Yav Pem Suab Academy - Preparing for the Future
Pronounced: Ya Bay Shooa
Operated by the Urban Charter Schools Collective
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Part I. Introduction

This petition describes a proposed charter school located in the Meadowview neighborhood enrolling children in grades K through 6. In addition to teaching the state standards in English language arts, mathematics, social studies, science, physical education, and visual & performing arts, the school features Hmong language development and Hmong cultural studies. Admission is open to all students. The school is intended to benefit both Hmong and non-Hmong students.

The development of the proposed school began 18 months ago. A grassroots design team composed of parents, educators, and professionals convened to examine the problem of low academic achievement among Hmong students. They found overall student achievement much lower at schools located in less affluent areas when compared to schools located in more affluent areas of the Sacramento City Unified School District. The majority of Hmong students in Sacramento attend schools in less affluent neighborhoods.

When data on student achievement were disaggregated, Hmong students showed the lowest achievement; they were the lowest of the low achieving. Oftentimes it was overlooked because Hmong achievement scores were reported under the broader category of "Asian." Many people in the larger community assumed the Hmong were doing fine and would prosper like other Asian groups before them. Unfortunately, this is not going to happen for the Hmong or any other group that fails to get a good education.

The committee found that at the district's top 10 performing elementary schools, approximately 70% of the students scored proficient on the 2009 state test for English language arts, as shown in Table 1. The schools were either in more affluent neighborhoods or magnet schools that drew high-performing students from throughout the district. At each of the bottom 10 schools, roughly 30% of the students scored proficient; the schools were in less affluent neighborhoods. The proposed charter school intends to eliminate the 40% achievement gap.

Part II. Affirmations

1. Yav Pem Suab Academy shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

2. Yav Pem Suab Academy shall not charge tuition.

3. Yav Pem Suab Academy shall not discriminate against any person on the basis of gender, ethnic group identification, race, national origin, religion, color, mental or physical disability, sexual orientation, or any actual or perceived characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

4. Yav Pem Suab Academy shall not determine admission to the charter school based upon the place of residence of the student or student's parent or guardian, within this state, except as allowed under Education Code section 47605(d)(2)

Table 1. School Ranking based on ELA and Math Proficiency on 2009 STAR

ELA Rank	School sorted by % ELA Proficient 2009 STAR	Students with ELA scores	Number students ELA proficient	% Proficient ELA. Target = 46% in 2009	Math Rank	School sorted by % Math Proficient 2009 STAR	Students with math scores	Number students math proficient	% Proficient math. Target is 47.5% in 2009
1	Hearst, Phoebe	428	369	86.2%	1	Hearst, Phoebe	429	382	89.0%
2	Didion, Genevieve *	431	368	85.4%	2	Crocker Riverside	344	302	87.8%
3	Crocker Riverside	343	290	84.5%	3	Camellia	268	227	84.7%
4	Camellia	268	191	71.3%	4	Matsuyama	365	295	80.8%
5	Matsuyama	360	256	71.1%	5	Golden Empire	381	295	77.4%
6	Da Vinci, Leonardo*	417	287	68.8%	6	Bancroft, Hubert	251	193	76.9%
7	Sutterville	395	270	68.4%	7	Judah, Theodore	166	126	75.9%
8	Greenwood, Caleb *	372	253	68.0%	8	Sutterville	394	291	73.9%
9	Judah, Theodore	165	111	67.3%	9	Sequoia	325	234	72.0%
10	Golden Empire	375	250	66.7%	10	Pony Express	313	225	71.9%
11	Pony Express	311	207	66.6%	11	Cohen, Isador	270	184	68.1%
12	Bancroft, Hubert	251	163	64.9%	12	Erlewine, O. W	242	163	67.4%
13	Sequoia	322	205	63.7%	13	Land, William	199	134	67.3%
14	Erlewine, O. W	240	140	58.3%	14	Didion, Genevieve *	57	37	64.9%
15	Cohen, Isador	266	154	57.9%	15	Warren, Earl	339	218	64.3%
16	Lubin, David	320	183	57.2%	16	Da Vinci, Leonardo*	419	269	64.2%
17	King, ML, JR *	350	190	54.3%	17	Lubin, David	320	204	63.8%
18	Wenzel, Caroline	315	170	54.0%	18	Wenzel, Caroline	319	200	62.7%
19**	Bidwell, John	264	137	51.9%	19**	Sloat, John	221	137	62.0%
20	Warren, Earl	339	174	51.3%	20	Elder Creek	471	291	61.8%
21	Marshall, James	274	135	49.3%	21	Winn, AM	302	185	61.3%
22	Hart, Bret	306	148	48.4%	22	King, ML, JR *	350	213	60.9%
23	Elder Creek	470	227	48.3%	23	Parkway	314	189	60.2%
24	Morse, John F *	222	104	46.8%	24**	Bidwell, John	271	162	59.8%
25	Lincoln, Abraham	344	159	46.2%	25	Lincoln, Abraham	338	202	59.8%
26	Land, William	201	91	45.3%	26	Hollywood Park	243	143	58.8%
27	Parkway	311	138	44.4%	27	Nicholas	379	218	57.5%
28	Winn, AM	299	127	42.5%	28	Phillips, Ethel	299	172	57.5%
29	Burnett, Peter	370	157	42.4%	29	Burnett, Peter	370	211	57.0%
30	Tahoe	251	106	42.2%	30	Hart, Bret	305	172	56.4%
31	Hollywood Park	241	100	41.5%	31	Mark Twain	294	160	54.4%
32	Phillips, Ethel	300	121	40.3%	32	Marshall, James	276	148	53.6%
33	Woodbine	242	97	40.1%	33	Greenwood, Caleb *	43	23	53.5%
34	Bonnheim	258	102	39.5%	34	Bowling Green Char	461	244	52.9%
35	Mark Twain	293	114	38.9%	35**	Anthony, Susan B	212	110	51.9%
36**	Chavez	308	116	37.7%	36	Tahoe	251	130	51.8%
37	Bowling Green Char	460	172	37.4%	37**	Chavez	307	156	50.8%
38**	Sloat, John	219	82	37.4%	38	Maple	184	91	49.5%
39	Nicholas	381	142	37.3%	39	Pacific	390	193	49.5%
40	Washington, George	152	55	36.2%	40**	Kemble, Edward	216	105	48.6%
41	Pacific	385	138	35.8%	41	Wire, CB	330	156	47.3%
42**	Hopkins, Mark	267	95	35.6%	42	Bonnheim	257	120	46.7%
43	Wire, CB	331	118	35.6%	43**	Hopkins, Mark	271	124	45.8%
44	Cabrillo, John	217	77	35.5%	44	Washington, George	152	67	44.1%
45	Maple	184	58	31.5%	45**	Freeport	208	91	43.8%
46	Baker, E.I.	458	144	31.4%	46	Woodbine	242	102	42.1%
47	Huntington, Collis	147	45	30.6%	47	Huntington, Collis	149	62	41.6%
48**	Anthony, Susan B	214	65	30.4%	48	Morse, John F *	221	91	41.2%
49	Fruit Ridge	267	79	29.6%	49	Cabrillo, John	222	90	40.5%
50	Harkness, HW	177	52	29.4%	50	Baker, E.I.	461	178	38.6%
51**	Kemble, Edward	216	63	29.2%	51	Fruit Ridge	265	100	37.7%
52**	Still, John *	618	178	28.8%	52	Oak Ridge	292	106	36.3%
53	Oak Ridge	290	81	27.9%	53	Harkness, HW	177	63	35.6%
54**	Freeport	210	58	27.6%	54	Smith, Jedediah	159	55	34.6%
55	Kenny, Fr. Keith B	184	48	26.1%	55**	Still, John *	637	215	33.8%
56	Smith, Jedediah	158	34	21.5%	56	Kenny, Fr. Keith B	185	62	33.5%
	Total	16,757	8,194			Total	16,126	9,316	
			49%	Proficient				58%	Proficient

* K-8 schools
** School rank in orange indicates the school is located in the Meadowview neighborhood

Part III. Description of the 16 Items Required by the Charter Schools Act

Section A. The Educational Program

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. Ed. Code 47605(b)(5)(A)(i)

1. What's different? The program described on the following pages is a common sense approach combining and using research on effective schools and research on how the human brain learns to create a school at which every student by name is proficient as defined by state testing. As a result, the proposed charter school has many features reported in the growing body of literature on effective charter and non-charter schools, but not currently found in district schools. These features include:

   a. Each staff member knowing, using, and correctly pronouncing each student's name.
   b. A Brain-based approach to mastery teaching and learning that features a combination of hands-on learning and direct instruction that honors and uses a student's learning style and requires higher order thinking skills.
   c. Site-based budgeting and control of all state and federal money generated by students to achieve the school's mission and goals.
   d. The equivalent of 100 more days of instruction when compared to students attending district elementary schools. This is accomplished by a longer, structured learning day between 8:00 AM and 2:00 PM for kinder and between 8:00 and 5:00 for other students. Kindergarten, primary and intermediate students would respectively have 91, 117 and 98 more days of instruction.
   e. A 175-day year-round calendar that reduces the long summer break. Students attend school four days a week and have three days off. This schedule essentially runs throughout the year.
   f. An hour of structured staff collaboration time built into the daily 8:00-5:00 schedule to support staying focused on the mission, the data, and the students.
   g. An hour of professional development coaching built into the daily 8:00-5:00 schedule to support developing *and* practicing teaching skills to achieve the mission.
   h. An hour of teacher preparation time built into the daily 8:00-5:00 schedule to support carrying out the mission.
   i. All staff members serving as at-will employees. Continued employment depends, in part, on an employee's ability to help students grow socially and academically.
   j. An expectation of parents/families to give 40 hours of support annually to the school in a variety of ways including, but not limited to: chaperoning field trips, coaching soccer, coaching embroidery, and tending the school garden.
   k. Hmong language development component.
   l. Three hours of enrichment built into the school day (e.g., music, drama, dance, agriculture, quilting – paj ntaub, drawing).

