

Yav Pem Suab Academy

7555 South Land Park Dr. • Sacramento, CA 95831-3863 • (916) 433-5057 • Grades K-6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Sacramento City Unified School District

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District Administration

José L. Banda, Superintendent
Superintendent

School Description

SCHOOL VISION: Developing Lifelong Scholars and Lifeskilled Leaders

SCHOOL MISSION: To grow and nurture all scholars to become high-performing individuals through a body-brain compatible education

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (916) 433-5057.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	60
Gr. 1	69
Gr. 2	66
Gr. 3	66
Gr. 4	71
Gr. 5	47
Gr. 6	48
Total	427

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.0
Asian	69.8
Filipino	0.0
Hispanic or Latino	13.3
Native Hawaiian/Pacific Islander	0.2
White	4.4
Two or More Races	3.3
Socioeconomically Disadvantaged	87.4
English Learners	47.3
Students with Disabilities	6.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Yav Pem Suab Academy	12-13	13-14	14-15
Fully Credentialed	18	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1558
Without Full Credential	◆	◆	13
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School

Yav Pem Suab Academy	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

* 2014-2015 data as of 01/23/2015.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.26	0.74
High-Poverty Schools	99.22	0.78
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Yav Pem Suab Academy students. Textbook sufficiency data is collected annually.

Elementary School		
Title	Subject	Date of Publication
Open Court Reading, SRA	Reading/Language Arts	2002
Moving Into English, Harcourt	English Language	2004
High Point, Hampton Brown	English Language Arts	2002
Avenues, Hampton Brown	English Language	2002
California Mathematics, Macmillan McGraw-Hill	Mathematics	2009
California Science, McMillian McGraw-Hill	Science	2008
California Vistas, McMillian McGraw-Hill	History/Social Science	2007

Middle School		
Title	Subject	Date of Publication
REACH!	Reading Development	2002
LANGUAGE! Sopris West	Reading Development	2005
High Point, Hampton Brown	Reading Development	2001
Holt Literature and Language Arts, Course 1 Holt, Rinehart, Winston	Language Arts	2003
Holt Literature and Language Arts, Course 2 Holt, Rinehart, Winston	Language Arts	2003
High Point, Hampton Brown	English Language	2001
Prentice Hall Mathematics, California Pre-Algebra, Pearson Prentice Hall,	Mathematics	2009
Prentice Hall Mathematics, California Algebra, Pearson Prentice Hall	Mathematics	2009
Geometry, McDougal Littell	Mathematics	2004
Life Science, Holt, Rinehart and Winston	Science	2007
Focus on Physical Science, Glencoe/McGraw-Hill	Science	2007
History Alive! Medieval World and Beyond, Teachers' Curriculum Institute (TCI)	History	2005
History Alive! The United States Through Industrialism, Teachers' Curriculum	History	2005

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1988. This school has 2 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 10 portables.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2013

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	31	51	67	52	50	54	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	33	48	45	48	50	48	54	56	55
Math	58	73	68	48	48	47	49	50	50
HSS				44	44	46	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	5	5
Similar Schools	1	2	1

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.6	21.7	32.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	54
All Student at the School	67
Male	76
Female	62
Black or African American	
American Indian or Alaska Native	
Asian	69
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	64
English Learners	48
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	B	53	-5
Black or African American			
American Indian or Alaska Native			
Asian		47	-11
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		59	-17
English Learners		47	-8
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Yav Pem Suab Academy, in collaboration with PTA and Academy Council, expects all parents to contribute at least 40 hours of parent involvement annually. Parents can be involved in chaperoning study trips, helping in the classroom, out on the playground, in the hallways and cafeteria, with the school garden, working in the library, and at home. Additionally, parents are also encouraged to be involved in meetings, functions and activities throughout the year. They can take an active part in the school's PTA, Academy Council, or other parent meeting groups. Before parents can volunteer, an orientation takes place to let the parents know of certain responsibilities and expectations.

