in Table 2.6. The Hispanic Latino and English Learner subgroups from YPSA, however performed better than their respective subgroup in SCUSD. 2018-2019 was the first year of CAST testing; it is not possible to identify any trends.

Table 2.6 Percentage of Each Subgroup Meeting or Exceeding Standards on 2018-19 California **Science** Test at YPSA, Three Comparison Schools, and SCUSD Non-charter Schools

CAST Results 2018-19 Grade 5	YPSA	School #1 Susan B. Anthony	School #2 John Still	School #3 Pacific	SCUSD Non-charter schools
Number valid tests 5 th grade	67	46	87	93	3,179
Site	16.42%	10.87%	4.60%	14.43%	25.19%
African American	n/a	n/a	0.00%	n/a	8.19%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	21.05%
Asian	25%	9.09%	7.40%	11.11%	29.06%
Filipino	n/a	n/a	n/a	n/a	32.35%
Hispanic Latino	0%	n/a	0.00%	18.00%	18.36%
Pacific Islander	n/a	n/a	n/a	n/a	16.39%
White	n/a	n/a	n/a	n/a	47.15%
Two or More Races	n/a	n/a	n/a	n/a	35.80%
English Learner	4.35%	0%	0.00%	4.44%	2.11%
Reclassified-Fluent English Proficient (RFEP)	n/a	n/a	n/a	35.71%	37.74%
Student with Disabilities	n/a	n/a	n/a	n/a	9.53%

Economically Disadvantaged	17.78%	10.26%	4.00%	13.33%	16.38%
Foster Youth	n/a	n/a	n/a	n/a	
Homeless Youth	n/a	n/a	n/a	n/a	14.29%
Non-State Identified Subgroups that are Not Required for Comparison:					
Male	13.52%	11.11%	5.12%	19.51%	23.01%
Female	20%	10.52%	4.17%	10.72%	28.68%

ELPAC Summative

English Learners at YPSA took the Summative ELPAC, and the results are as indicated below in Table 2.7. As depicted in the table, ELs at YPSA, who scored a Level 4, performed higher than ELs in SCUSD and the Comparable Schools (Susan B. Anthony, John Still, and Pacific).

Table 2.7 ELPAC Summative Results Compared to the District, State, and Comparable Schools

	YPSA (129 EL Scholars)	SCUSD (7,160 EL Scholars)	State of CA (1,077,309 EL Scholars)	Comp School 1 Susan B. Anthony (139 EL Scholars)	Comp School 2 John H. Still (253 EL scholars)	Comp School 3 Pacific (318 EL Scholars)
Level 4 (Proficient)	15.50%	10.84%	16.40%	6.47%	10.67%	5.03%
Level 3	41.09%	33.14%	37.77%	35.97%	43.48%	26.73%
Level 2	37.98%	34.32%	30.12%	46.04%	35.97%	42.45%
Level 1	5.43%	21.70%	15.71%	11.51%	9.88%	25.70%

Physical Fitness Test (PFT)

There were no physical fitness test results reported to the California Department of Education during the 2017-2019 school years. The results were reported to SCUSD in both years. Moving forward, YPSA will be directly reporting its PFT results to CDE.

Table 2.8 California Physical Fitness Report - Summary of Results

Physical Fitness Area	2014-2015	2015-2016	2016-2017	2017-2018	201-2019
	% of Grade 5 in HFZ	% of Grade 5 in HFZ	% of Grade 5 in HFZ	% of Grade 5 in HFZ	% of Grade 5 in HFZ
Aerobic Capacity	37.7%	64.9%	46.2%	*	*
Body Composition	43.5%	56.1%	58.5%	*	*
Abdominal Strength	55.1%	96.0%	70.8%	*	*
Trunk Extension Strength	71.0%	80.7%	7.1%	*	*
Upper Body Strength	68.1%	91.2%	100.0%	*	*
Flexibility	95.7%	89.5%	72.3%	*	*

*Data not available

Hmong Language Development

The data in Table 2.9 shows scholars scoring below the 80% expectation. The Charter acknowledges this discrepancy and will revisit the program to design an intervention plan to support the staff and scholars so academic achievement for the next five years will meet or exceed the Charter’s expectation in this program.

Table 2.9 Hmong Language Development Language Program Scholar Achievement Data

Hmong Language Development Language and Literacy (2018-2019)							
Grade Level	Trimester One		Trimester Two		Trimester Three		Grade Level Avg.
	MW	TTH	MW	TTH	MW	TTH	
1st	69%	82%	62%	62%	78%	73%	71%
2nd	62%	62%	62%	73%	77%	67%	67%
3rd	46%	45%	61%	65%	62%	48%	55%
4th	57%	61%	61%	66%	64%	65%	62%
5th	53%	57%	62%	69%	58%	64%	61%
6th	64%	60%	74%	69%	70%	64%	67%
Avg.	59%	61%	64%	67%	68%	64%	64%

Tae Kwon Do

Table 2.10 shows the data over a course of the latest two years at YPSA for the Tae Kwon Do movement program. There was a gap in the data as represented by the asterisks. Moving forward, the school will be consistent in its process of data gathering for this program.

Table 2.10 Tae Kwon Do Program Scholar Achievement Data

Tae Kwon Do Skills Assessment							
Grade Level	2017-2018			2018-2019			Grade Level Avg.
	Trimester One	Trimester Two	Trimester Three	Trimester One	Trimester Two	Trimester Three	
1st	75%	81%	89%	84%	83%	*	82%
2nd	76%	83%	84%	86%	81%	*	82%
3rd	78%	81%	87%	87%	86%	*	84%
4th	75%	81%	82%	86%	84%	*	82%
5th	76%	79%	*	83%	83%	*	80%
6th	80%	77%	*	84%	80%	*	80%
Avg.	77%	80%	86%	85%	83%	*	82%

*Data not available.

Dance

The overall scores in this program based on the tool the school uses for measuring the progress in the effectiveness of the Dance movement program is meeting or exceeding the 80% or better

accountability mark as shown in Table 2.11. YPSA will continue to measure scholar progress toward meeting program targets at 80% or better.

Table 2.11 Dance Program Scholar Achievement Data

Dance Skills Assessment							
Grade Level	2017-2018			2018-2019			Grade Level Avg.
	Trimester One	Trimester Two	Trimester Three	Trimester One	Trimester Two	Trimester Three	
1st	81%	85%	84%	84%	81%	85%	83%
2nd	80%	86%	84%	84%	80%	86%	83%
3rd	82%	86%	85%	85%	82%	86%	84%
4th	83%	85%	83%	83%	83%	85%	84%
5th	84%	86%	84%	84%	84%	86%	85%
6th	84%	87%	86%	86%	84%	87%	86%
Avg.	82%	86%	84%	84%	82%	86%	84%

Social Emotional Learning

At YPSA, the Lifelong Guidelines and LIFESKILLS are taught, modeled, and used to support social emotional growth and character development. During the 2018-2019 school year, out of 36 staff members surveyed,

- 100% indicated they treat their scholars with respect
- 83% stated that they consistently model the Lifelong Guidelines and LIFESKILLS.
- 81% indicated that they teach, model, and use the Lifelong Guidelines and LIFESKILLS

This continuous practice of teaching, modeling, and using the Lifelong Guidelines and LIFESKILLS is evident in the low suspension rate as depicted in Table 2.12 below:

Table 2.12 Scholar Suspension Compared to Comparison Schools, District, and State (2018-2019)

	YPSA	Comparison School 1 (Susan B. Anthony)	Comparison School 2 (Pacific)	Comparison School 3 (John Still)	SCUSD	State
Cumulative Enrollment	482	371	845	1,027	50,151	6,329,883
Total Suspensions	6	4	76	185	4,726	354,516
Unduplicated Count for Suspensions	5	3	39	111	2,789	219,446
Suspension Rate	1.0%	0.8%	4.6%	10.8%	5.6%	3.5%

Source: Dataquest

Additionally, in June of 2019, all scholars in grades three through sixth were given an end-of-year survey. 243 surveys were returned, and the results are captured in Table 2.13. As indicated in the table, 96% of all scholars have respect for their teachers, and 92% of them stated that their teachers care whether or not they are successful.

51% of the scholars indicated that scholars in their classes use the LIFESKILLS and behave in the way that their teachers want them to. 94% of the scholars also stated that their teachers correct scholars when they do not follow classroom rooms.

Table 2.13 End-of-Year Scholar Survey (2018-2019)

Percent of Agree and Strongly Agree on End-of-Year Scholar Survey					
Survey Question	3rd Grade (61 Scholars)	4th Grade (65 Scholars)	5th Grade (56 Scholars)	6th Grade (61 Scholars)	Average Per Response
My teacher makes me feel important.	93%	94%	66%	75%	82%
My teachers care whether I am successful or not.	98%	92%	86%	92%	92%
My teacher respects me.	95%	97%	80%	90%	91%
I respect my teacher.	98%	97%	93%	97%	96%
Scholars in my class use the LIFESKILLS and behave the way my teacher wants them to.	67%	45%	32%	61%	51%
My teacher corrects scholars when they do not follow the rules of the class.	95%	97%	89%	95%	94%
My teacher tells us when we are behaving well and using the LIFESKILLS.	95%	92%	68%	92%	87%
I feel that I am learning during the entire lesson.	90%	83%	73%	72%	80%
I look forward to coming to class every day.	67%	89%	63%	62%	70%
I enjoy learning at YPSA.	85%	91%	73%	82%	83%
Average Per Grade Level	89%	88%	72%	82%	83%

School-Wide Performance Goals to be Achieved 2020-2021 to 2024-2025

English Language Arts

Scholars will listen to and speak clearly and concisely in English, as well as read fluently with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity. The Smarter Balanced Assessment (CAASPP)

will be taken for scholars in grades 3-6. The achievement goals for each significant subgroup is as indicated below:

Table 2.14 Expected Percentage of Scholars Meeting or Exceeding Standards as Measured by the CAASPP (ELA)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Schoolwide	55%	60%	65%	70%	75%	80%
Asian	60%	65%	70%	75%	80%	85%
Black or African American	35%	40%	45%	50%	55%	60%
Hispanic or Latino	45%	50%	55%	60%	65%	70%
Socio-economically Disadvantaged	55%	60%	65%	70%	75%	80%
English Learners	35%	40%	45%	50%	55%	60%
Scholars with Disabilities	15%	20%	25%	30%	35%	40%

Mathematics

Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. The goals for each subgroup are as indicated below:

Table 2.15 Expected Percentage of Scholars Meeting or Exceeding Standards as Measured by the CAASPP (Math)

Subgroups	CAASPP 2020	CAASPP 2021	CAASPP 2022	CAASPP 2023	CAASPP 2024	CAASPP 2025
Schoolwide	45%	50%	55%	60%	65%	70%
Asian	45%	50%	55%	60%	65%	70%
Black or African American	10%	15%	20%	25%	30%	35%
Hispanic or Latino	45%	50%	55%	60%	65%	70%
Socio-economically Disadvantaged	40%	45%	50%	55%	60%	65%
English Learners	25%	55%	60%	65%	70%	75%
Scholars with Disabilities	10%	15%	20%	25%	30%	35%

Science

Scholars will develop an understanding of physical, earth, and life sciences through application of

the inquiry process and the scientific method. The performance goals for science are as listed below:

Table 2.16 Expected Percentage of Scholars Meeting or Exceeding Standards as Measured by the CAST

Subgroups	CAST 2020	CAST 2021	CAST 2022	CAST 2023	CAST 2024	CAST 2025
Schoolwide	20%	25%	30%	35%	40%	45%
Asian	30%	35%	40%	45%	50%	55%
Black or African American	10%	15%	20%	25%	30%	35%
Hispanic or Latino	10%	15%	20%	25%	30%	35%
Socio-economically Disadvantaged	20%	25%	30%	35%	40%	45%
English Learners	10%	15%	20%	25%	30%	35%
Scholars with Disabilities	10%	15%	20%	25%	30%	35%

English Language Proficiency Assessments for California (ELPAC)

Annually, scholars will be taking the summative ELPAC in the spring to determine their level of English language proficiency in the domains of listening, speaking, reading, and writing to determine an overall performance level.

Table 2.17 Expected Percentage of Scholars Achieving Language Proficiency as Measured by the ELPAC

Subgroups	ELPAC 2020	ELPAC 2021	ELPAC 2022	ELPAC 2023	ELPAC 2024	ELPAC 2025
Schoolwide	20%	25%	30%	35%	40%	45%
Asian	20%	25%	30%	35%	40%	45%
Hispanic or Latino	25%	30%	35%	40%	45%	50%

Teacher Formative Assessments/Criterion Reference Assessments

Just as equally important, mastery learning is defined as application of knowledge and skills. Scholars at YPSA are involved in project-based learning and present a multitude of projects in front of their peers, their parents, and other individuals. Scholars are also involved in grade level social-action projects where their grade level selects a social-action project to learn about, research, and come up with different ways to contribute back to the community. 100% of scholars will participate in social-action projects with 75% or higher being able to use the knowledge and skills learned to develop, present, perform, and deliver on a final product. For example, in English language arts, while scholars learn about the lack of rain, they can research and develop brochures to educate other grade levels, their families, and the community about how droughts impact the

community. At the same time, they can provide ways and things people can do to help. Scholars can reach out to the larger community, public office officials, and local businesses for resources and avenues of getting the word out and to get community support to bettering the community at large.

Table 2.18 Performance Goals for ELA and Math as Measured by Teacher Created Assessments

	2020	2021	2022	2023	2024	2025
All Scholars	75%	80%	80%	85%	85%	90%

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. The performance goals for social studies with regards to criterion-reference assessments are as listed below:

Table 2.19 Performance Goals for Social Studies as Measured by Teacher Created Assessments

	2020	2021	2022	2023	2024	2025
All Scholars	75%	80%	80%	85%	85%	90%

In both science and social studies, scholars will demonstrate mastery through applying what they've learned and creating projects to present or working on social action projects as a grade level to impact and change the community in a positive manner. For example, in learning about animal habitat, scholars learn that a particular type of animal is close to becoming extinct. The scholars work together on gathering information, creating informational brochures, reaching out to the larger community, and handing out fliers to community members. The scholars may decide to do a recycling drive or collect donations to support the local zoo with better facilities, maintenance, or care of the animal.