2. The mission. The mission of Yav Pem Suab Academy is to grow and nurture underserved students to become high-performing individuals through a brain-compatible education.

3. An educated person for the 21st Century. An educated person for the 21st Century is much like an educated person of the 20th, 19th, or 18th century. He/she is aware of the world around him/her, has an understanding of the past and present, and uses his/her knowledge to improve the future for him/herself and others. An educated person for the 21st Century lives on a planet growing rapidly in population and on which the people are more closely tied to one another than ever before. Thus, an educated person of the 21st Century learns about, respects, and advocates for our planet and for the other inhabitants of Earth, people and animals alike.

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

- Enriched Environment	- Movement	- Absence of Threat
- Meaningful Content	- Adequate Time	- Immediate Feedback
- Choices	- Collaboration	- Mastery

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

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

The findings of brain-compatible scholars can be summed up in four principles of learning:

1. Intelligence is a function of experience

2. Learning is an inseparable partnership between brain and body.
    a. Emotion is the gatekeeper to learning and performance.
    b. Movement enhances learning.

3. There are multiple intelligences or ways of solving problems and/or producing products.

4. Learning is a two-step process:
    a. Step one: Making meaning through pattern seeking.
    b. Step two: Developing a mental program for using what we understand and wiring it into long-term memory.

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

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

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

In summary, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission-driven, student-driven, and data-driven, as summarized in Table 2.

Table 2. Common Core Organizational Features Supporting Learning

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

The two perspectives on how learning best occurs provided a research base for the Yav Pem Suab Academy's educational program. As we created the program, however, we heeded the advice of Robert Hutchins, former president of the University of Chicago:

> "*It must be remembered that the purpose of education is not to fill the minds of students with facts…it is to teach them to think*"

5. The Educational program at Yav Pem Suab Academy.

   a. The students. The first year, Yav Pem Suab Academy will enroll 300 students in grades K through 4. In the second year 5th grade will be added. In the third year 6th grade will be added for a total of 420 students as shown in Table 3. The gradual, deliberate growth of the school will ensure the establishment of a culture that is safe, welcoming, and inspiring. One of our most important strategies is that each staff member learn and use each student's name. Starting with 300 students and adding 60 a year is realistic.

Table 3. Enrollment plan at Yav Pem Suab Academy by year and grade

	K	1st	2nd	3rd	4th	5th	6th	Total
Year 1 – 2010-2011	60	60	60	60	60			300
Year 2 – 2011-2012	60	60	60	60	60	60		360
Year 3 – 2012-2013	60	60	60	60	60	60	60	420
Year 4 – 2013-2014	60	60	60	60	60	60	60	420
Year 5 – 2014-2014	60	60	60	60	60	60	60	420

Socioeconomic status. It is expected that 90-100% of the students will qualify for the federal free and reduced lunch program. Many of the students will have limited experiences outside the neighborhood. Many will bring distractive emotional issues to school. Many will come to school with dental, vision, and/or medical issues.

Where they come from. The majority of students will come from the Meadowview neighborhood. During the 2008-09 school year, approximately 3,408 students in the neighborhood attended eight non-charter schools operated by SCUSD. They included 994 Asian, 1,204 Hispanic-Latino, and 859 African American Students. There were also 28 American Indians, 105 Pacific Islanders, 39 Filipinos, and 151 White (not Hispanic) students. Initially, given the charter school's offering in Hmong language and Hmong cultural studies and given parents have a choice to send their children to a charter school, it is expected that a high percentage of Hmong students will enroll. The petitioners, however, predict the success of Yav Pem Suab Academy's academic and enrichment program will attract non-Hmong students in future years.

An estimated 650 K-4 Hmong students live in the Meadowview neighborhood. They represent more than half of the 1,286 Hmong students enrolled in grades 1-4 in SCUSD. There are 1,791 Hmong students enrolled in grades K-6 districtwide, as shown in Table 4. Depending on the results of the admission lottery, approximately 200 will be enrolled the first year.

Table 4. Percentage of Hmong students by grade level in SCUSD (Oct. 2009)

	K	1st	2nd	3rd	4th	5th	6th	Total K-6
Hmong enrollment	232	268	264	249	273	272	233	1,791
SCUSD enrollment	3,902	3,950	3,743	3,776	3,695	3,635	3,670	26,371
Percent of district enrollment	5.9%	6.8%	7.1%	6.6%	7.4%	7.5%	6.3%	6.8%

English language skills. Of the approximately 200 Hmong students expected to enroll, 80% or more will be English learners. As shown in Table 5, most elementary-aged Hmong students in SCUSD have been identified as English language learners. While Hmong students are 6.8% of the district's total K-6 enrollment, they make up 21% of the district's 12,362 English Learners.

Table 5. Percentage of Hmong English learners by grade level in SCUSD (Oct. 2009)

	K	1st	2nd	3rd	4th	5th	6th	Total K-6
Hmong English learners	230	250	232	226	208	159	173	1,485
Hmong enrollment	232	268	264	249	273	272	233	1,791
Percent EL	99%	93%	88%	91%	76%	58%	74%	83%

Academic achievement. Academically, Hmong students have lagged for years, even behind Hispanic/Latinos and African American students, the two subgroups traditionally used to define the achievement gap. This trend continued in 2008 and 2009 when Hmong students had the lowest percentage scoring at the proficient level in English language arts on the annual state test. The results are shown in Tables 6 and 7.

Table 6. Percent Proficient on 2007-08 CST ELA by Ethnicity and Grade Level

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

Table 7. Percent Proficient on 2008-09 CST ELA by Ethnicity and Grade Level

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

As a whole, the Hmong have had a difficult time adjusting from the hills of Laos to the cities of California, Minnesota, and Wisconsin where most of the approximately 200,000 Hmong in America live. In Sacramento after two decades, the Hmong student subgroup continues to be the lowest achieving in our schools. There are two reasons.

First, current Hmong students are primarily visual, tactile-kinesthetic, field dependent learners. Through the traditional American educational system, however, instruction is primarily delivered through modalities overwhelmingly auditory, verbal-linguistic, logical-mathematical and field independent. Field-independent learners thrive in independent instructional settings, while field-dependent learners acquire knowledge most effectively in a social or group setting.

Second, traditional schools have largely failed to utilize the Hmong language as the medium of instruction most meaningful to Hmong students. They have also overlooked using the home language to promote the self-esteem essential to learning and the means of reinforcing cultural identity and pride. It is not unusual, for example, for teachers to incorrectly pronounce the names of Hmong students and parents.

b. What we want student to know. As a result of studying at the Yav Pem Suab Academy, students will master state standards in English language arts (ELA), math, science, social studies, physical education, and visual & performing arts. In addition, they will be able to use the Hmong language as a medium of communication. In the course of learning the Hmong language, students will better understand Hmong culture and develop a respect for all cultures. Finally, students will learn and use a set of social skills that help them make good choices.

c. Goals and strategies to get students to learn what we want. The work at the Yav Pem Suab Academy will be guided by three goals and by the strategies that accompany each goal. The goals are:

1. Enable students to become self-motivated, competent, and lifelong learners.
2. Enable students to make good choices.
3. Be ranked among the top 10 elementary schools in the district.

For each goal, there is a set of strategies. The strategies are shown in Table 8. One strategy for reaching Goal 1, for example, is to learn the Hmong language and about the Hmong culture. This strategy helps Hmong and non-Hmong students attending the school better understand themselves, each other, and their community. This strategy is intended to build confidence. Confidence is the foundation for motivation, competence, and lifelong curiosity.

The first goal is to enable students to become self-motivated, competent, and lifelong learners.

- The first strategy for reaching this goal is to teach until each student masters what is being taught. Mastery builds confidence to do more and to do different things. Mastery is essentially a building block for self-motivation. At Yav Pem Suab Academy, we want each student to master all state standards in ELA, math, science, history, writing, P.E., and the visual & performing arts. We also want each student to make oral presentations in Hmong and use technology.

- The second strategy is to increase exposure to the world. Scholars point to the positive correlation between experience and intelligence. Middle-class children, for example, typically have more hands-on exposure to the world in their first 12 years of life than children from families that qualify for free and reduced lunch. We plan to increase exposure and experience through the study of the Hmong Language and Hmong Culture, field trips, guest speakers, enrichment classes in music, art, and dance, and through the study of biographies.

Table 8. Goals and Strategies

Goal:	Strategies

1. Enable students to become self-motivated, competent, and lifelong learners.	a. Mastery learning.
	b. Exposure through:
	    1. Hmong language development and cultural awareness
	    2. Hands-on experiences
	    3. Study trips
	    4. Guest speakers from the community
	    5. Enrichment classes in music, dance, art, etc.
	    6. Study of biographies

2. Enable students to make good choices.	a. Lifelong Guidelines and LIFESKILLS as the foundation of our character education program b. Community service projects using academic and social skills learned in class c. Building partnerships with parents and home d. Each staff member knowing and using the name of each student e. All staff become knowledgeable and respectful of the various cultures represented in the school and neighborhood
3. Be among top 10 elementary schools in SCUSD	a. Using a modified version of Open Court that supports brain research and student learning as one of the tools to master English language art standards b. Using a modified version of McGraw-Hill that supports brain research and student learning as one of the tools to master math standards

The second goal is to enable students to make good choices. We have four strategies to meet this goal.