Parent Volunteer Guidelines

Sign In at the Office and Wear a Volunteer Badge

Parent volunteers must check in at the office, and wear a volunteer I.D. badge, each time they volunteer on campus. Knowing where you are is vital, especially in emergencies. Please sign in and out on the volunteer roster in the school office.

Emergency Contact

Parent volunteers must fill out an emergency contact form, to be secured at the front office. Your emergency contact is needed just in case anything were to happen to you while volunteering.

Confidentiality

We insist that you maintain confidentiality outside of class. If other parents ask you about a scholar's performance or behavior, please refer them to the teacher. It is inappropriate to discuss situations observed while acting and/or serving as a volunteer. We also require that if you have a question about a specific child, you ask the teacher in confidence and privacy, not in the presence of scholars or parents.

Names and Labels

Every child brings to school his or her own specific skills and abilities. Everyone is unique and special in their own special way. Some learn quickly; some come to school with more developed skills. Each child grows and learns at his/her own pace. To us, they all come just the way they are supposed to be. We are here to help them grow as fast as they can. Please do not make value judgments or label the abilities or skills of any child. Please be careful not to compare your child to another in the class as they are all unique individuals.

Questions and Issues

We don't expect you to agree with everything a teacher does in class; but each teacher's job is to make decisions in the best interest of the whole class. If you have a problem, issue or disagreement with a teacher, please bring it to the teacher's attention privately at an appropriate time. Discussing issues in the middle of class or with other staff members or parents is not appropriate at any time. Clear, open, and direct communication is vital to our success.

Discipline

The school, and each classroom, has an established discipline policy. Please talk with the teacher to see how you can fit into and support the program. When issues arise concerning inappropriate scholar behavior, we encourage parents to check with the teacher for the appropriate action and to support scholars by encouraging them to make good choices and demonstrate appropriate behavior.

We appreciate your efforts and help. Whenever possible, we try to work toward positive discipline. In practice, we 'catch' the scholars doing appropriate things and give the recognition in front of other students. We try to focus our direction on what we want the children to do, rather than on what we don't want them to do. We focus our efforts on developing responsible citizens through the daily teachings of the LIFESKILLS.

Accept and Value Diversity

Each of our parents comes from a slightly different background and culture. They all have their own ideas and experiences about raising children. The diversity of people, values, cultures, and beliefs is what makes such a rich experience for all.

Helping the Teacher, Class, or School: Your Primary Responsibility

Parent volunteers work under the direction of the classroom teacher or school administrator who defines the volunteer's duties and expectations. Your primary responsibility in the classroom is helping the class as a whole. By supporting the class, you will be building your own child's self-esteem.

Please try to keep our role as volunteer and parent separate in the classroom. If your child has a problem, let your child work out the problem with others and the teacher through established classroom routines and procedures. Please do not try to solve problems for your own child while in class; that takes power away from your child. We are striving to help our scholars become more interdependent and self-sufficient.

Guidelines for Volunteering in the Classroom:

1. Volunteers do not disagree with teachers in front of students.
2. Teachers supervise all volunteer activities.
3. Volunteers never replace teachers or take responsibility for the class. Scholars must not be left unattended.
4. Volunteers do not diagnose scholar strengths or weaknesses, prescribe learning activities, evaluate student progress, discipline students, or issue grades.
5. Volunteers can assist with the following tasks.
 - a. Reinforcing concepts
 - b. Providing extra practice
 - c. Enriching curriculum
 - d. Giving make-up tests
 - e. Helping with make-up work
 - f. Helping with bulletin boards
 - g. Helping with any teacher preparatory work

Guidelines for Working with Scholars:

1. Call each scholar by his or her name.
2. Ask leading questions rather than giving answers to students.
3. Realize that a scholar must feel that it is alright to make mistakes.
4. Do more listening than talking.
5. Be reliable. Your consistent attendance shows scholars that you are committed to helping them.
6. Look for and praise each small success/effort. Don't expect huge leaps in achievement.
7. Self-esteem and self-control are basic to learning.
8. Information about scholars is confidential. Information from scholars that may affect their health and safety must be reported to the teacher or the office staff/nurse.
9. Only office staff members/school nurse can dispense medication to scholars.