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. The performance goals for physical education are as listed below:

Table 2.20 Performance Goals for Physical Education as Measured by Teacher Created Assessments

	2020	2021	2022	2023	2024	2025
All Scholars (1 st – 6 th)	80%	80%	80%	85%	85%	90%
All Scholars PFT	80%	80%	80%	85%	85%	90%

Performing Arts

Scholars will demonstrate their talents in dance and Tae Kwon Do. They will understand that art is a form of communication among people from different cultures. The skills learned, as a result of taking dance or Tae Kwon Do, will allow for scholars to perform in front of their classmates and an audience. The performance goals for dance and Tae Kwon Do are as listed below:

Table 2.21 Performance Goals for Dance and Tae Kwon Do as Measured by Teacher Created Assessments

	2020	2021	2022	2023	2024	2025
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All Scholars - Dance (1 st – 6 th)	85%	85%	90%	90%	95%	95%
All Scholars – TKD (1 st – 6 th)	85%	85%	90%	90%	95%	95%

Hmong Language Development (HLD)

Scholars will listen, speak clearly, and communicate in Hmong Leng and Hmong Der. Besides the traditionally paper-pencil assessments, scholars can demonstrate mastery learning of the Hmong language through group presentation or individual presentation of certain language concepts and skills learned. Scholars can teach these same concepts and skills to other classmates or individuals, applying their knowledge. Through daily practice and support, scholars in grades one through six will develop language and literacy skills as depicted in the table below:

Table 2.22 Performance Goals for Hmong Language Development as Measured by Teacher Created Assessments

	2020	2021	2022	2023	2024	2025
All Scholars (1 st – 6 th)	70%	70%	80%	80%	90%	90%

Social Skills (Lifelong Guidelines and LIFESKILLS)

Scholar behavior will embody the tenets of the Lifelong Guidelines and the LIFESKILLS. Scholars will be able to identify, articulate, and apply the Lifelong Guidelines and the LIFESKILLS when problem solving and interacting with others. YPSA scholars will know the Lifelong Guidelines and the LIFESKILLS by being able to articulate what each means and demonstrating the use of these LIFESKILLS daily. It is clear from our end-of-year survey that 51% of scholars are using the LIFESKILLS. Our goal is for 85% of all scholars to be able to identify which LIFESKILLS they’re using and how.

Table 2.23 Performance Goals for Mastery of Lifelong Guidelines and LIFESKILLS

	2020	2021	2022	2023	2024	2025
All Scholars	60%	65%	70%	75%	80%	85%

Other Substantive and Normed Assessment Results

Scholars in kindergarten through second grade take the Northwest Evaluation Association (NWEA) MAP assessment in both ELA and Math to determine their level of learning and progress. The performance goals for both ELA and math are as listed below:

Northwest Evaluation Association (NWEA)

Table 2.24 Performance Goals for NWEA Reading and Language

	2020	2021	2022	2023	2024	2025
All Scholars	55%	60%	65%	70%	75%	80%

Table 2.25 Performance Goals for NWEA Math

	2020	2021	2022	2023	2024	2025
All Scholars	55%	60%	65%	70%	75%	80%

Foundational Literacy Skills (BPST)

Scholars in kindergarten through sixth grade are assessed in basic literacy skills at the beginning of each year in order to adjust teaching and provide one-to-one support.

Table 2.26 Performance Goals for Mastery of Foundational Literacy Skills as Measured by the Basic Phonics Skills Test (BPST)

	2020	2021	2022	2023	2024	2025
All Scholars	70%	80%	80%	90%	90%	90%

Foundational Numeracy Skills

In addition, all scholars are assessed in foundation numeracy skills in number recognition as well as basic addition, subtraction, multiplication, and division facts.

Table 2.27 Performance Goals for Mastery of Foundational Numeracy Skills

	2020	2021	2022	2023	2024	2025
All Scholars	70%	80%	80%	90%	90%	90%

ELEMENT 3 - PUPIL PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code 47605(b)(5)(C)

Description of Substantive and Normed Assessments Utilized Not Including CAASPP, ELPAC, CAST, and Physical Fitness TESS (PFT)

YPSA will use performance-based assessments to measure scholar progress on the outcomes described in Element 2. Both standardized tests and performance-based assessments are needed to create an accurate picture of each scholar’s growth.

In the HET Model, performance-based assessments are both formative and summative. What we want scholars to understand and why is clearly stated in the key points (conceptual key point, significant knowledge key point, and skills key points), and what we want scholars to do with what they understand is described in the inquiries.

Table 3.0 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 3.0 Performance-Based and Authentic Assessments Used at YPSA

Types of Assessment	Description (Method)	Purpose (Measurement)	School Assessment Tools
<p>Formative (Teacher-Created Assessments)</p>	<p>Formative assessment is a natural part of the teaching and learning process. It includes strategies such as observations, having scholars read out loud, and asking scholars questions in class, as well as the use of different types of tools to gauge student learning during the lesson.</p> <p>It is informal and low-stakes, and is limited to informing and adjusting instructional practices, such as reteaching a lesson or grouping scholars for extra help.</p> <p>They are designed to give scholars the opportunity to demonstrate their understanding of the material.</p>	<p>To measure scholar achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.</p>	<ul style="list-style-type: none"> • Metacognitive Reflection <ol style="list-style-type: none"> 1. Writing prompts • English Learner Baseline Assessment <ol style="list-style-type: none"> 1. Reading, writing, listening, and speaking paper/pencil tool • Performance Tasks and Rubrics <ol style="list-style-type: none"> 1. Social Action Projects 2. Unit Projects 3. Inquiries <ol style="list-style-type: none"> a) Verbal/Linguistic Assessments b) Logical/Mathematical Assessments c) Visual/Spatial Assessments d) Bodily/Kinesthetic Assessments e) Musical/Rhythmic Assessments f) Interpersonal g) Intrapersonal h) Naturalist • End-of-Unit Assessments <ol style="list-style-type: none"> 1. Paper/pencil 2. Online (Google Classroom) • Interviews and Conferences • Portfolios • Social Action/Political Projects
<p>Diagnostic</p>	<p>This testing is used to “diagnose” skills a student has demonstrated proficiency on. It measures scholar misconceptions and the stages along a progression, such as by grade level, of concepts, or skills.</p> <p>Teachers use diagnostic testing information to guide what and how they teach. They will spend more</p>	<p>Determine a need for the intervention of individual scholars or groups.</p>	<ul style="list-style-type: none"> • Foundational Skills • BPST • Moby Max

	time teaching skills students struggled with the most.		
Benchmark	<p>These tests are typically longer than formative assessments and are often used for a grade level.</p> <p>It is used as a predictor of how students may perform on the end of year summative test.</p>	Determines whether the learning achievement of the scholars is heading toward end-of-year expectations and goals so that adjustments can be made as necessary.	<ul style="list-style-type: none"> • Interim Block Assessment (IBA) • Northwestern Evaluation Association • Interim Cumulative Assessment (ICA) • DIBELS

The performance-based assessments described above in Table 3.1 require the development and use of a rubric to determine a performance level. YPSA will use a numerical scale rating system of 1-4 as shown in Table 3.1.

Table 3.1 Proficiency Level Explanation

Scale	Proficiency Level	Explanation	Expectation
1	Standard Not Met	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills.	Less than 65%
2	Standard Nearly Met	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills.	65% - 75%
3	Standard Met	The student has met the achievement standard and demonstrates that knowledge and skills.	76% - 89%
4	Standard Exceeded	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills.	90% - 100%

Description of How Chosen Assessments are Appropriate for Standards and Skills They Seek to Measure

Each of the chosen assessments is described in Table 3.2 on the appropriateness of measuring the skills and Common Core State Standards.

Table 3.2 Appropriate Assessment Tools Used for Measuring Standards and Skills

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
<p>Teacher-Created Assessments</p> <p><i>(Done weekly and/or at the end of each unit)</i></p>	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.	<i>Measures a variety of intelligences and achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.</i>

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
<p>Performance Tasks and Rubrics</p> <p><i>(Done towards the end of each component or unit of study)</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>Measures standards, application, and transfer learning to real-life situation and provides 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>Learning Logs and Journals</p> <p><i>(Done daily and/weekly)</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>Measures scholar growth and thought-process to attaining an “answer”</p> <p>Grades K-1: Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects.</p> <p>Grades 2-6: Learning logs and journals will be written and compiled by scholars in all subjects.</p>
<p>Graphic Organizers</p> <p><i>(Done daily and/weekly)</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>Measures knowledge and synthesis of core ideas and content</p> <p>Grades K-1: constructed using pictures and manipulatives.</p> <p>Grades 2-6: constructed using pictures, manipulatives, and/or written responses.</p>
<p>Metacognitive Reflection</p> <p><i>(Done daily)</i></p>	<p>A formative and summative assessment that provides evidence of transferability in all subjects.</p>	<p>Measures motivation, competence, and life-long learner characteristics.</p>

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
<i>and/weekly)</i>	Evidence of inner-thought process through a learning experience into a written or oral reflection of what has been learned. Allows scholars to become aware of their thought process in order to transfer their learning into real-life situations. 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.	Grades K-1: scholars will practice and demonstrate metacognitive reflections orally. Grades 2-6: scholars will demonstrate metacognitive reflections in both written and oral formats.
Interviews and Conferences <i>(Done weekly and/or at the end of each unit)</i>	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.	Measures growth towards skills and evaluates speaking and listening skills, knowledge of content, and mastery of standards in all grades and subjects.
Portfolios <i>(Done weekly and/or at the end of each unit)</i>	<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:</p> <p>Integrated Unit Portfolios: a compilation of scholar work from one unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.)</p> <p>Yearlong Portfolios: a compilation of scholar work that contains key artifacts as evidence of growth, transferability, and enduring understanding.</p> <p>Literacy Portfolios: a compilation of scholar work that demonstrates growth and mastery of reading, writing, speaking,</p>	<p>Measures process, product, and growth across all subjects and grades. They demonstrate the interconnectedness of skills acquired and content mastered.</p> <p>They provide an opportunity for scholars to reflect on learning, growth, and areas of improvement. All goals set are reviewed by both the teacher and scholar to determine progress and transferability.</p>

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
	<p>and listening skills and enduring understanding.</p> <p>Process and Standards Portfolios: a compilation of scholar work that demonstrates the thought process and revision of scholar work towards the pre-established expectation of “mastery.”</p>	
<p>Multiple Intelligences</p> <p><i>(Done weekly and/or at the end of each unit)</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>Verbal/Linguistic Assessments: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.</p> <p>Logical/Mathematical Assessments: 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>Visual/Spatial Assessments: 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>Bodily/Kinesthetic Assessments: 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>Musical/Rhythmic Assessments: creating songs, chants, jingles, raps, or</p>	<p>Provides evidence of scholar diversity, individualism, and creativity to honor the diversity of scholar learning and gather evidence of scholar growth across all subjects and grades. Also, it is used to demonstrate the unique abilities of scholars to create products and solve problems.</p>

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
	<p>other forms of music to convey understanding of a concept being taught.</p> <p>Interpersonal: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (scholar-scholar, scholar-teacher, scholar-administrator).</p> <p>Intrapersonal: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.</p> <p>Naturalist: participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies.</p>	
<p>Social Action / Political Projects</p> <p><i>(Done at the end of each component or unit)</i></p>	<p>A culminating project that provides scholars opportunities to apply what they have learned to real-world problems. Scholars use their overall learning experience to create products and provide the needed research and information to impact change in the school community and/or society at large.</p>	<p>To demonstrate scholars' overall learning experience and knowledge.</p>
<p>Inquiries</p> <p><i>(Done daily and/weekly)</i></p>	<p>Activities that scholars can do to demonstrate their understanding of a concept or skill. These activities can be done independently or within a group.</p>	<p>To demonstrate scholars' overall learning experience and knowledge.</p>

Table 3.3 Summary of Assessments Aligned to the Subject Areas 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>English Language Arts: 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"> Smarter Balanced Assessment (CAASPP) 3-6 grades English Language Arts after 85% of instruction completed. NWEA Benchmark Assessment K-6 grades: Reading and Language. ELPAC Summative once a year for English Learners 	<ul style="list-style-type: none"> Teacher-Made Assessment Teacher created common core aligned assessments. Observation Checklists CAASPP Interim Assessment Performance Tasks and Rubrics Learning Logs and Journals Graphic Organizers Metacognitive Reflections

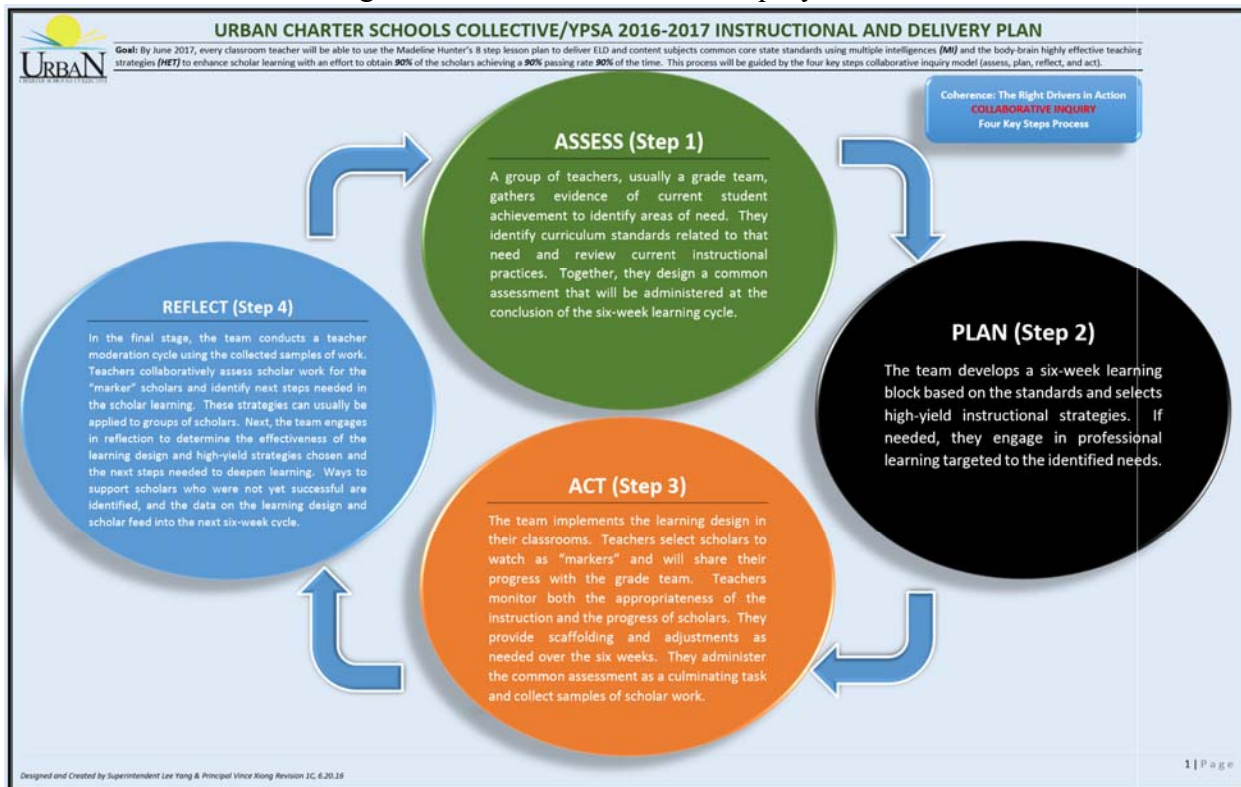
	<ul style="list-style-type: none"> • ELPAC Initiative taken within 30 days of new enrollment. 	<ul style="list-style-type: none"> • Interviews and Conferences • Multiple Intelligences • Social Action /Political Projects • Inquiries
<p>Mathematics: Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, science, and technology.</p>	<ul style="list-style-type: none"> • Smarter Balanced Assessment (CAASPP) 3-6 grades Mathematics after 85% of instruction completed. • NWEA Benchmark Assessment K-6 grades: Mathematics 	<ul style="list-style-type: none"> • Metacognitive Reflection • Interviews and Conferences • Portfolios • CAASPP Interim Assessment • Graphic Organizers • Teacher created common core aligned assessments. • Test book created end of unit assessments • Multiple Intelligences • Social Action /Political Projects • Inquiries
<p>Science: 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"> • California Science Test (CAST) • Teacher created Next Generation Science Standards aligned assessments 	<ul style="list-style-type: none"> • Graphic Organizers • Teacher created common core aligned assessments • Test book created end of unit assessments • Multiple Intelligences • Social Action /Political Projects • Inquiries • Performance-based assessments
<p>Social Studies: 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"> • Graphic Organizers • Teacher created common core aligned assessments. • Test book created end of unit assessments • Multiple Intelligences • Social Action /Political Projects • Inquiries • Performance-based assessments
<p>Physical activities: Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Scholars will understand the body and</p>	<ul style="list-style-type: none"> • 5th grade Physical Fitness Testing (PFT) once each year between February and May 	<ul style="list-style-type: none"> • Performance-based assessments • Teacher created assessments