- The first strategy is to use our character education program. The foundation of the program is the Five Lifelong Guidelines developed by Susan Kovalik & Associates. The Five Lifelong Guidelines are: Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. A definition of each guideline is shown in Table 9. When pursuing the fifth guideline, Personal Best, students are taught to use a set of LIFESKILLS shown and defined in Table 10 including: Caring, Common Sense, Cooperation, Courage, Curiosity, Effort, Flexibility, Friendship, Initiative, Organization, Patience, Perseverance, Pride, Problem Solving, Resourcefulness, Responsibility, and Sense of Humor.

- The second strategy is community service. Through community service projects students are able to experience the joy that comes from helping others as well as apply content knowledge and skills through their services. Example: Students might start a community vegetable garden using math, science, history, and language arts as they measure, study plant parts and functions, study agricultural history, and write about their experiences. This sort of community service project can teach social and content skills across grade levels.

- The third strategy is to build a strong partnership between parents and school staff. Young children generally want to please their parents and their teachers. Teachers and administrators who know school families are more able to build relationships that nurture success for all.

- The fourth strategy is to know and use each student's name as well as honor each student's cultural background. Theodore Roosevelt said, *"Nobody cares how much*

you know, until they know how much you care." Each staff member knowing each student by name is a huge statement about how much the staff cares. This is a strong message to parents and students and is intended to promote coming together as partners with pride and respect.

Table 9. 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 degrades, humiliates, or dishonors others
Personal Best	To do one's best given the circumstances and available resources

Table 10. LIFESKILLS

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

The third goal is to be among the top 10 elementary schools in ELA and math within three years based on the percentage of students proficient in ELA and math on the state test.

- Our strategy is to use Open Court language arts and McGraw-Hill math as starting points. We will draw from the state-adopted programs as needed and make modifications to the suggested pacing guide and implementation order. These changes will be made to fit our standards-based approach to mastery teaching described next.

   d. Organizing instruction for mastery teaching and mastery learning. Mastery teaching happens when every student makes meaning of what is being taught and develops a pattern to connect the information to long-term memory. Yav Pem Suab Academy is organized to make this happen.

Step 1. Creating a Backward Standards Map (BSM) is the first step in creating an effective standards-based program that leads to student mastery of the subject matter taught. The term

"backward" comes from the method of planning backward from the 148th day of instruction to the first day. The 148th day at Yav Pem Suab Academy represents the day on which 85% of instruction is completed. Using the CDE-supplied CST blueprints, teachers identify the key standards for their grade level in ELA, math, science, history, writing, P.E., and visual & performing arts. Then they identify when each standard will be taught before the 148th day. Less essential standards are scheduled between the 149th day and the 175th day. The map focuses on conceptual teaching so students are able to make daily connections between content and skills. It encourages teachers to plan ahead for *being there experiences* (e.g., study trips), guest speakers, service projects, and more.

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

A sample Backward Standards Map (BSM) is shown as Table 11. Two teachers working at a charter school created the map and are using it to guide their instruction for the current school year. One of them is meaningfully interested in teaching at the proposed Yav Pem Suab Academy. Because the BSM is standards-based, it draws from state-adopted programs like Open Court and McGraw-Hill when it helps students master the standard being taught. Other materials and curricula are used to supplement or reinforce standards not adequately addressed in the state-adopted programs, including materials developed by colleagues and posted on the Internet at sites such as TeachersPayTeachers.com and ProjectGlad.com.

Teachers at each grade level work together to create a single BSM for the grade level. The map is shared with parents and students so they understand what is expected of the students during the year. The BSM is an essential guide for demonstrating a clear understanding of and planning for teaching the grade-level standards developed by the California Department of Education. It allows teachers to plan ahead and find proper materials to help students engage in meaningful learning.

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

Table 11. Sample Yearlong Backward Standards Map

Year-long Theme "Living in a Changing World"					
Dates	**Sept/Oct**	**Oct/Nov/Dec**	**Jan/Feb**	**Mar/Apr**	**May/June**
Component	Changing Garden	Farm to Table	Changing History	Amazing Animals	Wings and Things
Concept	Change	Cause/Effect	Citizenship	Diversity/Ecology	Discovery
Service project	First grade tends the school garden throughout the year				
Being there Experiences	Library, school garden	Pumpkin patch, farmer's market	Crest theatre, capitol walk	Sac zoo, Explorit on-site	UC Davis Explorit
Inquiries		Ice cream	Peanut butter	Animal report, diorama	Planters
Literature	Chrysthanemum, The Tiny Seed, The Teeny Tiny Teacher, Leo the Latebloomer, Rainbow Fish, No, David! Ruby in her own Time, Folktales, books related to change from the library, Stellaluna	Squanto, Barn Dance, Franklin's Thanksgiving, apple orchards, pumpkins, A tree is nice, The Giving Tree, The Last Tree, Johnny Appleseed, The First Thanksgiving, The Mitten	Aesop's Fables, Chinese New Year, George Washington Carver, Happy Birthday Martin Luther King Jr., Abe Lincoln, George Washington, Barack Obama	Dr. Seuss series, Frog and Toad series, A House for Hermit Crab, Zoology, non-fiction from library, life cycle of chicken, life cycle of frog, Peter Rabbit	Alphabugs, The Hungry Caterpillar, The Grouchy Ladybug, Insects!, Bugs, bugs, bugs, Life cycle of butterfly, life cycle of ladybug
Science http://www.education.com/activity/all-grades/science/ http://www.sedl.org/scimath/pasopartners/grade-1.html http://www.internet4classrooms.com/skills_1st_science_new.htm	**The five senses (K), states of matter (PS)** **Physical Sciences** 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. *Students know* solids, liquids, and gases have different properties. b. *Students know* the properties of substances can change when the substances are mixed, cooled, or heated.	**The seasons (ES), living/non-living (LS)** **Earth Sciences** 3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. *Students know* how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. *Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. *Students know* the sun warms the land, air, and water.	**Life cycles (LS) tadpoles** **Life Sciences** 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. *Students know* both plants and animals need water, animals need food, and plants need light.	**Animals(LS) habitats, adaptations, diet** **Life Sciences** c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. *Students know* how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).	**Insects(LS), plants(LS) garden** **Life Sciences** 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. e. *Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
Social Studies http://www.internet4classrooms.com/index.htm	**Citizenship (LIFESKILLS)** **1.1 Students describe the rights and individual responsibilities of citizenship.** 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. 2. Understand the elements of fair play and	**Community** **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.** 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of	**Important people in history** **1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.** 1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee"). 2. Understand the significance of our national holidays and the heroism and achievements of the people associated with	**Diversity** **1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.** 1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse	**1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.** 1. Examine the structure of schools and communities in the past. 2. Study transportation methods of earlier days. 3. Recognize similarities and differences of earlier generations in such areas as work (inside and

	good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	the same location. 3. Construct a simple map, using cardinal directions and map symbols. 4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	them. 3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	population. 2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. 3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. **1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.** 1. Understand the concept of exchange and the use of money to purchase goods and services. 2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.
Reading/ comprehension	**5W's** R1.1 Match oral words to print R1.2 Identify title and author R1.3 Identify letters, words, and sentences R1.4 Distinguish initial, medial and final sounds in single syllable words R1.5 Distinguish long and short vowel sounds in orally stated single-syllable words R1.6 Create and state a series of rhyming words, including consonant blends R1.7 Add, delete, or change target sounds to change words R1.8 Blend two to four phonemes into recognizable words R1.9 Segment single-syllable words into their components R1.10Generate sounds from all letters, and blend those sounds into recognizable words (CVC) R1.11Read common and irregular sight words RC 2.2 Respond to who, what, where, when and how questions RC2.4 Use context clues to resolve ambiguities about words and sentences RC2.5 Confirm predictions by identifying key words RC2.6 Relate prior knowledge to story	**Story structure** R1.10Generate sounds from all letters, and blend those sounds into recognizable words (CVC) R1.11Read common and irregular sight words 1.16 Read aloud with fluency in a manner that sounds like natural speech. RC3.1 Identify and describe story elements and beginning, middle and end RC3.2 Describe roles of authors and illustrators LR3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	**Sequencing** R1.10Generate sounds from all letters, and blend those sounds into recognizable words (CVC) R1.11Read common and irregular sight words 1.16 Read aloud with fluency in a manner that sounds like natural speech. RC2.1 Identify text that uses sequence or other logical order. LR3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	**Main idea/details** R1.10Generate sounds from all letters, and blend those sounds into recognizable words (CVC) R1.11Read common and irregular sight words 1.16 Read aloud with fluency in a manner that sounds like natural speech. RC2.7 Retell central ideas of simple expository and narrative passages LR3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. LR3.3 Recollect, talk and write about books read during the school year	**Story elements** R1.10Generate sounds from all letters, and blend those sounds into recognizable words (CVC) R1.11Read common and irregular sight words 1.16 Read aloud with fluency in a manner that sounds like natural speech. LR3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing (Step-up to writing)	**Topic sentences** 1.3 Print legibly and space letters, words, and sentences appropriately. 1.1 Select a focus when writing.	**Narrative** 1.3 Print legibly and space letters, words, and sentences appropriately. 1.2 Use descriptive words when writing. 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	**Expository** 1.3 Print legibly and space letters, words, and sentences appropriately. 1.2 Use descriptive words when writing. 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	**Expository** 1.3 Print legibly and space letters, words, and sentences appropriately. 1.2 Use descriptive words when writing. 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	**Expository** 1.3 Print legibly and space letters, words, and sentences appropriately. 1.2 Use descriptive words when writing. 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.
Math (McGraw-Hill) word problems?	**Patterns/number sense** 2.1* Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). 1.1* Count, read, and write whole numbers to 100. 1.2* Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	**Addition/ subtraction** 2.1* Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory. 2.2* Use the inverse relationship between addition and subtraction to solve problems. 2.3* Identify one more than, one less than, 10 more than, and 10 less than a given number. 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3). 2.5* Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference). 2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = __). 2.7 Find the sum of three one-digit numbers.	**Time/measurement** 1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer). 1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	**Money/place value** 2.4* Count by 2s, 5s, and 10s to 100. 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value. 1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	**Geometry/fractions** 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects. 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification. 2.3 Give and follow directions about location. 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).
Monart	Introduce the 5 elements, using the main characters from the story *Corduroy* 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.	1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.	1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.	1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.	1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.
Technology	computers in centers, keyboarding	computers in centers, keyboarding	computers in centers, keyboarding	computers in centers, keyboarding	computers in centers, keyboarding