Keeping Commitments

It is important that you set a scheduled time with the teacher to assist in the classroom and that you follow through in a timely manner. The teacher will be planning for you to be there. In the case where you can only volunteer once in a while, let the teacher know at least 24 hours in advance that you will be volunteering in the classroom to allow the teacher time to plan and organize activities to support classroom instruction.

Whenever possible, please call the day before (or at least send a note or email the morning of your commitment) if you are not going to be able to be in the classroom at the scheduled time.

The teacher is counting on you and needs adequate time to adjust any plans.

Code of Conduct

The school strives to create a learning environment that nurtures and supports all scholars, and a healthy environment that supports all volunteers. In order to accomplish this vision, all volunteers are viewed as professionals and expected to adhere to the highest ethical standards while on campus. All volunteers are expected to:

- Model and use the Lifelong Guidelines and LIFESKILLS
- Come to volunteer dressed appropriately, using your judgment to dress professionally and modestly. (No showing of lower torso. No spaghetti straps.)
- Act with discretion and professionalism regarding classroom, school, and community matters. (Do not do things that are inappropriate, e.g. urinating in the scholars' restrooms, yelling at your own child or other children, arguing with the teacher)
- Maintain the highest professional standards for communication with scholars, parents, and community. Say things that are appropriate. Write things that are acceptable.
- Turn off/silence, and refrain from using electronic devices and cell phones.
- Use no put-downs.
- Always assume best intentions of scholars, other parents, staff members, administration, and community

Thank you for taking an interest in volunteering to help at YPSA. We depend on you, our volunteers, to help make YPSA a special, supportive place to learn and grow.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Yav Pem Suab Academy

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Section1:

Section 2: YPSA Safety Committee Mission Statement

The Safety Committee of YPSA is developed to improve the safety of the school. The members of the Safety Committee are here to serve the scholars, families, and staff of YPSA by helping to prevent accidents and foster a safer working and learning environment. The ultimate goal of the Safety Committee is to create a safe physical and emotional environment in which our scholars can learn and our staff may work.

Section 3. Narrative of School Safety Plan Component I: Social Climate & Component II: Physical Climate

Comprehensive Safe School Plan Narrative – Yav Pem Suab Academy
(Updated 11/2014)

School Climate

YPSA has a strong character and learning culture. YPSA has adopted the use of Lifelong Guidelines and Lifeskills and use them on a daily basis with our scholars. Our teachers have grade level collaboration every day and professional development on a frequent basis. Our scholars have Hmong Language Development 2 days a week and a movement class 2 days a week. Our movement classes include Taekwondo, Dance and Physical Education. Movement classes are rotated every trimester so each scholar can have the opportunity to experience each class. We have a full time registered nurse and a part-time counselor on site. YPSA has a wide variety of active committees that involves scholars as well as staff members. From 3-5pm, scholars participate in YPSA’s “Advancing Through Technology” program where each class room has their own set of Laptops or Ipads.

Our social climate goals include:

- Zero tolerance for bullying, harassment and fights – bring awareness to all scholars with an anti-bullying week/assembly.
- Continue committees for scholars and staff involvement.
- Attendance/SART Process – every scholar at school every day, except excused illnesses.

Our physical safety goals include:

- Emergency preparedness/incident command.

To attain these goals, the YPSA Safe School Committee will:

Social climate:

- Bullying, harassment and fights
 1. Review monthly reports to define scope of the issue,
 2. Implement a prevention program,
 3. Implement intervention program, if necessary,
 4. Evaluate interventions monthly,
 5. Have an outside source conduct Anti-bullying assembly.
- Committees
 1. Safety Team – to help keep YPSA scholars, staff and family safe from injury and illnesses.
 2. Happy Tigers -
 3. Tiger Society – scholar class officers
 4. Year Book –

- Attendance/SART Process
 1. Every scholar to be at school every day except for excused illnesses,
 2. Review attendance reports monthly to define scope of issue,
 3. Home visits as needed for chronically truant scholars,
 4. SART per school policy.