brain connection and use this knowledge to increase their intellectual capacity.		
Performing Arts: 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.		<ul style="list-style-type: none"> • Performance-based assessments • Teacher created assessments
Hmong Language Development (HLD): Scholars will listen, speak clearly, and communicate in Hmong Leng and Hmong Der.		<ul style="list-style-type: none"> • Hmong Language benchmarks and assessments • Graphic Organizers • Teacher created assessments. • Test book created end of unit assessments. • Multiple Intelligences • Social Action /Political Projects • Inquiries • Performance-based assessments
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 the Lifelong Guidelines when problem solving and when interacting with others.		<ul style="list-style-type: none"> • Performance-based assessments • Teacher created assessments

Plan for Collecting, Analyzing, and Reporting Data on Pupil Achievement to School Staff, Site Governance, Students, and Parents

YPSA continues to be mission driven, data driven, and scholar driven. Teachers and administrators continue to analyze achievement data using the data collaborative inquiry process (shown in Figure 3.4) where multiple sources of data are used to determine teaching and learning effectiveness as shared in Element 1. Using the process, grade level teams meet with administrators to engage in professional dialogue and reflect on teaching practices as reflected in the data. The type of data vary from day to day teaching and assessment of individual standards to end-of-unit or end-of-trimester benchmark assessment.

Figure 3.4 Data Collaborative Inquiry Process



This process is used for both standardized and site performance-base assessments. The analysis of the achievement data is shared with staff, scholars, parents, and site governance for immediate feedback on how scholars perform on standards. Teachers identify areas for improvement, work with their scholars to set goals, and work with scholars to achieve those goals. For scholars who are not progressing accordingly, an individual learning plan (ILP) is developed with specific strengths and weaknesses, and altogether, with the scholar and parent, a plan is written to address each of areas of concern.

Plan for Utilizing Data Continuously to Monitor and Improve the Educational Program

Benchmark and/or interim assessment data are collected at the end of each trimester and analyzed by individual classroom, by grade level, and as a school using the data collaborative inquiry process to identify trends in the data. If any scholar is not making progress, teachers and administrators start the cycle of initiating an individual learning plan (ILP) as a first step. After implementation of the ILP for a duration of eight weeks, and there is little to no progress, a scholar study team (SST) is assembled to further explore ways to improve learning for the scholar.

Method for Measuring Pupil Outcomes for State Priorities is Consistent with the Way Information is Report on School Accountability Report Card (SARC)

YPSA assessment is administered independently from the district. The results of the statewide assessment for the prior year will be provided to the district via the school’s Annual Performance Report (APR) due fall of each year.

To the extent that it is meaningful and consistent with practices, YPSA will show a method for measuring pupil outcomes for state priorities that is consistent with the information reported on the SARC.

SARC (Most Recent) in Appendix

A copy of the most recent SARC is included in Appendix 3.0.

ELEMENT 4-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)

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. At YPSA, there are two levels of governance. The first level is the UCSC Board of Directors. The second level is the YPSA Academy Council (AC). This section describes the roles of the two bodies in the success of YPSA.

UCSC's Board operational protocols are aligned with its adopted bylaws and policies as specified in Appendix 4.0 and 4.1.

The UCSC Board is responsible for the overall success of the YPSA Charter. The UCSC Board's responsibility is to provide support and review decisions made by Academy Council for alignment with law and UCSC policies. 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 Academy Council

The Academy Council is responsible for implementing the program described in the charter. In addition, it will assume the role of School Site Council (SSC). In carrying out this responsibility, the Council makes decisions and adopts procedures that result in:

- Effective day-to-day operation of the Charter
- Accomplishing the mission and goals of the Charter
- Effective use of the money in the school budget

Decisions made by both bodies will be consistent with the charter, UCSC bylaws and policies, state laws, and federal laws. A chart of responsibilities is shown in Table 4.0.

Table 4.0 Areas of Responsibility

Area	UCSC Board	Academy Council
Finance	<ul style="list-style-type: none"> • Monitor fiscal solvency and management • Approve budget/spending and fiscal policies 	<ul style="list-style-type: none"> • Develop budget • Implement fiscal plan reflected in adopted budget
Operations	<ul style="list-style-type: none"> • Adopt policies and regulations • Establish long-term vision • Adopt strategic plan 	<ul style="list-style-type: none"> • Develop and adopt processes and procedures • Monitor implementation of processes and procedures
Educational Program	<ul style="list-style-type: none"> • Monitor scholar performance towards mastery of Common core State Standards • Ensure curriculum aligns with mission 	<ul style="list-style-type: none"> • Develop/align standards, curriculum, and assessment • Develop school calendar and class schedule • Develop parent/scholar handbook
Personnel	<ul style="list-style-type: none"> • Evaluate Superintendent • Approve personnel policies • Hire and fire personnel 	<ul style="list-style-type: none"> • Conduct workforce needs assessment and draft job descriptions • Develop/implement professional development plans
Facilities	<ul style="list-style-type: none"> • Enter into financing and building contracts • Approve construction and remodeling of facilities • Conduct capital campaign 	<ul style="list-style-type: none"> • Conduct school site needs assessment • Conduct capital campaign

Membership on the AC is by election, except for the site administrator who serves as an ex officio with voting rights. A quorum is defined at six present members and must include at least one parent and one staff. Officers are elected in June for the following year. New term begins July 1 and ends July 31. The Academy Council will compose of an equal number of a) parents/community members and b) faculty/staff members making it a council consisting of five members from each school constituency group. Each member, including the site administrator, has one vote.

In terms of election to the council, parents/community members will elect five candidates from their constituent group. Similarly, the faculty/staff will elect their members. The majority from each respective group will be parents with scholars enrolled at Yav Pem Suab Academy and employees will be credentialed teachers. Members of both groups will be notified of the upcoming election and may self-nominate or nominate candidates of their choosing. All candidates will be placed on the respective ballots. Each group will have adequate notice of the election and opportunity to vote.

The Academy Council will be responsible for developing bylaws, operational processes and procedures, the school budget, and will serve for a one-year term and may be re-elected annually.

Decisions are made by majority vote per the Brown Act. Minutes will be kept for all meetings. The minutes will reflect the vote of each member.

Due to the different role these members play at the school, an individual may not serve on both the UCSC Board and the Academy Council.

Incorporation Date and Type

YPSA is operated by Urban Charter Schools Collective (UCSC), a 501(c)(3) public benefit corporation, incorporated October 29, 2009.

Sole Statutory Member Status

No

Legally Related Entities

None

Bylaws

In Appendix 4.0

Size and Composition of Board

Membership on the UCSC Board of Directors is described in the Board's bylaws. Under the Revised Model Nonprofit Corporations Act of 1987, a Board of Directors will consist of not less than three members. There is not a set maximum number of members as this should depend on various factors such as the size of the organization, staffing, age of the organization, expected duties and functions, structures and activities. Bylaws indicated that "the number of Directors may be increased or decreased from time to time by amendment to the Bylaws" which gives flexibility to increase members accordingly. One seat is reserved for a voting member appointed by the SCUSD Superintendent. The other members are elected according to the bylaws.

The terms of directors will be staggered in one, two, and three years. Board members will serve three-year terms with approximately one-third of its members remaining as constant individuals on the Board to avoid interruptions of services. Each Board member can be reappointed for an unlimited number of successive terms. All terms will commence on July 1 and will expire on June 30 of the year of the term.

Board Roster and Brief Biography

See Appendix 4.2.

How Often the Board Will Meet

The UCSC Board, at a minimum, will meet monthly. A list of meetings for the current year is as follows:

- August 12, 2019-Met
- September 9, 2019-Met
- October 14, 2019-Met

- November 12, 2019-Met
- December 9, 2019-Met
- January 13, 2020-Met
- February 11, 2020-Met
- March 9, 2020
- April 13, 2020
- May 11, 2020
- June 8, 2020
- June 29, 2020

Board Meeting Accessibility

All meetings of the Board will be open to the public except closed sessions, as authorized by law.

Persons with disability interested in witnessing committee and/or Board meetings requiring a disability-related modification or accommodation, including auxiliary aids or services will need to contact the Office of the Superintendent (916) 433-5057 at least 48 hours before the scheduled Board meeting so reasonable efforts can be made to accommodate the request. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C.§12132)]

In compliance with the Brown Act, not later than 72 hours prior to a regular meeting and not later than 24 hours prior to a special meeting, the Superintendent or designee will provide notice of the time and place of the meeting, and the agenda will be posted on the UCSC’s website homepage with access to it by a “one click” of a computer mouse, posted in two other accessible places, and annually post the approved Board meeting calendar through these mediums for the following year by June 30 each school year. Furthermore, YPSA will provide meeting agendas and calendars to all Board members and those persons or entities who have previously requested notice of such meetings.

All meetings of the Board will be open to the public except closed sessions, as authorized by law. The UCSC Board will continue to meet to discuss and act on items related to personnel, budget and finance, policies and regulations, and all other business related to the operation of the charter school.

In regard to the YPSA Academy Council, it meets at least once a month. Meeting protocols are the same as the Board.

Presentations to the Board Regarding Agenda Items

Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted up to two (2) minutes to make a presentation to the Board prior to the time the specific item is to be discussed by the Board. The Board Chair may grant additional time for an individual to address the Board if circumstances permit. The total time devoted to presentations to the Board on agenda items will not exceed one-half hour unless additional time is granted by the Board. The President may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded.

All presentations will be heard by the Board prior to the formal discussion of the agenda topic by the Board and consideration of action.

Presentations to the Board Regarding Non-Agenda Items (Oral Communications)

An individual may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to two (2) minutes. No more than a total of fifteen (15) minutes will be devoted to all non-agenda items at a regular meeting. The Board Chair may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation another speaker has made at a previous meeting, particularly if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against a UCSC employee before the Board in open session will be offered the option to meet with staff and/or to file a complaint under UCSC's established uniform complaint procedures.

Disturbance of Meetings

Any person who willfully disturbs any Board meeting will be asked to leave immediately and may be guilty of a misdemeanor punishable by law.

Recording and/or Broadcasting of Meeting

Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to Address the Board

Prior to the beginning of the meeting, individuals seeking to address the Board on an item on the agenda or during time allocated for oral communications will complete a speaker card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the Board President or Board Secretary, or their designee.

Listing of Board Meetings Dates Held in 2018-19

The UCSC Board met on the following dates:

- August 8, 2018
- September 10, 2018
- October 8, 2018
- November 19, 2018
- December 10, 2018
- January 14, 2019
- February 4, 2019
- March 11, 2019
- April 8, 2019
- May 13, 2019

- June 10, 2019
- June 24, 2019

Compliance with Brown Act and Public Records Act

Meetings of both bodies (UCSC Board and YPSA Academy Council) will comply with the Ralph M. Brown Act and the Public Records Act.

Governance Training

Annually, Board Members are required by state law to participate in person or online trainings regarding board governance, Brown Act, and conflict of interest rules. Trainings include but are not limited to business, financial, management, and advocacy resources from educational agencies like the California Charter Schools Association (CCSA), Charter Schools Development Center (CSDC) and Schools Services of California (SCC). Our most recent trainings were provided by CCSA through Charter Law Firm, Young, Minney & Corr, LLP, on October 8, 2019, and Procopio Cory Hargreaves & Savich, LLP, on October 22, 2019. Additionally, the adopted strategic plan calls for joint training opportunities for both governance bodies to occur moving forward. New members to the Board or Academy Council will receive online training on the Brown Act.

Public Access to Agendas and Minutes

Agendas for regular Board meetings will be posted 72 hours in advance of such meetings at the UCSC Office and on UCSC's website for public preview. Special meeting agendas will be posted in the same manner at least 24 hours in advance of such meetings.

The Board agenda (including all supporting information available) for a regular Board meeting will be delivered to Board members as soon as it is practicable but preferably 72 hours prior to the meeting. For special Board meetings, the agenda (including all supporting information available) should be delivered at least 24 hours prior to the meeting. The Superintendent or designee is responsible for the distribution of Board packets, which include the official agenda and all available supporting information. The agenda will be accessible with "one click" at the UCSC homepage.

In addition to provision of agendas, the Board's completed public agendas, which include minutes and supporting documents, will be provided to those persons or parties who have requested to be placed upon UCSC's mailing list. A fee may be charged for the ink and copy paper used. Electronic copies, however, are free.

Parent Involvement

Parent involvement is crucial to the success of a child's education. Annually, at the start of the school year, a Back to School Night program is held to introduce all returning and new staff members, and to go over the expectations for the school year to parents. During this opportunity, parents visit the classrooms to learn about the school programs, expectations, and ways they can be involved and engaged to support the school. Involvement includes volunteering in the classrooms, office, and/or chaperone on study trips.

Moreover, parents are also involved by their participation in parent-teacher conferences, Open House, and school events and activities such as dance and Tae Kwon Do performances, end-of-unit presentations and celebrations, school dances, culture days, and other grade level projects and/or presentations.

Listing of Committees Available to Parents

At YPSA, parents have access to an array of committees including interview panels, school Healthy and safety, LCAP parent engagement, study trips chaperone, Academy Council, SART/SARB, Student Study Team, Section 504, IEP, ELL reclassification, outreach, and celebration and recognition.

Parents also participate in the English Learner Advisory Committee (ELAC) that is responsible for providing guidance and advisement to the school principal and staff while keeping a close watch on the academic achievement of English learners.