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

If a student does not demonstrate mastery after re-teaching, then his/her work is brought to the daily collaboration meeting with the other two grade-level teammates. At the meeting, the student work is examined and the teammates make inquiries as to why the student did not "get it." Strategies for re-teaching are identified and if the teacher is unfamiliar with the strategy, he/she has an opportunity during his/her daily professional development time to practice it and get coached on the strategy.

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

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

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

Yav Pem Suab Academy intends to function as a public school of the Sacramento City Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Each year Yav Pem Suab Academy operates as an arm of the district for special education purposes, Yav Pem Suab Academy shall pay to the district an amount of funding per ADA equal to the amount the district spends from its general fund per ADA to support special education costs in the district. In return, the district shall provide the

school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend Yav Pem Suab Academy are provided a free and appropriate education in accordance with each student's IEP. Unless otherwise agreed upon between Yav Pem Suab Academy and SCUSD, Yav Pem Suab Academy will be solely responsible for compliance with Section 504.

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

The Yav Pem Suab Academy mastery process described above is in synch with the RTI approach adopted by the SCUSD SELPA. The RTI approach has three tiers and is part of the general education program. The RTI approach reminds the petitioners to take a holistic view at how students 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 students.
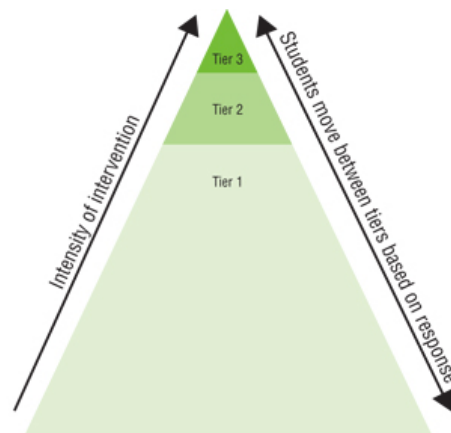
Tier 1 represents the core instructional program all students receive. At least 80% of students experience success with the instruction provided. Anything less suggests the curriculum and/or instruction is not working. In Tier 1, instruction is differentiated and personalized as much as possible to produce high results for all students. Use of field 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 students.

As indicated above in the Yav Pem Suab Academy mastery model, student work is examined each day by the grade-level team and principal during the three-hour professional block set aside for full-time teachers. Student progress is monitored against state standards. Based on student work, the team can determine if progress is being made. If not, the team identifies evidenced-

based practices that work. These practices come from a variety of sources, including team members, other site staff, SELPA staff, the research literature, resources found on the Web (e.g., TeacherTube, YouTube, ProjectGlad.com, CDE website), and from consultants.

The RTI process calls for Yav Pem Suab Academy teachers to look at how students learn and then adapt curriculum and instruction to help students be successful. When students are successful, teachers are successful. If the lack of learning is due to poor instruction, Yav Pem Suab Academy 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 student work by each grade-level team is essentially a daily SST, aka, Student Study Team. The RTI process also encourages accurately identifying barriers to learning and reducing the dramatic increase in misdiagnoses over the last 20 years reported by Howard Adelman and Linda Taylor in their 2010 book titled *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (2010).

As described above, creating a positive and supportive schoolwide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tier 1, as well as in Tiers 2 and 3. In the Yav Pem Suab Academy environment, students 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 students who may require additional help to be successful in Tier 1. This tier represents 10-15% of students. 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 introduce at the end of September. Or a support group may be formed to deal with anger management and may last two to three months. The group might be facilitated by the school nurse or by a part-time retired school counselor.

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

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

   f. English language learners. Up to 80% of the students enrolled at Yav Pem Suab Academy may be English Learners at various levels of proficiency as reflected by their CEDLT scores. Not being fluent in English, however, is not an excuse for not excelling in math, social studies, science, physical education, or visual & performing arts. We recognize becoming fluent in a second language takes many years. We intend to accelerate fluency with our brain-compatible approach.

The brain-compatible approach we will use at Yav Pem Suab Academy is consistent with the natural approach to second language development 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 Vygotsky's concept of the Zone of Proximal Development (ZPD). An individual's Zone is just a bit beyond what he/she already knows or can do alone. It is in this zone that students learn best. Thus, the instruction and curriculum in the Zone is not too hard, not too easy, but just right.

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

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

Earlier, we shared Susan Kovalik's conclusion that learning best occurs when the following nine elements are present: Enriched Environment, Movement, Absence of Threat, Meaningful Content, Adequate Time, Immediate Feedback, Choices, Collaboration, and Mastery.

By combining the natural approach with the brain-compatible approach, teachers at Yav Pem Suab Academy will create lessons in which English Learners are thoroughly engaged throughout the day in learning English as a second language and in learning state content standards. Depending on a student's Zone, his/her primary language may be used to explain concepts. Otherwise teachers will scaffold instruction and use strategies learned from, for example, Project Glad (aka Guided Language Acquisition Design), including total physical response. One can expect to see many hands-on activities and field trips to create prior knowledge and to build vocabulary.

We recognize English Learners will be at different levels as determined by the CELDT. We also recognize natural development stages in learning a language: listening, speaking, reading, and writing. Teacher will take this into consideration as they create lesson to help their students reach state standards in English Language Development, English language arts, math, social studies, science, physical education, and visual & performing arts.

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 students and premature exit from language support programs (e.g. bilingual education in the United States) into mainstream classes." - www.iteachilearn.com/cummins/bicscalp.html*.

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CEDLT, 2) score proficient or advanced on the English language arts portion of

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

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

Even though Yav Pem Suab Academy students attend school for 175 days, the longer daily schedule yields the equivalent of almost 100 more instructional days per year when compared to students attending district elementary schools on a traditional schedule with 180 days of instruction. Kinder students, primary students, and intermediate students receive 91, 117, and 98 more days, respectively, of instruction than their counterparts in non-charter district schools as shown in Table 12.   The state's minimum required instructional minutes, shown in Table 13, are satisfied.

Table 12. Instructional Minutes at Yav Pem Suab Academy compared to District Schools

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

Table 13. State Minimum Required Instructional Minutes

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

The 2010-11 calendar, shown in Table 14, has a 4-day instructional week with a 3-day weekend. It is designed to keep students in school throughout the year to avoid a long 12-week summer break. Typically students forget lessons during the summer break because they have not had adequate time to make what they learned automatic or develop a mental program.

Table 14. Operational Calendar 2010-2011

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Days taught each week	Days each month
Jul. 2010				1	2	3	4 Independence Day	0	
	5	6	7	8	9	10	11	0	
	12 brain training	13 brain training	14 brain training	15 brain training	16 brain training	17 brain training	18 brain training	0	
	19 brain training	20 brain training	21 brain training	22 brain training	23 brain training	24 brain training	25	0	
	26	27	28	29	30	31	1	0	0
Aug. 2010	2 First day instruction	3	4	5	6	7	8	4	
	9	10	11	12	13	14	15	4	
	16	17	18	19	20	21	22	4	
	23	24	25	26	27	28	29	4	
	30	31	1	2	3	4	5	4	20
Sept. 2010	6 Labor Day	7	8	9	10	11	12	3	
	13	14	15	16	17	18	19	4	
	20	21	22	23	24	25	26	4	
	27	28	29	30	1	2	3	4	15
Oct. 2010	4	5	6	7	8	9	10	4	
	11	12	13	14	15	16	17	4	
	18	19	20	21	22	23	24	4	
	25	26	27	28	29	30	31	4	16
Nov. 2010	1	2	3	4	5	6	7	4	
	8	9	10	11 Veterans Day	12	13	14	3	
	15	16	17	18	19	20	21	4	
	2 Hmong New Year	23	24	25 Thanksgiving	26	27	28	0	
	29	30	1	2	3	4	5	4	15
Dec. 2010	6	7	8	9	10	11	12	4	
	13	14	15	16	17	18	19	4	
	20	21	22	23	24	25 Christmas	26	0	
	27	28	29	30	31	1 New Year's Day	2	0	8
Jan. 2011	3	4	5	6	7	8	9	4	
	10	11	12	13	14	15	16	4	
	17 MLK, Jr. Day	18	19	20	21	22	23	3	
	24	25	26	27	28	29	30	4	15
Feb. 2011	31	1	2	3	4	5	6	4	
	7	8	9	10	11	12	13	4	
	14	15	16	17	18	19	20	4	
	21 Presidents Day	22	23	24	25	26	27	3	15
Mar. 2011	28	1	2	3	4	5	6	4	
	7	8	9	10	11	12	13	4	
	14	15	16	17	18	19	20	4	
	21	22	23	24	25	26	27	4	
	28	29	30	31	1	2	3	4	20
Apr. 2011	4	5	6	7	8	9	10	4	
	11	12	13	14	15	16	17	4	
	18	19	20	21	22	23	24 Easter	4	
	25	STAR window opens	27	28	29	30	1	4	16
May 2011	2	3	4	5	6	7	8	4	
	9 STAR test begins	10	11	85% of instruction completed today	13	14	15	4	
	16	17	18	19	20	21	22	4	
	23	24	25	26 STAR test ends	27	28	29	4	
	30 Memorial Day	31	STAR window closes	2	3	4	5	3	19
June 2011	6	7	8	9	10	11	12	4	
	13	14	15	16	17	18	19	4	
	20	21	22	23	24	25	26	4	
	27	28	29	30 Last day				4	16
							Total Days ->	175	175