Physical climate:

- Emergency Preparedness/Incident Management Team
 1. Develop Incident Management Team (IMT),
 2. Hold staff training 2-3 times a year once IMT is formed,
 3. Teachers will collect funds/donations for 72hr emergency food supply to place in each classroom.

The YPSA Safe School Committee feels that the implementation and consistent evaluation of the above stated goals will serve as a foundation for the safety and wellbeing of student, staff, and families and the community.

Section 4. Emergency Plan: Site Level Incident Command System Site Level Communication

Incident Command System Yav Pem Suab Academy 2014-2014

1. Incident Commander – Principal: Vince Xiong
2. Operations – VP:
3. Logistics-Plant manager/custodian: Nai Saelee, Eenam Saelee
4. Admin/Finance-Business Manager: Megan Lao
5. Public Information Principal: Vince Xiong
6. Safety-Nurse: Maisie Watson, RN
7. Liaison- Front Office Clerk" Nancy Lee
8. Incident Log/Scribe – Superintendent:

Section 5. Procedures Emergency Plan: Site Level Provisions for Students/Staff with Special Needs

Provisions for Students and Staff with Special Needs

Yav Pem Suab Academy
2014-2015

Staff: There is one staff that has type-1 DM and wears an insulin pen, one staff with asthma and has an inhaler available.

There are currently no scholars with severe vision, hearing or ambulation concerns that would necessitate special consideration during a crisis situation.

Section 6. Emergency Plan: Site Level Family Reunification Procedures

Reunification Procedures

Yav Pem Suab Academy
1/21/15

Reunification Procedures

Yav Pem Suab Academy
1/21/15

Scholars and parents may be reunited and leave the emergency host site or school site once it has been approved by school administration. A parent, or other authorized adult, must sign a scholar out of the site.

1. The Incident Commander will provide the Reunification materials:
 - Emergency Cards
 - Emergency Student Release Request forms
 - Reunion Checkout Log
 - clipboards, and pens
2. The Incident Commander will assign staff to assist at the Reunion Check Out Gate. Team members should not make any statements to the media. Refer all media requests to the Incident Commander.
3. Begin the process of reuniting students with their parents or an authorized adult (on student emergency card).
 - Distribute Emergency Scholar Release Requests (see attached ESRR form master) to parents.
 - Establish a line in order of arrival.
 - Verify the person requesting to be reunited with a scholar is on that scholar's emergency card.
 - Request a photo ID from the person and write down the information printed on the ID on the Reunion Check Out Log.
 - Fill out the time of release of each student on the Reunion Check Out Log before you send for the scholar.
 - Send a runner or use a handheld radio to bring the requested scholar to the Reunion Check Out Gate.
 - Confirm the scholar knows the person who is there to pickup the scholar.

Considerations:

1. There is no emergency form, the adult is not listed on the form, or the adult does not have a picture ID.
 - a. Try to establish relationship to the scholar (grandparent, neighbor, etc.)
 - b. Attempt to find a staff member to verify the relationship.
 - c. Determine why the authorized adult is not picking up the scholar.
 - d. Ask the scholar if he or she is willing to go with the adult.
2. Another adult arrives to pick up a scholar who has already been released- Refer to the log and give the adult the name of adult who picked up the scholar, relationship and time of release.
3. Scholar is known to be injured or is deceased-Take the parent of scholar who is injured or is deceased to a designated area to meet with the Crisis Intervention Counselors.
4. Parents are irate or boisterous and demanding answers about their children:
 - a. Try to calm the parent and respond to their questions in calm manner.
 - b. Explain the procedures for scholar releases by referring to the posted procedures
 - c. Refer them to the Incident Commander if unable to calm them.
 - d. Ask for assistance from the School Police if the person continues to be disruptive.
5. If a spouse wants to see a staff member-have them fill out a request and have a runner take it to the Incident Command Center. DO NOT ALLOW the adult to enter the campus as this may cause other adults to become disruptive.
6. MAKE SURE RADIOS ARE OUTSIDE THE HEARING RANGE OF PARENTS.