The ELAC is comprised of parents, staff, and community members designated to advise school staff and Academy Council on English learner programs and services will be formed as per California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a) and California Code of Regulations, Title 5, Section 11308. These regulations call for the formation of an ELAC when there are 20 or more English learners at a school. YPSA currently enrolls approximately 145 English learners.

The committee will be responsible for the following tasks:

- Advising the principal, Academy Council members, and staff in the development of a LCAP that includes plan for English learners.
- Assisting in the development of the schoolwide needs assessment.
- Suggesting ways to make parents aware of the importance of regular school attendance.
- Having the opportunity to elect at least one member to the Academy Council.

Membership in this committee will be parents or guardians of English learners and will constitute at least the same percentage as English learners representing the student body. These parents will be elected by the parents of English learners.

All decisions made will be mission driven, data driven, and scholar driven.

Conflict of Interest Policy

Adoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Urban Charter Schools Collective hereby adopts this Conflict of Interest Code (“Code”), which will apply to all governing board members, candidates for member of the governing board, and all other designated employees of Urban Charter Schools Collective (“Charter School”), as specifically required by California Government Code Section 87300.

Definition of Terms

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

Designated Employees

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest will be “designated employees.” The designated positions are listed in the Appendix 4.3.

Statement of Economic Interests: Filing

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, will file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, Title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in Appendix 4.3.

An investment, interest in real property or income will be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Appendix 4.3.

Statements Filed with the Charter School

All Statements will be supplied by the Charter School. All Statements will be filed with the Charter School. The Charter School’s filing officer will make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

Disqualification

No designated employee will make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

Manner of Disqualification

Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor will immediately reassign the matter to another employee and will forward the disclosure notice to the Charter School Principal, who will record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure will be made in writing to his/her appointing authority.

Governing Board Member Designated Employees

Governing Board members will disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure will be made part of the Board's official record. The Board member will refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest will refrain from voting on the matter and will leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

Form 700s

The forms are administered to administrators and Board members once a year, and within the first 30 days of joining or 30 days upon departing Yav Pem Suab Academy or Urban Charter Schools Collective. Completed Form 700s are in Appendix 4.4.

Policy Changes

The successful operation of YPSA requires that all actions of the Board and administrative staff be known and understood by scholars, employees, and members of the community. These groups, as well as individuals, should also have an opportunity to affect the UCSC board action. The Board will establish necessary subcommittees to work on special projects as needed.

The process for adoption and publication of policies in the charter school includes the following elements:

Raising a Policy Issue

Any person within the charter school community, including teachers, administrative staff, other staff members, scholars, parents and interested community members, may raise a potential policy issue. At the charter school level, the individual who raises the policy issue will communicate the policy issue to the Superintendent or school Principal, or his/her designee, on a form approved by the Board of Directors for that purpose. The Superintendent, or his/her designee, will communicate the policy issue to the Board President or Chair of the Policy Committee of the Board of Directors ("Policy Committee") within one school week of receiving the policy issue.

Any member of the Charter School's Board of Directors ("Board") may raise a potential policy issue by communicating that policy issue to the Chair of the Policy Committee using a form approved by the Board of Directors for that purpose. If a policy issue is raised during a regular or special meeting of the Board of Directors, the Board Secretary or Policy Committee will record it using the form approved by the Board of Directors.

The Policy Committee, if any, may raise a policy issue itself and record it on the form approved by the Board of Directors for that purpose.

Investigating a Policy Issue

Once the Board or Policy Committee receives notification of a policy issue, the Board or Policy Committee will determine the appropriate means to investigate the policy issues. The Board or Policy Committee may, in its discretion, investigate the matter itself or delegate the investigation to an appropriate person or group of persons.

Policy Drafting

Once the Board or Policy Committee has investigated the policy issue, the Board or Policy Committee will convene a meeting to discuss whether to draft the policy and decide any outstanding issues relating to drafting the policy. The Board or Policy Committee will then undertake to draft the policy itself or delegate the drafting to an appropriate person or group of persons.

Adoption, Revision and Repeal of Policies

Policies will ordinarily be submitted by the Policy Committee to the Board at a regular or special school board meeting and will be adopted, revised or repealed by a majority vote. The adoption, revision or repeal of policy will be made in an open and public manner at a regular or special board meeting.

Communication and Public Involvement in Policy Adoption

An opportunity for interested parties to be heard before adoption, revision or repeal of policy will be made.

Retention and organization of adopted policies, rules, regulations and procedures will be made in a policy binder maintained by the Secretary of the Board with the assistance of Charter School staff.

Publication and availability of all policies, currently in effect within the charter school, will be made to any interested person during the regular business hours of the charter school. To ensure a basic level awareness and institutional understanding, a copy of the policy binder will be provided to all new members of the Board, who will be personally briefed on key aspects of the policies by a member of the charter school's staff. In addition, Board policies will be made available through the UCSC Website.

Review and/or Revision of Existing Policies

Every two years, the Board or Policy Committee will complete a review of all existing policies of the charter school. Upon completion of the review, the Policy Committee will notify the Board of Directors at its next regular meeting of the policies that require revision. Where necessary, the Policy Committee will follow the procedures required for policy creation in the revision of existing policies. The Board or Policy Committee may receive assistance of individuals or groups of individuals, as it deems necessary, in reviewing the existing policies of the charter school to determine whether a policy requires revision.

Site Advisory Committee Name

YPSA Academy Council.

Parent Teacher Organization Name

Not Applicable.

Scholar Handbook

This document is in Appendix 4.5.

ELEMENT 5 - Employee Qualifications

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

General Qualifications for Various Categories of Employees

For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the UCSC/YPSA Governing Board. Each certificated employee at the charter school will meet the state licensing requirements for the position. Clearance from the DOJ and FBI, and successful TB screening clearance are required for all employees.

Also, before any candidates are recommended for a position at the charter school, he or she will be asked to:

1. Read the charter
2. Discuss the charter with members of the interview panel
3. Pledge to abide by the philosophy of the charter by signing the approved charter petition
4. Agree to participate in training to master the skills and knowledge necessary to fully implement the charter

Key Positions and Expected Qualifications

All positions are very important at YPSA. Teachers, however, hold the key positions. Qualifications for key positions are California Commission on Teacher Credentialing (CCTC).

Credential Status for Teachers

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

All full-time teachers will hold a CLAD credential and have demonstrated working knowledge of the common core standards. The credential status for teachers as of April 30, 2019 can be found in Appendix 5.0.

The following table shows the number of teachers per grade level holding valid teaching credentials during the 2019-2020 school year.

Table 5.0 Teacher Qualification as of CBEDS, October 2, 2019

Teachers 2019-20	Number of Teachers	Number of Credentials	Number of Appropriate Assignments
K	3	3	3
1	3	3	3
2	3	3	3
3	3	3	3
4	3	3	3
5	3	3	3
6	3	3	3
Total	21	21	21

Credentialing Requirements

YPSA will comply with AB1505 to ensure that its teachers are appropriately credentialed. Beginning January 1, 2020, newly hired teachers will have a “Certificate of Clearance” to teach and be subject to background checks and criminal monitoring by the Commission on Teacher Credentialing (CTC).

By June 30, 2025, the six existing non-core teachers will be required to obtain an appropriate certificate from CTC for respected subject areas in Hmong Language Development, Tae Kwon Do, and Dance. Beginning in August 2020, YPSA will work in collaboration with the Sacramento County Office of Education to assist these teachers to gain the required certification.

As a direct-funded charter school, YPSA will exercise the same credentialing flexibilities as districts do, including local assignment options and emergency credentials.

Non-core Teaching Positions and Qualifications

Non-core teachers at YPSA will satisfy AB 1505 requirements for teaching at a charter school. Those hired after January 1, 2020 will be required to have the appropriate credential for certificated assignment regardless of whether teaching a core subject or not. The first group consists of three Hmong Language Teachers. There are three qualifications for this group. First, at minimum, a four-year college degree. Second, proficient knowledge of Hmong culture. Third, high proficiency in reading, writing, and speaking the Hmong language.

The second group consists of movement teachers teaching Hip-Hop Dance, Tae Kwon Do, and Physical Education. These teachers must obtain proper certification by June 30, 2025.

Number of Currently Employed Non-Core Teachers

The following table shows the number of non-core teachers holding a degree or a certificate of expertise in their area during the 2019-2020 school year.

Table 5.1 Non-Core Teacher Qualification

Teachers 2019-20	Number of Teachers	Number w/Degree	Number w/ CCTC Certification	Number w/ Industry Certification
Hmong Language Development	3	3	0	0
PE	1	1	0	0
Dance	1	0	0	1
Tae Kwon Do	1	0	0	1

Administrator Requirements

Principal

Require knowledge, skills, and abilities:

- BA/BS or graduate degree
- Administrative Service Credential
- A minimum of two years of experience as a school leader
- Three or more years of successful, full-time, K-6 teaching experience
- Knowledge of Hmong history
- Knowledge of Special Education and Section 504 process
- Demonstrated leadership in school or other setting as exemplified by communication and organizational skills
- Demonstrated history of innovation, organization, and creativity
- Demonstrated history of collaborative work
- Demonstrated commitment and passion to creating a great 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 superintendent 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 superintendent 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 Superintendent
- 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 superintendent and the 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 superintendent
- 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 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

Assistant Principal

Require knowledge, skills, and abilities:

- Administrative Service Credential
- BA/BS or graduate degree
- At least two years of experience in staff training and leadership capacity
- Three or more years of successful, full-time, K-6 teaching experience
- Knowledge of Special Education and Section 504 process.
- Demonstrated leadership in school or other setting as exemplified by communication and organizational skills
- Demonstrated history of innovation, organization, and creativity
- Demonstrated history of collaborative work
- Demonstrated commitment and passion to creating a great school

The assistant principal works with the principal to support staff in providing leadership at the school site and supports the instructional programs.

The assistant principal shall perform such tasks as are assigned by the principal and is required to undertake some or all 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
- 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 principal 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 principal
- Oversee and coordinate all state assessments and train staff
- 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
- Establish, coordinate and maintain communication with community and parent groups, law enforcement and other officials
- Oversee attendance, behavior management, counseling, guidance and other scholar support services; provide individual academic and personal counseling to scholars and parents

- Coordinate the maintenance and operations of the school site; assure proper management, maintenance and inventory of materials, equipment, buildings and grounds
- Direct the implementation of staff development and in-service training; update staff on revised policies and procedures and implement changes
- Attend, conduct and chair a variety of meetings with faculty, parents and community representatives; conduct scholar/parent appeals; attend IEP, 504, SST and other meetings as assigned
- Respond to and resolve parent, scholar and staff complaints; represent the school at Board, District and community functions

Superintendent

The Superintendent is responsible for the development of the vision, mission, and direction of the school, management of the leadership team as well as the development of the capacity of each leadership team members (principal, assistant principal, and chief financial officer), growth and sustainment of the school and the organization, work with the UCSC Board and responsible for the accountability of the success of YPSA and the entirety of the organization, and involvement in the community engagement pertinent to the realization of the vision and mission.

Record Keeping of Credential Information

The credentialing information is available upon request for inspection. This information can be found at the school office, or in the UCSC Business Office.

Other Important Positions

The following positions are also crucial for the successful operation of the school, and job descriptions can be found at http://urbancsc.org/job_descriptions.html.

- CFO
- Administrative Secretary
- Administrative Clerk, Senior
- Attendance Clerk
- Nurse
- Custodian
- Yard Duty Supervisors
- Achievement Through Technology Program Manager
- Achievement Through Technology Supervisors
- Instructional Assistants

While 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.

Selection Process and Professional Development Candidates

Interested applicants for positions at YPSA, after submission of an application, will go through the following process:

1. Paper screening to verify the completion of all legal requirements
2. Panel interview with parents and staff members
3. Job related demonstration to determine whether the candidate is the best fit
4. Call back informal interview
5. Reference and background check
6. Final decision on hiring by the Board
7. In-take orientation to go over the job descriptions and expectations

ELEMENT 6 - HEALTH AND SAFETY

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 criminal record summary as described in Section 44237. Ed. Code 47605(b)(5)(F)

Through a safety committee made-up of staff, administrators, and a law enforcement officer, the Principal and Assistant Principal are responsible for leading the staff and community in creating a school environment in which scholars come to school every day feeling safe, welcome, and ready to learn. In that process, staff members will learn and use the names of each scholar. The staff will also teach and model the five *Lifelong Guidelines: Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best*. Staff members will also model and use the *19 LIFESKILLS*. A listing of the LIFESKILLS and the Lifelong Guidelines with their definitions are found in Element 1. Living by these Lifelong Guidelines and LIFESKILLS, the staff, parents, and scholars can create a healthy and healing environment that eliminates bullying and replaces it with caring, friendship, compassion, and responsibility. In 2018-2019, these practices resulted in six suspensions as shown in Table 6.0.

Table 6.0 Three-Year Suspension Summary

2016-2017	2017-2018	2018-2019
12	16	6

The school strives to maintain a positive, safe, and welcoming learning environment. Our discipline policy contributes to the academic atmosphere and scholar achievement by emphasizing the importance of regular attendance, promptness, academic work, respect for others and good conduct. Scholars learn about good character through our LIFESKILLS component of the charter. The school has a policy in which it does not tolerate any form of bullying. It is implemented as follows:

- a. All forms of bullying and cyber bullying by school scholars are prohibited. Anyone who engages in bullying or cyber bullying in violation of this Policy will be subject to appropriate disciplinary action.
- b. Scholars who have been bullied or cyber bullied should promptly report such incidents to any staff member for immediate corrective actions.

- c. Complaints of bullying or cyber bullying will be investigated promptly, and corrective action will be taken when a complaint is verified. Neither reprisal nor retaliation will occur as a result of the submission of a complaint.
- d. The school will inform scholars that bullying and cyber bullying of scholars is not tolerated.
- e. The school includes in its *Scholar Handbook and Health and Safety Procedures* the policy on bullying.

The nurse and assistant principal are the schoolwide health and safety co-coordinators. Under the direction of the principal, the nurse and assistant principal are responsible for developing and implementing the school's health and safety plan. The plan will be updated annually by March 1.

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. The UCSC health and safety plan and policies, which are found in Appendix 6.0, 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
- A requirement 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 medications
- The charter school's facilities will comply with the state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other fire, health and structural safety requirements
- 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
- Active shooter drills will be conducted annually per AB1747

UCSC and YPSA have adopted its own policy that is modeled after the SCUSD policy and regulation regarding the use of volunteers (SCUSD Board Policy and Administrative Regulation 1240).

Immunizations

The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so scholars need to be protected before they enter. California schools are required to check immunization records for all new scholar admissions at Kindergarten or Transitional Kindergarten through 12th grade and all scholars advancing to 7th grade before entry.