With a 3-day weekend, we recommend using one of the days for practice at home. Four days of school and one day of practice each week throughout the year increases the odds of mastery. On Fridays at home, students will be asked to apply concepts and skills learned during the week that will reinforce and extend their use. Here are two examples:

1. Interview an adult you admire and respect. Tell them why you respect and admire them (use Lifelong Guideline and LIFESKILL language if you wish) and ask how they developed those skills. Write this individual a thank you letter, summarizing your interview. Bring it to school to read to our class, then deliver it to your admired adult.

2. With permission, sort through and organize one drawer and one cupboard in your kitchen. Photograph or draw a picture of the before and the after scene. Write a description telling how you categorized as you organized each space. Choose a drawer or cupboard in your bedroom and repeat the process described above.

The petitioners are also exploring partnerships with community groups to conduct Friday activities at Yav Pem Suab Academy for parents and students including a farmers' market, recreation programs, ESL for adults, and tutoring programs for both students and adults.

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

During the first half of the day, English Learners receive English language development instruction during workshop. High-achieving students, low-achieving students, and special needs students will also receive extra attention in small workshop groups during the day. Substantial resources and time have been allocated towards professional development assisting the teachers with ongoing and current intervention strategies. A class size of 20 students allows teachers to better manage the activities of multiple small groups working independently while the teacher roves between the groups as needed. A draft lesson plan is shown in Table 15. A prospective Yav Pem Suab teacher who now teaches in SCUSD developed it. Once hired, grade-level teams, in collaboration with the principal, will organize their daily schedules.

In the second half of the day between 2:00 and 5:00, students participate in structured Hmong Language Development (HLD) as well as enrichment classes that may include music, embroidery, art, dance, aviation, and sports. This is another opportunity to increase exposure to an enriched environment and give students choice in their learning. The enrichment classes provide the students with new options by which to demonstrate their intelligence strengths. Part-time teachers will teach the classes. They will also be expected to provide effective first teaching and use brain-compatible strategies.

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

The full-time teachers will use the 2:00-5:00 block of time for one hour of grade-level collaboration, one hour of on-going professional development, and one hour of preparation. During the collaboration hour, teachers will look at student work and identify brain-compatible strategies to use with students who have not reached mastery. During the hour of professional development, teachers will study their own instruction and rehearse the delivery of instruction. During the hour of daily preparation, teachers meet as a team to evaluate their Backward Standards Map and ensure they have all the materials needed and a clear understanding of what they want their students to understand and do for effective first teaching the following day. The three-hour block is provided to help teachers stay mission-driven, data-driven, and student-driven.

       h. Parent and community engagement. The Hmong community is excited about having the choice to choose a public school for their children that promotes mastery of state standards and a school that promotes Hmong language development. During the past 18 months, Hmong educators and community members worked diligently after work to create the Hmong language development standards shown in Appendices A-2 and A-3. The standards will be used at Yav Pem Suab Academy, and their development represents a substantial commitment by individuals from California and Minnesota.

Parents in our survey were eager to participate. Other members of the community without school-aged children were also very enthusiastic. They thought the 40 hours of volunteer effort was not enough. We expect parents and community members to participate in the governance of Yav Pem Suab Academy. Half the seats on the Academy Council described in the governance section of this petition are to be filled by parents and community members. The Academy Council will determine how to best use the parent volunteer time. Some ideas include serving on school-related committees such as the Welcome Committee, the Parent Teacher Organization (PTO), the site Budget Committee, the site Assessment Committee, the school Newsletter Team, or the school Website Team. Other ideas included service to the school as a volunteer gardener, a volunteer yard duty monitor, a volunteer classroom helper, or a volunteer guest demonstrating art and cooking.

Many in the community, both Hmong and non-Hmong, see Yav Pem Suab Academy as an opportunity to lift and empower the Hmong community and to fulfill the promise made to them during the Vietnam War by the American government (see Appendix A-1). Beginning in the 1960s, the CIA recruited tens of thousands of Hmong in Laos to fight against the North Vietnamese. Under the command of General Vang Pao, the efforts of the "secret" Hmong Army saved many American lives. When the American Army withdrew, the Hmong fended for themselves against a more powerful foe. In 1975, the U.S. government brought the first group of Hmong refugees to America as the initial step in keeping its promise to protect its wartime ally. The Hmong and non-Hmong in the community also see the proposed charter school as an opportunity to better understand each other.

Table 15. Draft Daily Schedule

Time	Activity
7:40-8:00 am	**Breakfast in the Cafeteria**
	SCHOOL DAY BEGINS
8:00-8:10 am (10 minutes)	**School-Wide Unity Gathering** Team Building Activities School Chant / Flag Salute Important Announcements
8:10-8:40 am (30 minutes)	**Morning Meeting for all Grades (Town Hall Meeting)** ✓ Attendance / Morning Messages ✓ Brain Gym / Stretches – pump oxygen into the brain to increase productivity ✓ Calendar / Agenda containing visuals of the objective and goals for the day ✓ Opening Anticipatory Set (the emotional hook for the day that will grab the attention of the students)

8:40-12:30 (210 minutes) + (20 minutes for Brain Gym, Structured Activity, and snack during this block of time)	**CORE INSTRUCTION (SACRED TIME: NO INTERRUPTIONS)**
	"Being There Experiences" Time
	1. <u>Direct Instruction:</u> *Orientation / Presentation / Highly Structured Practice / Guided Practice / Set Expectations / Stimulate Curiosity*
	   • Introduce "Big Ideas"; e.g. Cause and Effect
	   • Introduce STANDARDS and key points / Review & make connection to previous standards taught
	2. <u>Student Work Time:</u> *Independent Practice* (Group Collaboration / Workshop / Small Groups) to practice skills taught using 1 or more of the following:
	   • Learning club activity
	   • Inquiry work
	   • Skills Practice
	   • Science Experiment
	   • Journal Writing
	3. Whole class Debrief / Reflect on individual learning ("pattern-seeking")
	   • Small group follow-up time / Assessment
	This process is continued throughout the morning providing the students with opportunities to work as a whole group and have adequate time to practice the skill individually. The teacher roves around the room during the student work time giving immediate feedback to each child.

(30 minutes for Staggered Lunch)	**Lunch Schedule (30 minutes)** ✓ Kindergarten 11:30-12:00 ✓ First Grade 12:00-12:30 ✓ Second Grade 12:10-12:40 ✓ Third Grade 12:20-12:50 ✓ Fourth Grade 12:30-1:00
1:00-1:40 pm (40 minutes)	**School-Wide Reading Program (SSR) / Project-Based Learning Activities / Oral Presentations / Writing Workshop** After lunch the students will have an opportunity to do reading research on a topic of their choice. The topic must tie into the project-based activity. Students will rotate throughout the week preparing and giving oral presentations on their topic. During this time the teacher may hold writing conferences with individual student giving immediate feedback.
1:40-2:00 pm (20 minutes)	**Clean Up / Closure / Dismissal to Enrichment Program** ✓ Reunite as a class and sing a song, tell/read a story, review the agenda, celebrate, and or have a community circle. ✓ Reflect / debrief about day: plus & deltas, check off objectives, check to make sure goals were met, students set new goals for tomorrow
	ENRICHMENTS / INTERVENTIONS
2:00-5:00 pm (180 minutes)	**Enrichment / Intervention (Students will switch and rotate through 2-3 different stations of their choice in addition to Hmong Language/ELD per trimester (Total 6-9 Enrichment Stations per school year, not including Hmong Language/ELD)** ✓ Hmong Language, ELD ✓ Focused Social Studies / Science Enrichment (An in-depth continuation of the Core instruction) ✓ Art, Music, Dance, Sports

B. Measureable Pupil Outcomes

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

Earlier in Section A, when describing the educational program, the petitioners stated that: *As a result of studying at the Yav Pem Suab Academy, students will master state standards in English language arts (ELA), math, science, social studies, physical education, and visual & performing arts. In addition, they will learn how to use Hmong language as a medium of communication. In the course of learning the Hmong language, students will better understand Hmong culture and develop a respect for all cultures. Finally, students will learn and use a set of social skills that help them make good choices.*

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

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

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

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

Social Studies: Students 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 student will learn to respect all cultures and better understand his/her own culture.