Section 7. Site plan for Use of School as a Community Shelter

CSSP Emergency Procedures
Community Shelter
School Year 2014-2015

Receiving Station:

YPSA recognizes that the site may be needed for the use of disaster evacuee activities. Multipurpose rooms and cafeteria's can be used as the following:

- Reception station for evacuees
- Holding areas
- Registration and processing points
- Staging area for disaster workers
- Disaster Field Operations Center
- Temporary living quarters for evacuees

The District shall have first use of its facilities for pupil sheltering. This is keeping with the assigned mission of schools under the provisions of the Educational Code.

Use of Provisions:

If it is necessary to shelter and feed pupils, staff, and /or community members, site administrators will notify the Superintendent, Nutrition Services, Purchasing Agent, and others involved regarding the direct control of the particular provisions to be utilized.

Site administrators will notify Transportation and Nutrition Services of all planned shelter operations and alternative locations as soon as they are known.

Only limited first aid supplies are available. No cots, bedding or other emergency supplies are available.

Communications:

The telephone, radios, and other means of communication at each site shall be made available for disaster operations.

Section 8. Site Level Communications Procedures

Communications Plan
Yav Pem Suab Academy
1/21/15

Communications Systems-

1. Intercom
2. Bells/Warnings
3. Email
4. Room telephones
5. Personal cell phones
6. Two way radios (8)
7. Connect Ed

Intercom system-will be used to announce earth quake and intruder alert drills, and shelter in place procedures

Bells/Warnings-will be used to announce fire drills

Email-email will be used to report roll and injuries during intruder alert procedures and shelter in place procedures

Room Telephones-will be used for the above procedures when email doesn't work, and for emergent issues.

Personal cell phones- will be used when room telephones do not work

Two way radios-will be used to communicate among principal, office manager, school nurse and plant manager during drills, and emergencies involving outside personnel

Connect Ed-will be used to communicate with parents when there is an emergency disrupting normal school day procedures

Section 9. Emergency Plan: Site Level Drill Schedule and Procedures: Fire, Drop & Cover & Lockdown

SCHOOL SAFETY

Natural Disasters and Other Emergencies

The intent of this section is to outline school procedures in the case of an emergency. The objectives of the following plans are to delineate actions to minimize injuries and loss of life, to provide practice opportunities, and to facilitate calm and efficient reunification of scholars with their parents if necessary.

Fire

Drill Frequency-monthly, with alternative exit option every quarter. (See Fire Evacuation Map)

Signal-"fire alarm, please evacuate the building" repeatedly

Drill Procedure

- On-site evacuation - The teacher leaves the room last; all doors should be locked and lights turned off.
- Staff and students will assemble at the black top in their designated places per the school evacuation plan map. Roll call will be taken and teachers will hold up a green card if they have all their students, or a red card if they do not have all their students.
- Support staff will account for any missing students and staff.
- The principal, office manager, school nurse and plant manager will use radios and check areas assigned to them to help ensure everyone has evacuated.
- Upon hearing the "all clear" from the Principal, teachers will lead their scholars back to class

Actual Fire

- Notify fire department (8-911 from a school phone) or pull the alarm activation levers.
- If it is possible to use extinguishers on small fires without endangerment, support staff may do so.
- The School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.
- Principal will notify all parents of the fire through the use of Connect-Ed using the following script:

Additional considerations

- Occupants should be trained to use alternate exits. Due to possible blockage of a particular exit, fire drills should purposefully require a rerouting of pupils to another safe exit or walking area.
- Drills should also be conducted at recess and lunch periods as well, to promote safe evacuation during those times.
- In the event of a particularly large fire, or a fire close to the black top area (evacuation area) the Principal, School Nurse, Office Manager, and Plant Manager will direct teachers to appropriate spaces in the park next to the school. See Local Evacuation.
- It should be emphasized that the lives of the students and staff are of primary importance. Personal belongings, clothing and school records are only of secondary importance. Staff/students should not return to classrooms to retrieve personal belongings that they forgot during a crisis. No one shall return to the classrooms/offices until the "all clear" is sounded.