A scholar’s Immunization Record must show the date for each required shot above. If there is no Immunization Record, or if the scholar has not received all required shots, an appointment is recommended unless a licensed physician determines a vaccine should not be given to a scholar because of medical reasons, submit a written statement from the physician for a medical exemption for the missing shot(s), including the duration of the medical exemption.

Under **SB277**, a personal beliefs exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2018 is valid until entry into the next grade span (7th through 12th grade). Valid personal beliefs exemptions may be transferred between schools in California.

Screenings

Oral Health Assessment

To make sure that a scholar is ready for school, California law, *Education Code* Section 49452.8, requires that the scholar have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Assessments that have happened within the 12 months before a scholar enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. If parents cannot take their child for this assessment, they may be excused from this requirement by filling out Section 3 of the Oral Health Assessment/Waiver Request Form.

Health Examination

California law recognizes the importance of health to learning and the important role of schools in ensuring the health of the child populations attending school by requiring that scholars have documentation of a health screening completed any time between 18 months before first grade entry through 90 days after entry into first grade per Health & Safety Code 323.5; 324.2; and 224.3.

Vision Screen

The Charter provides these screenings annually to all scholars in grades K, 2, and 5 and all scholars with active IEPs.

Hearing Screen

The Charter provides these screenings annually to all scholars in grades 1, 2, 5, and all scholars with active IEPs.

Administration of Medications

Education Code 49423 states: “Notwithstanding the provisions of Section 49422, any pupil who is required to take medication during the regular school day, medication prescribed for him/her by a physician may be assisted by the school Nurse or other designated school personnel if the Charter receives:

- A written statement from such physician detailing the method, amount, and time schedule by which medication is to be taken, and
- A written statement from the parent or guardian of the scholar indicating the desire that the school assist the scholar in the matters set forth in the physician’s statement.”

For the safety of scholars, parents are asked to cooperate in following this policy in regard to medications during school hours.

Medication Policy

All medications, including prescription medication, over the counter medication, inhalers, cough drops, eye drops, ointments, and vitamins, require a doctor’s order and a Medication Authorization form, signed and properly completed by both the physician and the parent/guardian. Medical authorization forms may be obtained from the front office and must be renewed every school year.

Prescription medication must be in its original container and clearly labeled by the pharmacy. Over the counter medication must be in its original container and clearly labeled with the scholar’s full name and birthdate.

Scholars are not allowed to have any form of medication in their possession to self-medicate unless a signed doctor’s note stating that the scholar has been trained and able to self-medicate is provided. Scholars will take the necessary prescribed medication in the nurse’s office under the supervision of the clerk, a school nurse, the office staff, or a member of the school administration.

The medication, along with the forms, will remain in the nurse’s office. Parents/guardians are instructed to pick up their scholar’s medication from the nurse’s office when nearing the end of school year or when medications are discontinued or expired.

If a parent/guardian chooses to administer any medication to their scholar while they are in school, they must notify the front office and school nurse before arriving to the school. Medication must be administered in the nurse’s office to ensure the safety and privacy of the scholar. All parties recognize the fact that this is a service or accommodation, which the school is not legally required to perform, and they agree to hold the school and its personnel harmless from any and all liabilities, which might arise out of these arrangements.

Zero Tolerance for Use of Drugs and Tobacco

It is UCSC's policy to maintain a drug and alcohol-free workplace. No employee shall use, possess, offer for sale or be under the influence of any unauthorized controlled substance, illegal drugs or alcohol on UCSC's school grounds and within the scope of employment, including but not limited to lunch and break periods, or in the presence of scholars at any time or on study trips at any time.

Engaging in any of the activities above shall be considered a violation of UCSC policy and the violator will be subject to disciplinary action, up to and including termination. UCSC complies with all federal and state laws and regulations regarding drug use while on the job.

The school may conduct unannounced searches of school property from time to time for alcohol, illegal drugs, drug paraphernalia and/or unauthorized controlled substances, or to ensure compliance with any other school-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. Employees are expected to keep all prescribed medicine in its original container, which should identify the drug, date of prescription and the prescribing doctor.

The school may require a test by intoxilyzer, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the school reasonably suspects of using, possessing, or being under the influence of a drug or alcohol. Such testing will be conducted if two or more supervisors, employees, or medical personnel observe an employee acting in such a manner to raise suspicion that the employee is under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The school shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee, other employees, or scholars was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

Tobacco-Free Workplace: All UCSC school buildings and facilities are non-smoking and non-vaping facilities. All UCSC employees and non-employees, including but not limited to staff, faculty, principals and superintendent are prohibit from smoking or vaping on UCSC school ground and facilities, whether during or after hour of operation, and in the presence of scholars at any time. Employees and non-employees who smoke or vape shall not do so within 200 feet of school ground.

Background Check

As a condition of employment, UCSC requires all applicants for employment to submit two (2) sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record

summary information from the Department of Justice and the Federal Bureau of Investigation. UCSC will not employ a person who has been convicted of a violent or serious felony, or a controlled substance or sex offense, or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. UCSC will not employ any applicant until the Department of Justice completes its check of the criminal history file as provided by law. UCSC shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Mandated Reporting

All employees who are mandated reporters, as defined in the California Penal Code, are required to participate in approved mandated reported training provided by UCSC within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the school using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to the human resources department of UCSC after completion.

Earthquake and Natural Disaster Preparedness

YPSA adheres to the requirement that staff participate in schoolwide training and response to natural disasters and other emergencies, including flood, civil unrest, fires, and earthquakes.

Staff Training to Include Emergency and First Aid Response

UCSC is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, UCSC has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by the nurse and is available for review. An employee is always required to know and comply with UCSC's general safety rules and to follow safe and healthy work practices.

Employees are required to immediately report to the Principal any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, UCSC will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

UCSC has also developed guidelines to help maintain a secure workplace by being aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Employees are encouraged to report any suspicious persons or activities to security personnel or to the principal.

Employees are encouraged to not leave valuable or personal articles around their workstation that may be accessible. They are to immediately notify the principal when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of the YPSA employees, depends upon the alertness and sensitivity of every individual as the collective whole.

Emergency and Safety Handbook

A copy of the YPSA Health and Safety Handbook is included in the Appendix 6.0 to provide more details about the school's safety protocols.

School Safety Plan

This plan is also included in Appendix 6.0 to provide more information on the school safety measures.

Safety Training

YPSA will comply with safety protocols such as conducting fire drills as required under Ed Code 32001 and check that the sprinkler system, fire extinguishers, and fire alarms are in working condition. In addition, YPSA will conduct fire, duck-and-cover, earthquake, active shooter, and intruder drills as required by law.

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

- Sexual harassment prevention, as required by Government Code section 12950.1;
- The mandated reporter requirements under the Child Abuse and Neglect Reporting Act;
- Anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220 *et seq*; and
- The uniform complaint procedure.

Per AB2022, YPSA will provide parents and scholars information on how to access mental health services at least twice a year using two methods. For example, newsletter, letter/email, website, and handbook. Also, per SB1109, the Charter will provide resources to parents of sixth graders on human trafficking preventions.

Fire and Earthquake Drills Completed in 2018-2019

The scheduled drills and practices completed in 2018-19 can be found in Appendix 6.1.

Facilities ADA Compliance and Seismic Safety

Annually, in the fall, the school is inspected for fire safety against the city codes by Fire Marshals from Sacramento Fire Department. This review also includes good working facilities to be used for housing staff and scholars while they are at school.

ELEMENT 7 - RACIAL-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)

Scholar Population

The number of scholars at YPSA compared to the number of scholars in the Sacramento City Unified School District (SCUSD) between 2017 through 2020, is shown below in Table 7.0.

Table 7.0 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

Meeting Balance: Y or N with Supporting Reasons

For illustrative purposes, the Charter defines balance as having five percent or less difference in any particular group between YPSA and SCUSD.

Per this definition, the Charter is underbalanced for scholars with disabilities by 10.4%, socioeconomically disadvantaged by 6.94%, African American by 8.03%, Hispanic or Latino by 20.21%, White (not Hispanic) by 14.40%, and two or more races by 5.43% as shown in Table 7.0. YPSA, however, is overbalanced in English learners by 12.47% and Asian scholars by 51.18%.

The Charter may be overbalanced in English learner and Asian scholar population due to the school focus on Hmong language development and Hmong American heritage.

Plan for Achieving Balance Reflective of the District

YPSA will continue to implement a scholar recruitment strategy that includes, but is not necessarily limited to the following strategies:

- 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 underrepresented groups using brochures, public meetings, and other venues
- Outreach meetings in several areas of SCUSD to reach prospective scholars and parents

Plan for Monitoring and Correcting Imbalances

The staff at YPSA will continue to monitor enrollment and attendance and work toward a more balanced scholar population reflective of SCUSD. In the meantime, the school has implemented the following plan described in table 7.1 below and will continue to add other outreach opportunities as they become available. YPSA will continue its efforts and partnerships with these local agencies to work towards a more racially and ethnically balanced scholar population.

It is important to note that YPSA adheres to section 422.55 of the Penal Code. This means no person shall be subjected to discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any characteristics that is contained in the definition of hate crimes.

Table 7.1 Scholar Recruitment

Date	Location/Event/Venue	Address	Phone Number
9/20/19	Faith Presbyterian Church	625 Florin Road Sacramento, CA 95831	(916) 428-3439
9/21/19	Vinai Wholesale	6968 65th Street Sacramento, CA 95823	(916) 399-8000
9/22/19	Muang Pheng Market	2302 Florin Road Sacramento, CA 95822	(916) 393-4132
10/11/19	Martin Luther King Jr. Library	7340 24th St Bypass Sacramento, CA 95822	(916) 264-2920
10/11/19	Robbie Waters Pocket Green Haven Library	7335 Gloria Drive Sacramento, CA 95831	(916) 264-2920
10/11/19	Southgate Library	6132 66th Avenue Sacramento, CA 95823	(916) 264-2920
10/12/19	Progressive Church of God	2251 Meadowview Road Sacramento, CA 95832	(916) 391-8297
10/12/19	River's Edge Church	6449 Riverside Boulevard Sacramento 95831	(916) 391-9845
10/12/19	Chinese Grace Bible Church	6656 Park Riviera Way Sacramento, CA 95831	(916) 422-4253
10/13/19	Bethany Presbyterian Church	5625 24th Street Sacramento, CA 95822	(916) 428-5281

Date	Location/Event/Venue	Address	Phone Number
10/13/19	Saint Anthony Church	660 Florin Road Sacramento, CA 95831	(916) 428-5678
10/13/19	Greenhaven Lutheran Church	475 Florin Road Sacramento, CA 95831	(916) 428-8449
10/19/19	All Saints Episcopal Church	2076 Sutterville Road Sacramento, CA 95822	(916) 455-0643
10/11/19	Jose P. Rizal Community Center	7320 Florin Mall Drive Sacramento, CA 95823	(916) 395-0601
10/8/19	Pannell Meadowview Community Center	2450 Meadowview Road Sacramento, CA 95832	(916) 808-6680
10/8/19	Oak Park Multiservice Center	3415 MLK Jr. Boulevard Sacramento, CA 95817	(916) 875-2995
10/8/19	Florin Creek Recreation Center	7460 Persimmon Avenue Sacramento, CA 95823	(916) 395-0601
10/8/19	George Sim Community Center	6207 Logan Street Sacramento, CA 95824	(916) 808-3761

Annual Outreach Efforts with Specific Organizations and Media

Enrollment outreach efforts have been and will be made through the UCSC and YPSA websites, marquee, YPSA Facebook, parent word-of-mouth, Hmong New Year events, onsite pre-school program, and Radio Station KJAY 1430.

Practices and Policies to Support Balance

We will continue to do our outreach as described above.

ELEMENT 8 - ADMISSIONS REQUIREMENTS

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

At YPSA, tuition will not be charged for attending the charter school. As such, all scholars who apply, regardless of residency, will be admitted, contingent on available space. Since enrollment has been leveled and consistent across the school, YPSA will continue to use the existing admission requirements to enroll scholars and/or place them on the waiting list. Table 8.0 shows enrollment trends for the past five years. Maximum enrollment in each classroom at 24 to, making the school's total enrollment 504.

Table 8.0 Scholar Enrollment Data

Grade Level	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	60	63	66	66	72
1 st Grade	60	66	66	66	72
2 nd Grade	65	66	64	65	72
3 rd Grade	61	66	63	66	68

4 th Grade	61	71	71	66	63
5 th Grade	59	69	68	66	72
6 th Grade	57	59	71	71	67
Total Enrollment	423	460	469	466	486

Application Process and Timeline

YPSA shall admit all pupils residing in the State of California who wish to attend the Charter. YPSA will comply with all laws establishing minimum and maximum age for public school attendance. The YPSA application timeline and process are described in Table 8.1 below. The application form for this process can be found in Appendix 8.0.

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 8.1 Planned Application, Public Random Drawing, and Admission Schedule

Months	Enrollment Activities
November	<ul style="list-style-type: none"> Send out “Intent to Return Forms” to currently enrolled scholars to determine the number of scholars who will be returning and any incoming kindergarten siblings. Collect the “Intent to Return Forms”. Match the “Intent to Return Forms” with all available spaces and fill them with scholars who will be returning, including incoming kindergarten siblings.
December-January	<ul style="list-style-type: none"> Contact incoming kindergarten parents to complete enrollment application. Recruit scholars (via referrals, networking, and holding enrollment and option fairs).
February-March	<ul style="list-style-type: none"> Conduct new family school tour and orientations. Provide open enrollment applications to families for lottery. Collect the enrollment applications and inform the parents of the lottery date and time.
April	<ul style="list-style-type: none"> Finalize, organize, and get ready for the general lottery.
May	<ul style="list-style-type: none"> Conduct the lottery to determine who will get into the school. Contact the parents of scholars who received a spot during the lottery and invite them to complete the enrollment registration packets for their scholars. Those who did not receive a spot during the lottery will be placed on the “waitlist”.

Enrollment Process

All interested parents/guardians are to bring the following documents, along with the completed enrollment packet, when enrolling a scholar:

1. **ONE** of the following:
 - **CURRENT** mortgage/property tax bill or

- **CURRENT** rental/lease agreement or
 - **CURRENT** utility bill (SMUD, PG&E, or WATER) with correct name and address in the parent/legal guardian or education rights holder's name (must be current within 30 days) or
 - **CURRENT** other bills or statements (phone bill, DMV, etc.) with correct name and address in the parent/legal guardian or education rights holder's name (must be current within 30 days)
2. Proof of Birth – Original **COUNTY ISSUED** birth certificate, passport, or hospital birth certificate for each child
 3. Immunization Records – current for each scholar
 4. Parent/Guardian's Photo I.D.
 5. Guardianship/Custody Papers (if applicable)

If the parents reside with another family and they are the **parent/guardian/educational rights holders** and **do not** have address verification in their name, the parents **MUST BRING THE FOLLOWING:**

1. Declaration of Residency form (DOR). **Must be completed and signed** (ask the office staff for a DOR form)
2. A copy of the photo I.D. of the person whose name is on the address verification document
3. A copy or original of the address verification document

Once the enrollment packet, along with all enrollment documents are completed, a placement will be determined, and the scholar may start school as early as the next instructional day.