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

Visual and Performing Arts: Students 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.

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

Social Skills: Student behavior will embody the tenets of the Lifeskills and the Guidelines for Living. Students will be able to identify, articulate, and apply the Lifeskills and Guidelines for Living when problem solving and interacting with others.

C. Method by Which Pupil Progress is Measured

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

As required by Ed Code 47605(c)(1), Yav Pem Suab Academy shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. These assessments include those in the California Standardized Testing and Reporting (STAR) program and all other mandated accountability programs (e.g., California English Language Development Test – aka CELDT).
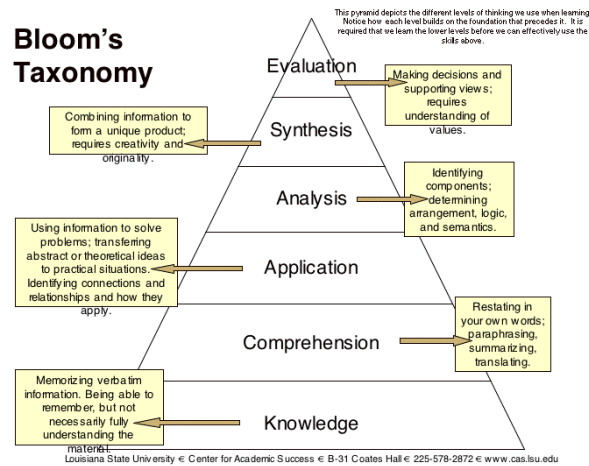
Yav Pem Suab intends to receive NCLB funding and recognizes all requirements for participation including percent proficient for Adequate Yearly Progress (AYP) in all subgroups and meeting targets set by the CDE according to the Academic Performance Index (API).

Table 16-A. Standardized tests used at Yav Pem Suab Academy

Assessment Name	Purpose
California Standards Test (**CST**) will be given at the end of each school year to gather individual student data and school-wide data. This data will be used to measure the school's growth in Adequate Yearly Progress (**AYP**) and the Academic Performance Index (**API**).	To assess factual information, concepts, skills, and standards in Language Arts and math for students in grades 2nd – 6th and Science in 5th grade.
California Modified Assessment (**CMA**) will be used for students who have an active IEP or 504 plan as an alternative to the **CST**. These scores will be included in the demonstration and growth for **AYP** and **API**.	To assess factual information, concepts, skills, and standards in Language Arts and math for students in grades 2nd – 6th and Science in 5th grade.
California Alternate Performance Assessment (**CAPA**) will be given to students with an active IEP requiring modification above the **CMA**.	To assess factual information, concepts, skills, and standards in Language Arts and math for students in grades 4th and 5th.
California English Language Development Test (**CELDT**) will be given to students identified as English Learners to determine English listening and speaking proficiency levels.	To assess the English language proficiency level in students grades Kinder – 6th and reclassify students as necessary.
Standards-Based Tests in Spanish (**STS**) will be given to Spanish speaking English learners who have been enrolled in a United States school less than 12 months.	To assess Language Arts and math achievement on concepts, skills, and standards in Spanish for students in grades 2nd – 6th.
ePath Assess, textbook-created tests, and Standards Plus will be given to students as ongoing benchmark assessments to monitor growth and progress on skills.	To assess factual information, concepts, skills, and standards in Language Arts, math, science, and social studies for students in grades 2nd – 6th.

In addition to standardized tests, Yav Pem Suab Academy will use performance-based assessments to measure student progress on the outcomes described in Section B. Both standardized tests and performance-based assessments are needed to create an accurate picture of each student's growth.

Standardized tests composed of multiple choice and fill-in-the blank questions are useful in testing the lower level think skills of knowledge and comprehension described in Bloom's Taxonomy. Bloom's levels from lower to higher thinking are: knowledge, comprehension, application, knowledge, synthesis, and evaluation. Performance-based assessments are able to determine the level of skill and ability at the higher levels.

Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

Evaluation — Making decisions and supporting views; requires understanding of values.

Synthesis — Combining information to form a unique product; requires creativity and originality.

Analysis — Identifying components; determining arrangement, logic, and semantics.

Application — Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

Comprehension — Restating in your own words; paraphrasing, summarizing, translating.

Knowledge — Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

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Project Apple Seed's website succinctly describes the difference: *Traditional testing requires students to answer questions correctly (often on a multiple-choice test), performance assessment requires students to demonstrate knowledge and skills, including the process by which they solve problems. Performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation. Performance assessments are also appropriate for determining if students are achieving the higher standards set by states for all students.*
http://www.projectappleseed.org/assesment.html

The Office of Technology Assessment of the U.S. Congress describes performance-based assessment as testing that requires a student to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance-based assessments include:

- Group projects enabling a number of students to work together on a complex problem that requires planning, research, internal discussion, and group presentation.

- Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary.

- Experiments testing how well students understand scientific concepts and can carry out scientific processes.

- Demonstrations giving students opportunities to show their mastery of subject-area content and procedures.

- Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time.

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

Table 16-B 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 student data.

Table 16-B. Performance-based and authentic assessments used at Yav Pem Suab Academy

Types of Assessment (**Tool**)	Description (**Method**)	Purpose (**Measurement**)
Teacher-Made Tests and Quizzes *Measurement using a variety of intelligences*	Assessments created by the teacher that allow for student choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for students with special needs.	To measure student achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.
Observation Checklists *Records of evidence on skills, criteria, and behaviors*	A record-keeping device for teachers to track individual student progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data. Some examples include the Basic Phonic Skills Test (BPST), Running Records, and Words Their Way Inventories.	A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual students or groups. Checklist will be used in all subjects and grades.
Performance Tasks and Rubrics *Measures standards, application, and transfer*	Performance tasks provide evidence of a student's ability to apply skills and content learned to real-life problems and real-life applications. Teacher and student created rubrics will be used as the criteria for determining the adequacy of students' understanding of content and discrete skill ability.	Provide evidence of higher-level thinking skills, according to Bloom's taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application, and transferability of content and skills.
Learning Logs and Journals *Measures student growth and thought-process to attaining an "answer"*	Journals provide insight into connections made by students based on personal importance, the world around them, and the current curriculum being taught. They contain students' 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.).	A formative assessment that will be graded by a rubric. **Grades K-1**: Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects. **Grades 2-6**: Learning logs and journals will be written and compiled by students in all subjects.
Graphic Organizers *Measures knowledge and synthesis of core ideas and content*	Graphic organizers represent a student's ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Students can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both student learning as well as student thinking. They will be graded by a rubric.	A visual representation of knowledge in all grades and subjects. **Grades K-1**: constructed using pictures and manipulatives. **Grades 2-6**: constructed using pictures, manipulatives, and/or written responses.
Metacognitive Reflection *Measures motivation, competence, and life-long learner characteristics*	Evidence of inner thought process through a learning experience into a written or oral reflection of what has been learned. Allow students to become aware of their thought process in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI) graphic organizers, and self-assessment questions.	A formative and summative assessment that provides evidence of transferability in all subjects. **Grades K-1**: students will practice and demonstrate metacognitive reflections orally. **Grades 2-6**: students will demonstrate metacognitive reflections in both written and oral formats.
Interviews and Conferences *Measures growth towards*	Structured conversations between the teacher and student to gather legitimate data on mastery of discrete skills and enduring knowledge of content standards. The most effective way to assess what pre-literate students think, know, and feel. Guides students to appreciate their progress, identify goals, and determine strengths and weaknesses in content knowledge and skills.	Evaluation of speaking and listening skills, knowledge of content, and mastery of standards in all grades and subjects.

Types of Assessment (**Tool**)	Description (**Method**)	Purpose (**Measurement**)
Portfolios *Measures process, product, and growth*	Portfolios provide insight into the student'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:	Portfolios will be used across all subjects and grades. They demonstrate the interconnectedness of skills acquired and content mastered. They provide an opportunity for students to reflect on learning, growth, and areas of improvement. All goals set are reviewed by both the teacher and student to determine progress and transferability. **Portfolios will be graded by two teachers using the same rubric to ensure consistency.**
	<u>Integrated Unit Portfolios</u>: a compilation of student work from 1 unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.)	
	<u>Yearlong Portfolios</u>: a compilation of student work that contains key artifacts as evidence of growth, transferability, and enduring understanding.	
	<u>Literacy Portfolios</u>: a compilation of student work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding.	
	<u>Process and Standards Portfolios</u>: a compilation of student work that demonstrates the thought process and revision of student work towards the pre-established expectation of "mastery."	
Multiple Intelligences *Provides evidence of student diversity, individualism, and creativity*	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:	To honor the diversity of student learning and gather evidence of student growth across all subjects and grades. To demonstrate the unique abilities of students to create products and solve problems.
	<u>Verbal/Linguistic Assessments</u>: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.	
	<u>Logical/Mathematical Assessments</u>: solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments.	
	<u>Visual/Spatial Assessments</u>: 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.	
	<u>Bodily/Kinesthetic Assessments</u>: 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.	
	<u>Musical/Rhythmic Assessments</u>: creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught.	
	<u>Interpersonal</u>: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (student-student, student-teacher, student-administrator).	
	<u>Intrapersonal</u>: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.	
	<u>Naturalist</u>: participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies.	

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

- Score of 1 (Below Basic) – a "*weak*" performance of a skill(s) or understanding of content knowledge, no evidence and incomplete task or thought process, and demonstration of work or a performance that contains more than 3 errors.