Earthquake

Drill frequency-every three months

Signal-intercom system "attention staff and scholars, we have an earthquake, please duck, cover, and hold," repeating two additional times

Drill procedures

- Instruct students to get under their desk or a table, and shield their head and face with their arms. If there are no tables/desks, instruct students to sit down on the floor away from windows and shelves.
- After a couple of minutes, support staff will activate the fire alarm and evacuate the buildings per our fire drill procedures.
- If you are outside, instruct students to move away from utility poles, trees, buildings, and other potential hazards. Move to an open space, form an orderly line, and sit down.

Actual Earthquake

- There is no warning, but there may be a sharp thud or blast-like shock at the beginning of the quake. The sound and the motion are frightening and can last many seconds. The initial shock is usually the most severe, but aftershocks can be quite strong and continue for some time.
- During post-earthquake evacuation, the School Nurse and Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures

All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

Lockdown/Intruder During Core Instruction

Drill frequency-every three months

Signal-intercom system "attention staff and scholars, we are now in school lockdown" repeating four additional times.

Drill procedures

- Any student outside their classroom will report to the nearest classroom. Teachers will look outside their classroom door to gather any outside person to safety.
- Doors and windows will be locked, blinds will be drawn, lights will be turned off, and students will move under their desk or a table. If there are no desks or tables, get out of sight as best you can. Teachers will instruct students to be calm and quiet so instructions may be heard.
- Teachers will take roll and report to the office via their Outlook email account, directed to the entire YPSA staff. Any missing and/or extra students will be reported at that time. If their email is not working, they will call the office. If there are any injuries in the room, they will call the office immediately.
- The support staff will account for 100% of students present that day.
- Teachers will wait for further instructions via email, telephone or intercom.
- The Principal will end the lockdown by calling "staff and scholars, we are now off lockdown," repeating two additional times, from the intercom system

Actual Lockdown

- The Principal will notify appropriate public safety personnel that a lockdown is in place if the lockdown is initiated from our site.
- All staff members and scholars will follow all procedures as practiced.
- The Principal will notify all parents through Connect-Ed (automated telephone message system) using the following script:

Initial message:

Hello families.

This is _____ the principal of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Ventura Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Ventura Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Ventura Police Dept. has requested that no one approach the school at this time. Please do not come to School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the principal of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Considerations

- Students may be frightened. Please discuss the potential reasons for a lockdown and the feelings they may experience prior to every drill.
- If an actual lockdown is extended, students may have to use the bathroom. Though it is not ideal, garbage cans or buckets can be used for this purpose. **DO NOT LET ANYONE IN OR OUT OF THE ROOM UNTIL ALL CLEAR IS CALLED.**
- Please reinforce with our students that if they are outside during a lockdown, proceed to the NEAREST room for safety.

Lockdown/Intruder Alert During Enrichment

All in-door classes will follow the same procedures as listed above under core instruction.
All out-door classes will follow the procedures listed below:

Drill procedures

- Teachers will line up scholars in an orderly manner, and walk them to their assigned classroom.
- Doors and windows will be locked, blinds will be drawn, lights will be turned off, and students will move under their desk or a table. If there are no desks or tables, get out of sight as best you can. Teachers will instruct students to be calm and quiet so instructions may be heard.
- Teachers will take roll and report to the office via their Outlook email account, directed to the entire YPSA staff. Any missing and/or extra students will be reported at that time. If their email is not working, they will call the office. If there are any injuries in the room, they will call the office immediately.
- The support staff will account for 100% of students present that day.
- Teachers will wait for further instructions via email, telephone or intercom.
- The Principal will end the lockdown by calling “staff and scholars, we are now off lockdown,” repeating two additional times, from the intercom system

Lockdown/Intruder Alert During Recess

When a Lockdown is in place, all scholars will line up on their assigned number dot or assigned area. Teachers will pick up scholars from their assigned area and walk them in an orderly manner to the closest classroom. Each teacher will follow the procedures listed below:

Drill procedures

- Doors and windows will be locked, blinds will be drawn, lights will be turned off, and students will move under their desk or a table. If there are no desks or tables, get out of sight as best you can. Teachers will instruct students to be calm and quiet so instructions may be heard.
- Teachers will take roll and report to the office via their Outlook email account, directed to the entire YPSA staff. Any missing and/or extra students will be reported at that time. If their email is not working, they will call the office. If there are any injuries in the room, they will call the office immediately.
- The support staff will account for 100% of students present that day.
- Teachers will wait for further instructions via email, telephone or intercom.
- The Principal will end the lockdown by calling “staff and scholars, we are now off lockdown,” repeating two additional times, from the intercom system

Lockdown/Intruder Alert for Front Office

Drill procedures

- Place a sign “Drill in Progress – DO NOT DISTURB” on front office door and lock.
- Do not allow any ins and outs.
- Inform the principal of scholars in the front office and nurse’s office.

Actual

- Lock all entrances to the office
- Scholars and staff to hide under desks, behind counters or stay out of site under the All Clear message.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.1	1.5	2.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.4	6.6	4.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		56
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.5
Other	6
Average Number of Students per Staff Member	
Academic Counselor	0.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22	23	20	3		2	0	3	1	0		
Gr. 1	22.5	23	23	1			1	3	3	0		
Gr. 2	20.3	23	22	3			0	3	3	0		
Gr. 3	22	23	22	2			0	3	3	0		
Gr. 4	22	24	24	1			0	2	3	0		
Gr. 5	22	24	24	1			0	2	2	0		
Gr. 6	22	24	24	1			0	2	2	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,885	\$41,761
Mid-Range Teacher Salary	\$52,419	\$66,895
Highest Teacher Salary	\$86,028	\$86,565
Average Principal Salary (ES)	\$98,045	\$108,011
Average Principal Salary (MS)	\$100,180	\$113,058
Average Principal Salary (HS)	\$115,586	\$123,217
Superintendent Salary	\$239,381	\$227,183
Percent of District Budget		
Teacher Salaries	34	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,837		\$5,837	\$43,664
District	♦	♦	\$4,556	\$65,479
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			28.1	-33.3
Percent Difference: School Site/ State			24.5	-38.3

Types of Services Funded at Yav Pem Suab Academy

Yav Pem Suab Academy opened in 2010. It operates on a 175 day calendar with instruction from Monday through Thursday, 8:00 a.m. to 5:00 p.m. The school implements a common sense approach combining and using research on effective schools and research on how the human brain learns to create a school where every student is proficient. Features include Brain-based approach to mastery teaching and learning featuring a combination of hands-on learning, being there experiences (field trips) and direct instruction. Built into the school day includes an additional three hours of enrichment which includes a Hmong language development component, organized sports, dance, Taekwondo and music.

Professional Development provided for Teachers at Yav Pem Suab Academy

To realize the vision of Yav Pem Suab Academy Charter, all staff members, scholars, and parents are taught and expected to carry out the Lifelong Guidelines and LIFESKILLS. Staff members model and teach these skills to children. These skills are reinforced out on the playground. At home, all families received a book entitled, "Character Begins at Home", where all the LIFESKILLS are reinforced with various activities that build character and responsibility.

YPSA professional development has centered around three components: Body-brain Compatilbe Education, Academic Efficacy, and Project GLAD. All new teachers were trained at the beginning of the 2013-2014 school year, and consultants were brought in throughout the school year to model, observe, provide feedback, and collaborate with teachers. These trainings have proven to be an asset to teacher development and growth. In light of our 8:00 - 5:00 schedule, teachers collaborate on a daily basis on data and student work. Collaboration happens in many ways: Grade level collaboration, School-wide collaboration, Principal and Grade level Collaboration, Trainer and Grade level collaboration.

In addition to these professional developments, new Year 1 and Year 2 teachers also receive support from Beginning Teacher Support Assessment (B TSA). Each new teacher received on-going support from a more seasoned teacher selected by administration.