In the case there is a waitlist, the office staff will inform the parent/guardian how many scholars are on the waitlist and allow the parent/guardian to decide whether they want their scholar to be placed on the waitlist. When a parent/guardian places his or her scholar on the waitlist, the school will call the parent when a vacancy occurs. If the parent/guardian is interested, they will be asked to come in and fill out the enrollment paperwork for the scholar to be enrolled.

Enrollment Timeline

When there are scholar vacancies, enrollment will be on a first come, first serve basis. However, when there is a waitlist, enrollment of a scholar will follow the enrollment process.

Description of Lottery System/Lottery Process

Following the open enrollment period each year, scholar applications will be counted to determine whether any grade level has received more applications than available spaces. 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 and present a current utility bill that will be used to verify the residence of scholars to determine enrollment preference category. In the case that the scholar is

without a fixed, regular, and adequate night-time residence, families will complete and sign a Declaration Form in accordance to the McKinney-Vento Homeless Assistance Act in lieu of a utility bill. The school will use this information to determine the best address to be use in the ranking process to enter the drawing. Enrollment preferences (authorized by charter laws) in the case of a public random drawing will be as follows:

- Scholars who reside within the SCUSD receive two entries into the lottery
- Scholars who reside outside the SCUSD receive one entry into the lottery

Drawings will be conducted separately for each grade level. Each lottery form will be numbered in sequence as it is drawn until all forms are gone. A list will be created and posted for each grade level showing who was drawn first, second, etc. Parents of scholars on the list will be telephoned beginning with the first drawn. They will be telephoned at the number they provided. Scholars with more than one entry will be listed each time on the list but will be called once.

Parents have 48 hours to accept or reject the offer of admission. Scholars who do not get a seat in the lottery will be placed on a waiting list in the order of their drawing. If a scholar does not attend the first three days of school, he/she will be dropped, and the seat will be offered to the next person on the waiting list, unless the absence is related to health as verified by a physician or is due to other extenuating circumstances of which the school is notified by the first day. Parents are not required to be present for their scholars to participate in the lottery.

Exceptions:

- Scholars already attending the charter school will be automatically enrolled for the next school year. They do not need to participate in the next year's general enrollment drawing.
- Scholars of faculty teaching at the school and scholars of founders are exempt from the general lottery and will be enrolled before the general lottery. If the scholars 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 scholars enrolled from this category will not exceed 10% of the total annual school lottery. Scholars 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.

Waiting List Number of Scholars on the 5th School Day in 2019-20

This year, there were six scholars on the waitlist as of the 5th day of school; two in first grade and four in second grade.

Recruitment of Academically Low Achieving Scholars, Economically Disadvantaged Scholars, and Scholars with Disabilities

While YPSA’s existing recruitment and outreach practices have provided an appropriate balance of academically low achieving scholars, economically disadvantaged scholars, and scholars with disabilities, it will continue its recruitment efforts to ensure that enrolled scholars at the school mirror the scholar demographics of the SCUSD. More details about recruitment efforts are in Element 7.

Statement that School Will Admit All Pupils Who Wish to Attend

YPSA will admit all scholars who reside in the State of California who wish to attend the Charter School subject to the provisions set forth below. YPSA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Scholars are enrolled when there are spots and vacancies available.

Commentary Regarding Admissions Screening of Scholars

Screening of any scholars prior to enrollment is prohibited and not practiced at YPSA.

AB1360: Inform Parents and Guardians of Applicants that Parental Involvement is not a Requirement for Acceptance or Continued Enrollment

In compliance with AB1360, parent involvement is not a condition or requirement for scholar enrollment.

ELEMENT 9 – FINANCIAL

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)

Financial Table

The financial summary in Table 9.0 shows UCSC/YPSA good financial standing for the past five years.

Table 9.0 Financial Summary

	2018-19	2017-18	2016-17	2015-16	2014-15
Annual Revenues	\$4,811,396	\$4,553,619	\$4,33,245	\$4,063,204	\$3,353,651
Annual Expenses	\$4,429,654	\$4,222,313	\$3,990,945	\$3,709,932	\$3,282,090
Beginning Cash Balance	\$2,414,453	\$2,083,411	\$1,667,645	\$1,155,645	\$1,136,536
Ending Cash Balance	\$2,794,908	\$2,414,717	\$2,083,411	\$1,667,645	\$1,155,645
Negative Cashflow (Number of Months)	6	5	6	7	7
Outstanding Receivables	\$500,446	\$487,312	\$523,201	\$563,179	\$118,416
Outstanding Payables	\$159,245	\$345,631	\$198,581	\$305,265	\$335,491

Beginning Fund Balance	\$2,414,717	\$2,083,411	\$1,667,645	\$1,155,645	\$1,136,536
Ending Fund Balance	\$2,794,908	\$2,414,717	\$2,083,411	\$1,667,645	\$1,155,645
Audit Firm - Name (Board Approved)	Gilbert CPA	Gilbert CPA	Gilbert CPA	Gilbert CPA	Gilbert CPA
Number of Outstanding Audit Resolutions	0	0	0	0	1
Scholar Body Account	Yes	Yes	Yes	Yes	Yes
If Scholar Body Account, ending balance	\$3,282	\$2,640	\$8,417	\$7,956	\$8,796

Person/Organization Responsible for Contracting and Overseeing the Independent Audit

The Chief Financial Officer and Superintendent solicit bids from a list of state approved auditors for the annual audit by February. The management team then makes a recommendation to the UCSC Board for approval in March.

Auditor Experience with Education Finance

The YPSA/UCSC has been utilizing Gilbert CPA for the past 10 years. Gilbert CPA is a full-service certified public accountant (CPA) firm that has been serving Sacramento-area organizations since 1984. It offers national-firm quality insight and local-firm friendliness to their clients.

Process of Providing Audit Reports to the District and SCOE

After the audit report is final in November, and on behalf of the school, the audit company submits the final audit to the Sacramento City Unified School District (SCUSD), the Superintendent of Schools at Sacramento County Office of Education, the California Department of Education, and the State Controller’s Office. In addition, YPSA furnishes an electronic copy to SCUSD on or before December 15 of each year in accordance to Educational Code Section 47605 (m).

Timeline for Audit Exceptions to be Addressed

In accordance with the practice of YPSA’s authorizer, resolutions of any audit exceptions and deficiencies will occur between January and March following the audit adoption by the UCSC Board. Upon receivership of a letter of notification for corrective action plans for audit deficiencies, the school staff will work directly with the authorizer to make satisfactory adjustments and provide corrective responses within three weeks.

Process and Timeline for Resolving Audit Exceptions and Deficiencies

See above response in the “Timeline for Audit Exceptions to be Addressed” section.

Financial Planning and Assumptions

The financial planning process begins in January of every year with a review of the governor’s proposed state budget for the upcoming fiscal year. Table 9.1 illustrates the sequence of events that are involved in this process.

Table 9.1 Budget Development Calendar

November	UCSC Regular Board Meeting Presentation of Prior Year Independent Audit Report.
December	UCSC Regular Board Meeting Present First Interim Report for Board Approval.
January	Academy Council Meeting
	Governor releases proposed budget for next year.
	UCSC Regular Board Meeting
	Superintendent, CFO and Board Treasurer attends School Services of California training titled: Governor’s Budget Workshop.
	YPSA’s 1st LCAP Parent/Community Input Session Host first open meetings for parents to: 1) give feedback on the actions and strategies being considered to address the eight state priorities, and 2) give feedback on how money is being spent to support those actions and strategies. Feedback received will be used for the initial budget draft.
	Administrative staff and Board Treasurer review the Governor’s budget proposal for potential impact on YPSA and begin revenue projection for Draft 1 of the next year’s budget.
	Disbursement of next year’s Employee Letter of Intent for Employment.
February	UCSC Regular Board Meeting & Academy Council Meeting Joint meeting with Academy Council to review Roles and Responsibilities and preparing for the next year’s budget development process.
	YPSA’s 2nd LCAP Parent/Community Input Session Host second open meetings for parents to: 1) give feedback on the actions and strategies being considered to address the eight state priorities, and 2) give feedback on how money is being spent to support those actions and strategies. Feedback received will be used to fine tune the next year’s budget draft.
March	Academy Council <ul style="list-style-type: none"> • Begin review of updates necessary to be made to current year LCAP. • Revise LCAP plan for next year should be 25% complete. • Makes budget recommendation for changes in Budget Draft 2 and in school’s LCAP and forward to UCSC Board.
	UCSC Board Meeting <ul style="list-style-type: none"> • Board members receive re-fresher on LCAP and the 8 priorities before reviewing. • Receive, review and conference on proposed Budget Draft 2 from Academy Council. Board reviews budget draft to determine the degree the 8 state priorities are addressed. • Present Second Interim Report for Board Approval.

	<ul style="list-style-type: none"> • Review of Statement of Economic Interest Form 700 Filing Due in April. • Approve returning staff appointments for next year. • Approve lay of notices to certificated staff (as necessary), deadline is March.
April	Statement of Economic Interest Form 700 Filing Due April Fair Political practice Commission, State of CA
	Academy Council Meeting <ul style="list-style-type: none"> • At this point the revised LCAP plan for next year should be 50% complete. • Academy Council should incorporate parent feedback and updates and create Draft 3 of the budget and forward to the UCSC Board.
	UCSC Board Meeting <ul style="list-style-type: none"> • Receive, review and conference on Draft 3 Proposed Budget from Academy Council. Also review updates to the LCAP. Board checks the level of parent and staff involvement in developing the strategies for addressing the eight state priorities. • Classified Lay Off Notices if Needed (60 days prior to the effective date of the layoff)
May	Governor presents “May Revise” budget proposal
	UCSC Board Meeting Board conducts a public hearing on the updated LCAP and Budget Draft 3.
	Academy Council Meeting Review feedback from UCSC Board on both the LCAP and budget. Update as needed to create Draft 4 Budget and the LCAP for next year and forward to UCSC Board for Final Approval.
	Superintendent, CFO and Board Treasurer attend School Services of California training titled: May Revision Workshop
June	State Budget Enacted
	Academy Council Meeting Review feedback from UCSC Board and finalizes the budget.
	UCSC Board Meeting Annual review of Title I Parent Involvement Policy Approve Preliminary Budget, updated LCAP and updated LEA Plan
	UCSC Board Meeting (As Necessary) Approve Preliminary Budget, updated LCAP and updated LEA Plan
	Submit the Budget to SCUSD and SCOE

YPSA has always operated on a cautionary basis when it comes to using average daily attendance (ADA) to do budget projections. Annually, the school sends out an “intent to return notification form” to every enrolled scholar. The data collected from these forms are used to project scholar enrollment and attendance and the budget for the next academic year. Using a conservative approach, 96.0 percent average daily attendance is used as the base for budget development. YPSA has had a successful track record of meeting or exceeding this target annually since its inception. In addition, YPSA uses the unduplicated pupil percentage (UPP) count to determine supplemental and concentration revenues.

Base on the school memorandum of understanding with Sacramento City Unified School District, the school has been and will continue to maintain a minimum of three percent reserve of the annual revenue. Presently, the school maintains a healthy reserve of 2.7 million dollars that is enough to meet the needs of any negative cash flows, deficits, or liabilities.

Financial and Cash Flow Reports: Three Years

Financial and cash flow reports are updated on a monthly basis and presented by the principal to the Academy Council, and by the CFO to the UCSC Board, at their regular meetings to keep them informed of the school’s fiscal health. To gain a better understanding of the school’s financial and cash flow reports, a three-year cash flow report is also provided in Appendix 9.0.

Revenue and Expense Projections

See Appendix 9.0.

Grants, Fundraising, and Other Projected Revenue

As the budget is being developed, additional revenues such as one-time grants and other donations may be secured to support school programs. In past years, school business partners have donated money to support staff development programs such as staff retention, scholar activities, and parent engagement events. Revenue and expense projections are further detailed in Appendix 9.0.

Reserves and Projections

See Table 9.0 and detailed budget in Appendix 9.0.

Plan for Negative Cash Flow, Deficit, and Debt/Sources for Additional Revenue or Alternative Financing

Negative monthly cash flow will be covered by the Charter’s reserve.

Reasonableness of Projections and Assumptions

At this time, it is reasonable base on the last five years as shown in Table 9.0.

Unfunded Liability, if Any

None.

Liability and Potential Liability Claims, if Any

None

ELEMENT 10 - Suspension-Expulsion

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

UCSC/YPSA has adopted and maintained a comprehensive set of scholar discipline policies. These policies shall be reviewed, amended as needed, and ratified by the UCSC governing board as appropriate.

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 California Education Code section 48900, who are seriously disrupting the educational process and/or presenting 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 detailed in the suspension procedures below. Furthermore, it will comply with the new law on suspension of scholars in grades K-6 pertaining to defiance of a valid authority specified in Ed Code Section 48900 subsection K and manifestation determination process for scholars with a 504 plan or Individual Education Plan (IEP).

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 an expulsion is recommended. UCSC will notify the SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

Suspensions at YPSA have decreased over the past three years as shown in the Table 10.0 below. The 2019 California School Dashboard further confirms this with a blue indicator. The dashboard information is in Appendix 1.4.

Table 10.0 Scholar Population Suspension and Expulsions by Subgroups

Source: Data Quest

Subgroups	2018-2019 (482)				2017-2018 (489)				2016-2017 (492)				2015-2016 (456)			
	Suspension		Expulsion		Suspension		Expulsion		Suspension		Expulsion		Suspension		Expulsion	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	6	1.0	-	-	16	2.5	-	-	12	1.8	-	-	10	1.1	-	-
English Learner	-	-	-	-	4	2.0	-	-	2	1.1	-	-	2	1.0	-	-
Scholars with Disabilities	1	4.5	-	-	-	-	-	-	1	3.6	-	-	1	3.4	-	-
Socioeconomically Disadvantaged	5	1.3	-	-	4	1.6	-	-	7	1.7	-	-	7	1.2	-	-
Foster Youth	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless Youth	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 10.1 Scholar Population Suspension and Expulsions by Ethnicities

Source: Data Quest

Ethnicities	2018-2019 (482)				2017-2018 (489)				2016-2017 (492)				2015-2016 (456)			
	Suspension		Expulsion		Suspension		Expulsion		Suspension		Expulsion		Suspension		Expulsion	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	6	1.0	-	-	16	2.5	-	-	12	1.8	-	-	10	1.1	-	-
African American	3	6.5	-	-	7	9.8	-	-	5	8.7	-	-	-	-	-	-
Asian	1	0.3	-	-	5	1.3	-	-	1	0.3	-	-	1	0.3	-	-
Filipino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	2.2	-	-	3	5.4	-	-	5	3.5	-	-	8	3.7	-	-
Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	1	4.8	-	-	-	-	-	-	1	6.7	-	-
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Table 10.2 Scholars Exiting the School

Source: Data Quest

	2018-2019	2017-2018	2016-2017	2015-2016
Total Enrollment	482	489	492	456
Total	16	20	32	33
Percentage	3.32%	4.09%	6.50%	7.24%
Districts Notified	Yes	Yes	Yes	-

The attrition in this chart shows YPSA’s unique situation that is shared among high performing schools. Having said this, scholars leaving the school for several reasons. Two common ones are long distance or out of the city or state relocation, and family structural changes that created hardship in getting the scholars to and from school. It is important to note that ZERO scholars have been counseled out of the charter school.