- Score of 2 (Basic) – a "*satisfactory*" performance of a skill(s) or understanding of content knowledge, minimal evidence and completion of a task or thought process, and demonstration of work or a performance that contains 2 errors.

- Score of 3 (Proficient) – an "*excellent*" performance of a skill(s) or understanding of content knowledge, complete evidence and completion of a task or thought process, and demonstration of work or a performance that contains 1 error.

- Score of 4 (Advanced) – a "*superior*" performance of a skill(s) or understanding of content knowledge, complete evidence and completion of a task or thought process, and demonstration of work or a performance that contains no errors.

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

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

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

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

Finally at the Schoolwide level, the principal and members of the Yav Pem Suab Academy Council will analyze schoolwide data to discover trends across classrooms, grade levels, and subgroups. In addition, the principal will make regular visits to classrooms. During the visits, he/she will interview a sample of students to check if they understood and mastered the current

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

Table 16-C. Summary of assessments used at Yav Pem Suab Academy

Outcome	Standardized Tests measuring knowledge, comprehension, and application	Performance-based and authentic assessments measuring knowledge, comprehension, application, analysis, synthesis, and evaluation
English Language Arts: Students will listen and speak clearly and concisely in English. Students will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.	- STAR 2nd- 6th grade CST ELA after 85% of instruction completed. 65 multiple-choice questions for 2nd & 3rd grade. 75 questions for 4th, 5th, & 6th. - STAR 4th grade writing test once a year. - CELDT once a year for English Learners or within 30 days of new enrollment. - ePath Assess weekly benchmarks.	- Teacher-Made Tests and Quizzes Measurement using a variety of intelligences - Observation Checklists Records of evidence on skills, criteria, and behaviors
Mathematics: Students will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Students will understand the connection between mathematics, science, and technology.	- STAR 2nd- 6th grade CST Math after 85% of instruction completed. 65 multiple-choice questions. - ePath Assess weekly benchmarks. -Test book created end of unit assessments.	- Performance Tasks and Rubrics Measures standards, application, and transfer - Learning Logs and Journals Measures student growth and thought-process to attaining an "answer"
Science: Students will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.	- STAR 5th grade CST Science after 85% of instruction completed. Tests 4th & 5th grade science standards. -ePath Discovery benchmarks	- Graphic Organizers Measures knowledge and synthesis of core ideas and content
Social Studies: Students 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 student will learn to respect all cultures and better understand his/her own culture.	-Test book created end of unit assessments.	- Metacognitive Reflection Measures motivation, competence, and life-long learner characteristics - Interviews and Conferences Measures growth towards outcomes - Portfolios Measures process, product, and growth
Physical Education: Students will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Students will understand the body and brain connection and use this knowledge to increase their intellectual capacity.	- 5th grade Physical Fitness Testing (PFT) once each year between February and May.	- Multiple Intelligences Provides evidence of student diversity, individualism, and creativity
Visual and Performing Arts: Students 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.		
Hmong Language Development (HLD): Students will listen, speak clearly, and communicate in Hmong Leng and Hmong Der.		
Social Skills: Student behavior will embody the tenets of the Lifeskills and the Guidelines for Living. Students will be able to identify, articulate, and apply the Lifeskills and Guidelines for Living when problem solving and when interacting with others.		

D. Governance

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)

The Urban Charter Schools Collective (UCSC) is a nonprofit public benefit corporation. It is named in honor of the late Lila Jacobs, a CSUS professor who trained and encouraged her students in the College of Education's Urban Cohort program to make a difference in the lives of children. The UCSC purpose is to help community groups promote, start, and operate effective and innovative public charter schools serving underserved elementary-aged students in Sacramento. In that role, UCSC is like a set of training wheels on a bicycle. Yav Pem Suab Academy is operated by UCSC.

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

Areas of Responsibility (what).

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

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

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

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

Decisions made by both bodies will be consistent with the charter, UCSC bylaws, state laws, and federal laws. The UCSC Board has the authority to veto decisions made by the Yav Pem Suab Academy Council if it is in the best interest of implementing the charter. A chart of responsibilities is shown in Table 17.

Table 17. Areas of Responsibility

Area	UCSC Board Responsibility	Academy Council Responsibility
Finance	- Monitor fiscal solvency and management. - Approve budget/spending and fiscal policies.	- Develop budget - Implement fiscal recommendations
Educational Program	- Monitor student performance - Ensure curriculum aligns with mission	- Develop/align standards, curriculum and assessment - Develop school calendar and class schedule - Develop parent/student handbook
Personnel	- Hire/fire evaluate principal - Approve personnel policies	- Develop/implement professional development plans
Facilities	- Enter into financing and building contract - Approve construction and remodeling of faculties	- Conduct school site needs assessment - Conduct capital campaign

Membership on the Board and the Council (who).

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

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

The principal will convene an initial election by November 1, 2010 to select members of the initial Council. Parents/community persons select five from their group to sit on the Council. Faculty/staff does the same. The majority from each respective group will be parents with students enrolled at the Academy and full-time teachers. Members of both groups will be notified of the upcoming election and may nominate candidates. All candidates will be placed on the respective ballots. Each group will have adequate notice of the election and adequate opportunity to vote.

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

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

Meetings (when & where).

The UCSC board, at a minimum, will meet monthly at predetermined locations described in an annual schedule of Board meetings. Upon approval of the proposed charter by SCUSD Board of Education, the UCSC Board will meet to begin overseeing start-up operations including:

- Negotiate and approve a Memorandum of Understanding with SCUSD
- Hire a principal
- Develop and establish Governing Board policies and procedures
- Establish and maintain fiscally sound budget practices
- Set the calendar and operations schedule
- Approve start-up costs, such as books, copiers, student materials etc.

The initial Yav Pem Suab Academy Council will meet at least twice a month. At their first meeting, the Council member will agree on a meeting schedule and post it. After the first year, the frequency of Council meetings will be guided by its bylaws, but will meet at least once a month. The bylaws must explain how agenda items are placed on the agenda. Meetings of both bodies will follow the Brown Act. The Brown Act (Government Code §§ 54950-54962) governs meeting access for local public bodies.

UCSC Board of Directors.

Dennis M. Mah, Ed.D, is a retired principal. He was the founding principal at Bowling Green Charter School, the 18th charter school in California. He is the 2001 recipient of the *Hart Vision Award* for outstanding charter school administration. In his last administrative assignment, he led Fruit Ridge Elementary, a PI Year 5 school, out of program improvement in two years. Since retiring, Dr. Mah has served as a team leader and presenter at the Charter Schools Development Center's Summer Leadership Institute and served as an adjunct professor at CSUS teaching a course on educational finance to aspiring administrators. He has completed state certified Chief Business Officer training. He is also a member of the CSUS College of Education's Educational Resource Board.

Pia Lindquist Wong, **Ph.D**., is a Professor in the Department of Bilingual/Multicultural Education at California State University, Sacramento. Her research focuses on urban professional development schools, teacher practices in the context of urban school reform and democratic education, and comparative and international education. She teaches courses on critical pedagogy, multicultural and bilingual education, and educational research. She is the Principal Investigator for an improving teacher quality grant. A frequent speaker at national conferences, she has published Education and Democracy: Paulo Freire, Education Reform and Social Movements (1998) co-authored with Maria Pilar O'Cadiz and Carlos Alberto Torres, and numerous articles in journals such as Comparative Education Review, Teacher Education Quarterly, and Journal of Educational Policy. Her most recent publication is Prioritizing Urban Children, Teachers, and Schools Through Professional Development Schools (2009). Dr. Wong received a B.A. with Honors in Latin American Studies and an M.A. in City Planning from the University of California, Berkeley, and a Ph.D. in International Development Education from Stanford University.

Stacie N. Ivery, MA, is a graduate of New York University in Early Childhood and Elementary Education. She worked in a variety of New York City public schools including charter schools, magnet schools, and schools with high populations of underserved students. In Sacramento, she

has worked as a Resource Teacher / Outreach Consultant at Fruit Ridge Elementary in the Sacramento City Unified School District. In that position she was responsible for developing individual intervention plans for students who were not performing at grade level and organizing community programs and partnerships. Stacie received training at Harvard University studying the most effective policy and practices of successful charter schools. She is currently enrolled in a state certified Chief Business Officer Training Program through the Charter School Development Center and will be studying the fiscal components necessary to manage and operate a charter school in California.

Frank O'Connor, MA, is a retired principal with over 30 years experience. He began his educational career as a teacher in New York City and Sacramento. He served as a district bilingual education coordinator before returning to the school site as a principal. In his administrative career, he opened one school by himself and participated on a team that opened Lisbon and Matsuyama Elementary Schools in SCUSD. Mr. O'Connor has served as a program evaluator for both the California Department of Education and the U.S. Department of Education. In addition, he has traveled extensively in Southeast Asia, including Vietnam, Cambodia, Thailand, and Laos, where he experienced first-hand the life of the *Hill People*. In retirement, Mr. O'Connor worked with schools developing Distinguished School applications. He is a native of Peru and a fluent Spanish speaker.

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

Seat reserved for representative of SCUSD.

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

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

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

E. Qualification of School Employees

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

All staff will demonstrate a commitment to the mission and goals of the school, have effective interpersonal skills, and take in stride the challenges that come with starting a new charter school. Staff retention and promotion will be linked, in part, to student performance. All employees at Yav Pem Suab Academy are employees of the UCSC Board. Only the UCSC Board may hire or fire an employee.