Separately Identify Offenses for Which Scholars Must or May Be Suspended

The following list identifies the sections of the California Education Code that governs scholar behavior and the consequences. Most violations allow for a range of disciplinary action. Some consequences may occur simultaneously.

A scholar may be disciplined for the following acts that are related to school activity or school attendance, including but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, going to, or coming from a school sponsored activity

Suspended scholars are not permitted on or near the school, nor are they allowed to participate in any school activities during the period of suspension.

Table 10.3 Identified Offense of Suspension

1. Acts of Violence [E.C. 48900(a)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	May be considered	Yes (3-5 days)	Yes	Yes
(a)(2) Willfully used force or violence upon another person, except in self-defense.	May be considered	Yes (5 days)	Yes	Yes
2. Weapons and Dangerous Objects [E.C. 48900(b)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.	May be considered	Yes (3-5 days)	Yes	Yes
3. Drugs and Alcohol [E.C.48900(c)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Possession, use, sale or otherwise furnishing, or being under the influence of alcohol or drugs.	May be considered	Yes	Yes	Yes

4. Sale of “look-alike” Drugs and Alcohol [E.C. 48900(d)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	May be considered	Yes	Yes	Yes
5. Robbery or Extortion [E.C. 48900(e)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Committed or attempted to commit robbery or extortion.	May be considered	Yes	Yes	Yes
6. Damage of Property [E.C. 48900(f)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Cause, or attempt to cause, damage to school or private property including electronic files and databases.	May be considered	Yes	Yes	Yes
7. Theft or Stealing [E.C. 48900(g)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Stealing or attempting to steal school or private property including electronic files and databases.	May be considered	Yes	Yes	Yes
8. Tobacco [E.C. 48900(h)]	Alternative to Suspension	May Suspend	May Recommend	Citation or Arrest
Possession or use of tobacco or nicotine products.	May be considered	Yes	Yes	May cite
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
1. Directed at peers.	May be considered	Yes	Yes	Yes
2. Directed at school personnel.	May be considered	Yes	Yes	Yes
10. Drug Paraphernalia [E.C. 48900(j)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	May be considered	Yes	Yes	Yes
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Failure to follow school rules.	May be considered	No	No	No
Failure to follow directive or instruction of staff	May be considered	No	No	No

Failure to follow conduct code for school bus	May be considered	No	No	No
12. Possession of Stolen Property [E.C. 48900(l)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Knowingly receive stolen school property or private property.	May be considered	Yes	Yes	Yes
13. Imitation Firearm [E.C. 48900(m)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	May be considered	Yes	Yes	Yes
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]	Alternative to Suspension	Shall Suspend	Shall Recommend Expulsion	Contact Law Enforcement
Committed or attempted to commit sexual assault or battery.	No	Yes	Yes	Yes
15. Harassment of a Scholar Witness [E.C. 48900(o)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.	May be considered	Yes	Yes	Yes
16. Unlawful Drug Soma [E.C. 48900(p)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.	May be considered	Yes	Yes	Yes
17. Hazing [E.C. 48900 (q)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Engaged in or attempted to engage in hazing.	May be considered	Yes	Yes	Yes

18. Bullying [E.C. 48900(r)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a scholar or school personnel.	May be considered	Yes	Yes	Yes
19. Aids or Abets [E.C. 48900(t)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
The infliction or attempted infliction of physical injury to another person.	May be considered	Yes	No	Yes
20. Sexual Harassment [E.C. 48900.2]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.	May be considered	Yes	Yes	Yes
21. Acts of Hate Violence [E.C. 48900.3]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. Applies to grade 4-12.	May be considered	Yes	Yes	Yes

22. Other Harassment [E.C. 48900.4]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Intentionally engaged in harassment, threats, or intimidation against district personnel or scholars that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or scholars by creating an intimidating or hostile educational environment.	May be considered	Yes	Yes	Yes
23. Terrorist Threats [E.C. 48900.5]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Making terrorist threats against school officials and/or school property.	May be considered	Yes	Yes	Yes
24. Attendance	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Truant [E.C. 48260] Warning letter #1) Absent from school without a valid excuse	May be considered	Yes	Yes	Yes
Repeat truant [E.C. 48261] (Warning letter #2)	May be considered	No	No	No
Habitual truant [E.C. 48262] (Warning letter #3) Any scholar truant three or more times per school year. Scholars who are habitually truant may be referred to the School Attendance Review Board (SARB) for further action.	May be considered	No	No	No

Separately Identify Offenses for Which Scholars Must or May Be Expelled

The offenses in this category are described in Table 10.4 below.

Table 10.4 Identified Offenses of Mandatory Expulsion

Mandatory Expulsion [E.C. 48915(c)]	Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
(c)(1) Sale, possession or furnishing of a firearm.	No	Yes (5 days)	Yes	Yes

(c)(2) Brandishing a knife at another person.	No	Yes (5 days)	Yes	Yes
(c)(3) Selling a controlled substance.	No	Yes (5 days)	Yes	Yes
(c)(4) Sexual assault or sexual battery.	No	Yes (5 days)	Yes	Yes
(c)(5) Possession of Explosives.	No	Yes (5 days)	Yes	Yes

Table 10. 5 Identified Offenses Expulsion

Mandatory Recommendation for Expulsion [E.C. 48915(a)]	Alternative to Suspension	Shall Suspend	Shall Recommended Expulsion	Contact Law Enforcement
(a)(1) Causing serious physical injury to another person, except in self-defense.	No	Yes (5 days)	Yes	Yes
(a)(2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the scholar.	No	Yes (5 days)	Yes	Yes
(a)(3) Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.	No	Yes (5 days)	Yes	Yes
(a)(4) Robbery or extortion.	No	Yes (5 days)	Yes	Yes
(a)(5) Assault or battery upon a school employee.	No	Yes (5 days)	Yes	Yes

Suspension Procedures

Suspension shall be preceded, whenever possible, by a conference conducted by the Principal or the Principal's designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the scholar to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or school personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar's right to return to school for the purpose of a conference. At the conference, the scholar shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the scholar waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a scholar for failure of the scholar's parent or guardian to attend a conference with school officials. Reinstatement of the suspended scholar shall not be contingent upon attendance by the scholar's parent or guardian at the conference.

In the case minor infractions are escalated to major infractions, the below process will be followed:

Level I Referrals Moved to Level II

Scholar Infractions: Not following school or campus rules; tardies; truancy; showing disrespect to other scholars and teacher; refusing to work; cheating; vulgarity; hitting/pushing/kicking others; and failing to allow teachers to teach and scholars to learn.

Classroom Discipline Procedures:

1. Warning/conference and investigation
2. Teacher imposed consequences (i.e., choices, chances, recess academy/ detention*, standards, point deductions)
3. Parent phone call/ joint consequences
4. Referral to "Level II"
5. Other interventions if problem is improving
 - a. Counselor
 - b. Scholar Transfer (must be approved)
 - c. Send scholar to timeout room
 - d. Develop a special contract
 - e. Referral to community agency
6. Class Suspension
Scholars sent out of class by teacher will be considered Class Suspended. (Must call and confirm the parent's receipt of a written letter scheduling a conference within 24 hours). Office will send letter home. Teachers will facilitate their own lunch, P.E. or recess detentions. Must call home.
7. Restore scholar to regular classroom status

Level III Major infractions

Describe this level (be sure to use the updated version from the work with the teachers and staff currently going on.)

Scholar Infractions: Unresolved Level I and III infractions and 48900 a – r and 48915 c Infractions

Administrative Procedures:

1. Parent/Teacher/Counselor/Scholar Conference
2. Scholar Study Team Conference
3. Home/school joint punishment
4. School site intervention program, i.e., Friday School, Recess/PE Academy etc.
5. Administrative Suspensions 1-5 days as a last resort
6. Behavior hearing
7. Restore Scholar to regular scholar status
8. Follow Up

California Education Code Section 48900 (A-R)

- A. Fighting and other use of violence (a)
- B. Possession of dangerous objects(b)
- C. Using selling drugs (c)
- D. Selling drugs(d)
- E. Robbery or extortion(e)
- F. Major damage to school/private property(f)
- G. Stealing school property or private property(g)
- H. Possessed or used tobacco products(h)
- I. Committed an obscene act(i)
- J. Selling drug paraphernalia(j)
- K. Major disruption of a school activity and defying the valid authority of school officials in a loud boisterous and profane way(k)
- L. Knowingly receiving stolen property(l)
- M. Possessed imitation firearm(m)
- N. Sexual assault and harassment(n)
- O. Harassed/threatened a witness(o)
- P. Selling prescription Drug SOMA(p)
- Q. Hazing(q)
- R. Bullying(r)

Expulsion Procedures

In the case major infractions are escalated or committed on school grounds, the below process will be followed:

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the scholar or parent/guardian.

This notice shall also include the following:

- Notice of the specific offense committed by the scholar
- Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the school.
- The principal or designee shall send a copy of the written notice of the decision to expel to the school district.

This notice shall include the following:

- The scholar's name
- The specific expellable offense committed by the scholar

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the scholar has committed an expellable offense. In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the

scholar makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the scholar. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the school's disciplinary rules, that relate to the alleged violation;
- Notification of the scholar's or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment;
- The opportunity for the scholar or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses.

The Board's decision to expel shall be final.

Procedures for Informing Parents and Scholars about Reasons for Suspension or Expulsion and of Due Process Rights

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar. In addition, the notice may also state the date and time when the scholar may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent guardian respond to such requests without delay.

Due Process for Scholars with Disabilities

A scholar identified as an individual with disabilities or for whom the Charter School has knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures, the Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom the Charter School has knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to the due process to such scholars.

A manifestation determination meeting will be held within 10 school days of a decision to make a

disciplinary change in the scholar's placement to find out if there is a relationship between the scholar's disability and the behavior that led to the disciplinary action as detailed in the special education section under Element 1.

School Property

Parents and guardians have a responsibility to the community for damages caused by their scholars to school property during or after school. The California Education Code 48909 states that any scholar who willfully cuts, defaces, or otherwise injures in any way property belonging to the school and/or district is liable to suspension or expulsion and the parent or guardian shall be liable for all damages caused by the scholar. The parent or guardian shall be liable to a school and/or district for all property belonging to the school loaned to the scholar and not returned on demand. The liability of the parent or guardian shall also not exceed \$5,000. The parent or guardian shall also be liable for the amount of any reward not exceeding \$2,000 pursuant to Section 53069.5 of the Government Code.

Bullying Policy

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity and expression; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by scholars, family members or staff.

Scholars shall be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a scholar's emotional well-being at school. Harassment involves unwelcome comments (written or spoken) or conducts which violates an individual's dignity, and/or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Yav Pem Suab Academy's bullying policy is in alignment with the Sacramento City Unified School District Board Policy BP 5145.4 (48900 r). Per this policy, bullying is defined as:

Aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

The Superintendent, and/or Administration may recommend suspension and/or expulsion for bullying behaviors.

Indicators of bullying behavior at YPSA include, but are not necessarily limited to the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors.

- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, and hair-pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber-Bullying: Sending insulting or threatening messages by phone, e-mail, websites, or any other electronics or written communication.

The UCSC Board will adopt a policy to include as an addendum to this petition by June 2020.

Behavior Flow Chart

See Appendix 10.1 for YPSA flow chart.

District Involvement or Notification of Disciplinary Matters

UCSC will notify SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

Policies and Procedures: Suspension and Expulsion

These policies and procedures are detailed in the “Disciplined Life and Positive School Climate Handbook” in Appendix 10.0.

Commentary Regarding Counseling Out of Scholars

YPSA believes in giving every scholar the opportunity to succeed and does not practice counseling out of scholars. No scholar will be involuntarily removed by the charter school for any reason unless the parent or guardian has been provided written notice of intent to remove the scholar no less than five school days before the effective date of the action. The written notice shall be in the native language of the scholar or scholar's parent or guardian or, if the scholar is a foster child or a homeless youth, the scholar's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below before the effective date of the action.

If the scholar's parent, guardian, or educational rights holder initiates the procedures specified below, the scholar shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

The parent, guardian, or educational rights holder may request a written notice of the charges against the scholar and an explanation of the scholar's basic rights and request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence and witnesses, and confront and cross-examine witnesses, and at which the scholar has the right to bring legal counsel or an advocate.

In recent years, YPSA has consciously created a community designed ideal school and learning climate which embeds structures and systems that encourage scholar engagement and limit the number of suspensions.

ELEMENT 11 - Staff Retirement

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)

All Retirement Plans, Eligible Staff Qualifications for All Retirement Plans, and Plan to Adequately Address Employee Retirement Funding

The school shall inform its employees of all available retirement system options at the time of hire and will ensure that appropriate retirement system participation has been established for all employees.

Depending on an employee's classification, he or she will participate in the State Teachers Retirement System (STRS), federal Social Security, and employer sponsored 403(b) plan.

Certificated staff members are covered by STRS and may also choose to participate in UCSC's 403(b) plan.

Classified staff members are covered by Social Security and may also elect to participate in UCSC's 403(b) plan.

UCSC will create the necessary reports required by STRS, 403(b) plan or federal Social Security as articulated in Education Code Section 47611.3 subdivision (a) and will submit the required reports on behalf of the school.

ELEMENT 12 - 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)

Attendance Alternative Policy

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 13 - 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)

Rights of School District Employees Policy

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 members 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 14 - 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)

Dispute Resolution Process with SCUSD

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 will 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, will identify two governing board members from their respective boards who will 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 will 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 will be developed jointly by the SCUSD Superintendent and or Board designee and the UCSC Superintendent or Board designee, and will incorporate informal

rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator will 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.

Statement that the Dispute Resolution Process with SCUSD is NOT a Prerequisite for District to Initiate Revocation Process

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. The dispute resolution process listed in this section will not be a pre-requisite to the initiation of charter revocation proceedings under Education Code section 47607.

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:

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

Resolution Process for Internal Complaints and Disputes

Disputes arising from within the school, including all disputes among and between scholars, staff, parents, volunteers, advisors, partner organizations, and/or committee members of the school, shall be resolved pursuant to policies and processes established by the Charter per Appendix 14.0.

Uniform Complaint Process

UCSC and YPSA are committed to providing a workplace and educational environment free of sexual harassment, as well as harassment based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, marital status, sex, sexual orientation, citizenship status, disability or any other category protected by law. The school will not condone or tolerate harassment of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or scholar. The Charter also does not condone or tolerate harassment of its employees by any third parties or scholars. The Charter will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

The Charter will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Any scholar, employee, parent, individual, public agency or organization who feels that unlawful discrimination or sexual harassment has occurred should immediately contact the Charter Principal or Superintendent. A formal complaint may be initiated at the charter by filing a written

complaint. Copies of the Uniform Complaint Form may be obtained from the charter office or on the UCSC website at, <https://www.urbancsc.org/docs/Uniform%20Complaint%20Form.pdf>.

Step 1: Filing of Complaint

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. Complaints alleging a violation of federal or state law or regulations, or a complaint pertaining to impermissible scholar fees may also be brought using these procedures. Complaints involving scholar fees may be made anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with law. Complaints of unlawful discrimination must be filed within six months of when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2: Charter Level Investigation of Complaint

The principal has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment or retaliation. The principal can be contacted by calling (916) 433-5057, or by walking to the school office and requesting an appointment during normal school hours to report and/or file a complaint. Once the principal becomes aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct. In the absence of the school principal or if the complaint is against the school principal, direct the complaint to the superintendent.

The school principal or superintendent will conduct a prompt investigation and take appropriate corrective action where warranted. A written report of the investigation and decision will be provided to the complainant within 30 calendar days of receiving the written complaint.

Step 3: Board of Directors Level Investigation

If the complainant is not satisfied with the outcome of the school level investigation, the complainant, in writing, should bring the matter to the attention of the Urban Charter Schools Collective (UCSC) Board President by calling (916) 433-5057.

The UCSC Board President, or designee, will complete an investigation where the complainant, his/her representative or both, and representatives of the school, have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of non-compliance with state or federal laws and/or regulations. The 60-day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegations.

The UCSC Board President, or designee, shall prepare a written decision that contains the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the corrective actions, if any are warranted; 5) notice of the complainant's right to appeal the Charter's decision to the California Department of Education; and 6) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 calendar days of receipt of the complaint, the UCSC Board President, or designee, will send a copy of the written decision to the complainant.

If dissatisfied with the Board's decision, the complainant may appeal in writing to the California Department of Education within 15 calendar days of receiving the Board's decision.

Uniform Complaints and Resolutions: 2017-2018 to 2019-2020

None.

Number and Status of OCR and Other Complaints: 2017-2018 to 2019-2020

None.

Parent Complaint Process and Information on Website

The uniform complaint process, along with information, can be found at <http://urbancsc.org/docs/Uniform%20Complaint%20Form.pdf>.

ELEMENT 15 - PROCEDURES FOR 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)

Closure Protocol

YPSA will abide by the California Department of Education charter school closure requirement and recommendations which include documentation, notifications, record retention, transfer, and financial closeout. This process is guided by California Education Code (EC) sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. As such, YPSA will designate a responsible entity, or "Closer", who will be responsible for closing activities, and pay the associated costs from the school's reserve.

YPSA will assume the responsibility of proving timely notification to CDE when it will cease operation for any reason per EC 47604.32. In addition, YPSA will be responsible to ensure that it has complied with the closure procedures outlined under the terms of its charter petition and all applicable laws

Disposition of Liabilities and Assets

YPSA will ensure that the closeout audit determines the disposition of all its liabilities and any net assets remaining after all liabilities have been paid or otherwise addressed, including but not limited to the following:

1. The return of any donated materials and property according to any conditions set when the donations were accepted
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate

Any net assets of the charter school may be transferred to the authorizing entity after all liabilities of the charter school have been paid. Also, net assets may be transferred to another public agency such as another public charter school if stated in the corporation's bylaws or through an agreement between the authorizing entity and the charter school.

As YPSA is operated by a nonprofit corporation (UCSC), the corporation will be dissolved according to its bylaws. UCSC's bylaws addresses how assets are to be distributed at the closure of the corporation.

Retention and Transfer of Records

The YPSA closure procedures will include the following plans for the transfer and maintenance of school and scholar records:

1. Transfer and maintenance of personnel records in accordance with applicable law
2. Provision of a list of scholars in each grade level and the classes they have completed to the entity responsible for conducting the closure
3. Provision of the scholars' districts of residence to the entity responsible for conducting the closure
4. Transfer and maintenance of all scholar records, state assessment results, and any special education records to the custody of the entity responsible for conducting the closure
5. Transfer and maintenance of records or assessment results required to be transferred to a different entity are excluded from requirement (4) above

Submission of personnel records will include any employee records YPSA has maintained. These include, but are not limited to, records related to performance and grievance.

This process will include procedures for scholar record transfer to the scholars' home district, other school to which the scholar will transfer, or responsible entity designated to conduct closure activities. In addition, YPSA will ensure that SCUSD agrees to a plan for receiving school records in the event that it is unable to maintain the records. Provisions for the authorizing entity to maintain all school records, including financial and attendance records, will reflect the timelines stated in 5 CCR, sections 16023-16026.

Financial Close-Out

After receiving notification of closure, the CDE may notify the charter school and the authorizing entity of any liabilities the charter school owes the state. These may include overpayment of Local Control Funding Formula and select apportionments, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

YPSA ensures that charter school closure procedures include completion of an independent final "closeout audit" within six months after the closure of the school as follows:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

YPSA will submit the annual audit as required by *EC* Section 41020 per Local Education Agency (LEA) Audit Guidelines. The closeout audit, required pursuant to 5 *CCR* Section 11962, may be included with YPSA's annual audit provided it meets the requirements of both *EC* Section 41020 and 5 *CCR* Section 11962. If the closeout audit is conducted separately from the annual audit, the closeout audit will be submitted to the chartering authority and the county superintendent of schools.

Charter school closure procedures will include a plan for completion and filing of any annual reports required per *EC* Section 47604.33 in addition to the closeout audit, which includes the following:

1. Preliminary budget for a charter school in its first year of operation on or before July 1st
2. Local control and accountability plan and annual updates due on or before July 1st
3. Interim financial report reflecting changes through October 31st due on or before December 15th
4. Second interim financial report reflecting changes through January 31st due on or before March 15th
5. Final unaudited report for the full prior year due on or before September 15th

These reports will be submitted to its chartering authority and the county superintendent of schools.

Documentation and Notification of Closure Action

Should there be a revocation or non-renewal of YPSA, and after it is documented by an official action (board minutes, board resolution, signed letter from superintendent, etc.) of the authorizing entity (SCUSD), notice of the school's closure will be submitted electronically by the authorizing entity to the CDE by email to CHARTERRENEWALS@cde.ca.gov.

Per 5 *CCR* Section 11962, YPSA will provide notification of the closure to the following:

1. The parents or guardians of scholars
2. The authorizing entity
3. The county office of education (if the county board of education is not the authorizing entity)
4. The special education local plan area in which the school participates
5. The retirement systems in which the school's employees participate
6. The CDE must be notified within ten calendar days of any official action taken by the chartering authority. The notice must include at least the following:
 - a. Effective date and circumstances of the closure
 - b. Name(s) of and contact information for the person(s) handling inquiries regarding the closure
 - c. Location of scholar and personnel records
 - d. Projected submission date to CDE of the completed independent final audit required within six months after the closure of the school

The above parties will be notified by the following methods:

1. U.S. Mail
2. Email
3. School website and social media
4. Automated telephone message (parents only)

IMPACT TO DISTRICT

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to,

- *the facilities to be utilized by the school,*
- *the manner in which administrative services of the school are to be provided, and*
- *potential civil liability effects, if any, upon the school and upon the school district.*

The description of the facilities to be used by the charter school shall specify where the school intends to locate.

The petitioner or petitioners shall also be required to provide financial statements that include:

- *a proposed first-year operational budget, including startup costs, and cash flow and*
- *financial projections for the first three years of operation. Ed. Code 47605 (g)*

Civil Liability

SCUSD Administrative Regulation on Charter Schools Article III Paragraph (6) Section (c)
 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.

The Charter School shall be operated by the Urban Charter Schools Collective, a non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

The Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter. The District shall be named an additional insured on the general liability insurance of the Charter School, and insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for school of similar size, location, and scholar populations.

Administrative, Support, and Other Services from the District

SCUSD Administrative Regulation on Charter Schools Article III Paragraph (6) Section (b)

The Charter School will continue to work with SCUSD to discuss maintaining any existing SCUSD services and the terms and conditions of the provision of such services. Such services will be on a fee-for-service basis. The Charter School may also explore entering into contracts with organizations with experience working with charter schools. Potential partners include, but are not limited to, Ed Tech, California Charter Schools Association, Charter Schools Management Corporation 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. In addition, the Charter School will purchase services such utilities water and waste, electricity, natural gas, and security services from SCUSD.

Exclusive Employer Declaration

UCSC shall be deemed the exclusive public-school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.

Collective Bargaining Units and Agreements

Collective Bargaining Units and Agreements is not applicable to Yav Pem Suab Academy.

Facilities to be Utilized

Yav Pem Suab Academy is housed at the District's Lisbon Elementary School site. This campus is located at 7555 South Land Park Drive, Sacramento, CA 95831. It is the Charter's intention to continue operating at its current location.

Facility Improvements/Construction Changes For 2019-20 and 2020-21

None. While there are no facility improvement changes. The district is currently working to remedy an existing emergency project to fix rain damaged roofs to two wings of portables on the site. This project is projected to be completed during the month of July 2020.

Insurance and Indemnifications to Include Firm, Coverage Types and Amounts

The Charter shall acquire and maintain general liability, workers compensations, and other necessary insurance of the types and in the amount required for an establishment of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. Yav Pem Suab Academy will insure that all insurance coverage meets the District's criteria for sufficient coverage. Currently, YPSA insurance coverage is provided by Nonprofits Insurance Alliance of California.

CMO Relationships to Include Costs

A CMO relationship is currently not applicable to Yav Pem Suab Academy.

Back Office and Other Support Utilized by the School

The charter school currently has qualified staff in-house to provide administrative services in payroll, accounts payable, and accounting functions, as well as to support budgeting, cashflow, financial analysis, reporting and compliance requirement.

Timely Submissions of Calendar of Due Date Items & Request for Information Items

Yav Pem Suab Academy is in compliance with both submission of calendar of due date items and request for information items.

MISCELLANEOUS

At present, the Charter School does not believe there is any issue that is pending which could be included in this section.

CONCLUSION

Ed Code Section 47607

(a)(3)(A) The authority that granted the charter 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.

(B) For purposes of this section, "all groups of pupils served by the charter school" means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(4)(A) The entity that granted the charter 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.

Reasons Charter Petition Should be Approved

Current applicable law calls for increases in pupil academic achievement for each numerically significant groups as the most important factor in determining whether to grant a charter renewal.

In Element 2, the increases were documented. Each of the five numerically significant subgroups increased achievement between 2014-15 and 2018-19. In ELA, Asian scholars grew from 20% meeting or exceeding standards to 55.98%. Hispanic Latino scholars grew from 23% to 42%. English Learners grew from 12% to 31.65%. Reclassified Fluent English Proficient (RFEP) scholars grew from 44% to 86.36%. Economically disadvantaged scholars grew from 19% to 49.71%. The percentage meeting or exceeding ELA standards for each YPSA subgroup in 2018-19 was larger than the corresponding subgroup in SCUSD.

In Math between 2014-15 and 2018-19, Asian scholars grew from 16% meeting or exceeding standards to 40.22%. Hispanic Latino scholars grew from 14% to 38%. English Learners grew from 12% to 20.26%. Reclassified Fluent English Proficient (RFEP) scholars grew from 31% to 70.45%. Economically disadvantaged scholars grew from 14% to 33.14%. The percentage meeting or exceeding math standards for four of the five YPSA subgroup in 2018-19 was larger than the corresponding subgroup in SCUSD. The Asian Subgroup at YPSA was lower than the district's by 4% and, as explained in Element 2, was due unequal composition of the two subgroups.

In addition, the data from the past five years show that scholars attending YPSA achieve at a higher level than in the average district non-charter school and in each of the three district comparison schools that scholars would have otherwise attended or that are similar in demographics to YPSA.

Final Commentary

In addition to meeting the statutory requirement, YPSA has been an inspiration to many members of both Hmong and non-Hmong in the community. YPSA has become a place where Hmong scholars can learn what it means to be Hmong and what it means to be Hmong-American. At the same time, non-Hmong scholars learn another language and culture and come to understand other members of the broader community. The same is true for Hmong scholars learning from their non-Hmong peers. Former scholars who have been promoted from YPSA and completed high school are now going on to serve in the military, computer industry, or pursuing higher education. YPSA has played an important role in their lives. We would like to continue serving our scholars and their families.

Charter Term Request (5 Years for Renewals)

We respectfully ask the SCUSD Board to renew the YPSA Charter Petition for a 5-year term, from July 1, 2020 to June 30, 2025.

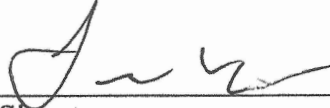
SIGNATURE Page(s)

Signature Page for Petition Submission

Lead Petitioner

Mr. Lee Yang

Name



Signature

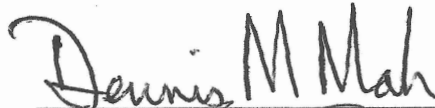
2/18/2020

Date

Founding Members

Dr. Dennis M. Mah

Name



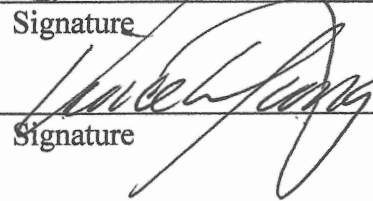
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2/18/2020

Date

Mr. Vince Xiong

Name



Signature

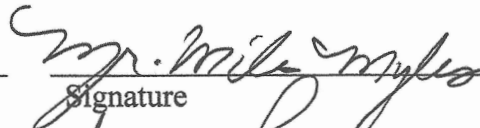
2/18/2020

Date

Current Board Members

Mr. Miles E. Myles, President

Name



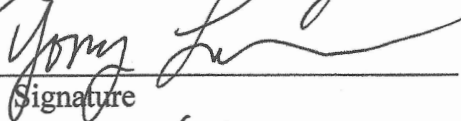
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Date

Ms. Yong Lor, Vice President

Name



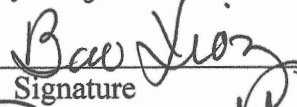
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2/18/2020

Date

Ms. Bao Xiong, Secretary

Name



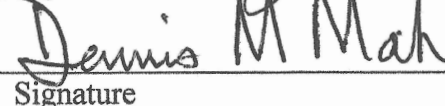
Signature

2/18/2020

Date

Dr. Dennis M. Mah, Treasurer

Name



Signature

2/18/2020

Date

Mr. Guy Ollison, Member

Name



Signature

2/18/2020

Date