Teachers. Each teacher at Yav Pem Suab Academy will satisfy state Education Code requirements for teaching at a charter school. Those requirements state:

> *Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses. Ed. Code 47605 (1).*

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), all teachers teaching core subjects will be "highly qualified" as defined under NCLB and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools.

All full-time teachers will hold a CLAD credential and have demonstrated working knowledge of the state standards. It is desirable, but not a requirement, for part-time teachers of non-core classes to hold a credential issued by the Commission on Teacher Credentialing. Whenever possible we will attempt to hire qualified retired teachers to teach non-core subjects such as music, dance, and agriculture. In other cases, non-core teachers may be local artists or recognized experts who hold a license or the equivalent in their field. Non-certificated instructors of non-core classes will be under the supervision of the principal.

All teachers, whether full-time, part-time, core, or non-core must demonstrate a willingness to support and be committed to Yav Pem Suab Academy's mission, goals, and programs. This includes a year-round school calendar, an extended instructional/workday, and learning the names of all students who attend the school. Full-time teachers must participate on at least one committee or council and be willing to participate and/or lead extracurricular events. All teachers are expected to study and implement the charter.

Principal. An administrative credential is not required by the state to work at a charter school. One of the recommendations made by the district staff at the January 12, 2010, SCUSD special board meeting, however, called for *"the Petition to be amended to require all administrators to hold an administrative credential."* The staff recommendation is not consistent with state law and reduces the flexibility of the charter school to hire the best candidate. The staff recommendation, for example, would exclude an experienced out-of-state principal from being considered.

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

The principal shall perform such tasks as are assigned by the Governing Board and is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the organization and may include but not be limited to the following:

- Ensure the charter school enacts its mission
- Communicate and report to the UCSC Governing Board
- Work with community organizations to develop partnerships
- Supervise and evaluate teachers and staff
- Identify the staffing needs of the school and assist with the selection of school staff
- Interview and make hiring recommendations to the UCSC Board with the advice of teachers and parent representatives
- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance of the students enrolled in the school in accordance with policies established by the UCSC governing board
- Complete and submit required documents as requested by the district and/or the UCSC governing board
- Oversee school finances, including ensuring financial stability
- Maintain up-to-date financial records
- Work with UCSC-appointed support staff to maintain up-to-date financial records, attendance records, and personnel records
- Ensure appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, attendance, purchasing, budgets, and timetables
- Ensure the security of the school building
- Interact effectively with media and promote positive public relations

The principal shall demonstrate the following leadership and administrative competencies:

- The ability to articulate and support the philosophy and direction of the Yav Pem Suab Academy
- 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, students, parents, community, private partners and outside agencies to better meet the needs of the students 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 students

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

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

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

The office manager, for example, should possess a valid first aid certificate and have knowledge of the following:
- Public school clerical operations and functions;
- Proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing; and
- Proper English, spelling, grammar, and punctuation.

The office manager should also have the ability to:
- Demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test;
- Analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision;
- Perform arithmetic calculations with speed and accuracy;
- Learn and effectively use computer software programs and related word processing;
- Understand and successfully apply a variety of complex directions to specific situations;
- Proofread accurately;
- Type accurately at a rate required for successful job performance;
- Communicate effectively and tactfully in both oral and written forms;
- Establish and maintain a variety of record keeping, reference, and data collection systems;

- Operate a variety of office equipment such as calculator, transcriber, copy machine, and computer, with speed and accuracy;
- Prioritize, coordinate, and monitor the work of others in a positive, productive, and timely manner; and
- Establish and maintain effective work relationships with those contacted in the performance of required duties.

Selection process and initial training. Candidates for each position at Yav Pem Suab Academy will be examined carefully. The final group of candidates for each position will be individually observed in a work environment similar to the position being sought. References will be carefully checked. A written exam will be administered. The contents of the exam will be germane to the desired position at Yav Pem Suab Academy and will include questions about the content of this charter petition. Selected candidates are expected to have through knowledge of the charter and be excellent teachers. The UCSC Board will make the final decision on hiring and firing.

During their first two years of service at Yav Pem Suab Academy, teachers are expected to participate in competency-based training to enhance their teaching skills. Some of the training may take place on non-instructional days. Once competency is demonstrated, the staff member is graduated or excused from the training. The UCSC board will develop standards of competency with input from teachers, administrators, and parents.

Table 18. Training Areas for Teachers

Tentative Training Areas to develop ability, skills, and attitude	Tentative Trainers
Assessment and Mastery Learning - Understanding by Design (UbD) - Authentic assessment - 2-Step Mastery Process	– Bowling Green teachers - To be arranged
Brain-compatible learning and teaching	- Susan Kovalik & Associate - Patty Harrington
Learning environment	- Susan Kovalik & Associate - Patty Harrington - Efficacy Institute
Special Education including RTI process	- SCUSD SELPA staff
Behavior management	- To be arranged
English Language Arts	- Project GLAD - Kate Wyffels and Regina Rosenzweig
English Language Development	- Project GLAD - Kate Wyffels and Regina Rosenzweig - Dr. Edmund Lee
Social Studies	- Project GLAD - Kate Wyffels and Regina Rosenzweig
Science	- Project GLAD - Kate Wyffels and Regina Rosenzweig
Math	To be arranged
Hmong Language Development	To be arranged
Visual & Performing Arts	To be arranged
Physical Education	To be arranged
Physical Health	To be arranged
Nutritional Health	To be arranged
Mental/Emotional Health	To be arranged
Parents as partners	To be arranged
Governance & Site-based decision making	To be arranged
Other – to be determined by teachers	
Other – to bet determined	

F. Procedures for Ensuring Health and Safety of Pupils and Staff

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

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

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

Protecting Pupils and Staff from External Health and Safety Issues.

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

Prior to commencing operation, the Urban Charter School Collective (UCSC) will adopt and implement a comprehensive set of health, safety and risk management policies. The policies will be developed in consultation with the school's insurance carriers. A draft of the UCSC health and safety policies, which are subject to final approval by the UCSC governing board, have been submitted with this petition on each of the 23 CDs required by the district's charter-submission process. At a minimum, the UCSC health and safety policies will include the following procedures:

- A requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237

- A requirement that each officer, director, or other employee of UCSC who will have contact with students 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 students and staff provide records documenting immunizations to the extent required for enrollment in a non-charter public school

- Policies and procedures providing for schoolwide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes

- Training for staff and students relating to preventing contact with blood-borne pathogens

- Requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent

- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines

- A policy that the school will be housed in facilities that have received state Fire Marshall approval and have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard

- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace

- Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164

- Examination of faculty and staff for tuberculosis

- Screening of pupil vision and hearing upon first enrollment at the school and every third year thereafter

- Policies that ensure that if the charter school's facilities are at any time under construction or remodeling, contractors engaged in such construction or remodeling comply with Education Code section 45125.1

The Urban Charter Schools Collective (UCSC) and Yav Pem Suab Academy will adopt the SCUSD policy and regulation regarding the use of volunteers (SCUSD Board Policy and Administrative Regulation 1240).

The UCSC and Yav Pem Suab Academy will also adopt policies consistent with:
- the Brown Act,
- the Public Records Act,
- State conflict of interest laws,
- the Child Abuse and Neglect Reporting Act,
- the Individuals with Disabilities Education Rights Act (IDEA),
- the Americans with Disabilities Acts,
- the Civil Rights Acts, including Title VII of the 1964 Civil Rights Act,
- the California Fair Employment and Housing Act (FEHA),
- the Age Discrimination in Employment Act (ADEA),
- Section 504 of the Rehabilitation Act of 1973,
- Education Code sections 220 *et seq*.,
- the uniform complaint procedure,
- Family Educational Rights and Privacy Act (FERPA), and
- the No Child Left Behind Act.

Annually, the staff at Yav Pem Suab Academy will receive training from competent trainers on:
a. sexual harassment prevention, as required by Government Code section 12950.1;
b. the mandate reporter requirements under the Child Abuse and Neglect Reporting Act;
c. anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220 *et seq*; and
d. the uniform complaint procedure.

G. Means for Achieving a Racial and Ethnic Balance Among Pupils Reflective of the General Population

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

The 2008-09 ethnic make-up of students in the Sacramento City Unified School District (SCUSD) is shown in Table 19.

Table 19. Ethnic Composition of SCUSD Students (2008-09)

American Indian or Native Alaskan	577	1.2%
Asian	9,647	20.0%
Pacific Islander	802	1.7%
Filipino	645	1.3%
Hispanic or Latino	15,817	32.8%
African American	10,107	21.0%
White (not Hispanic)	10,206	21.2%
Multiple or No Response	354	0.7%
Total enrollment	48,155	100%

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

- An enrollment process scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informational material that appeals to all the various racial and ethnic groups represented in SCUSD
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in SCUSD
- Focused recruitment of groups in which we are underrepresented, using brochures, public meetings, and other venues
- Outreach meetings in several areas of SCUSD to reach prospective students and parents

H. Admission Requirements

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

All students who apply, regardless of residency, will be admitted, contingent on available space. During the first year of operation, there will be 60 seats available in each of the following grades: Kindergarten, 1st, 2nd, 3rd, and 4th. In the second year, 60 5th grade seats will be added. In the third year, 60 6th grade seats will be added. The school will then be at its maximum capacity of 420 enrolled students. Depending on enrollment trends, the UCSC Board may adjust the enrollment levels at each grade within the school's maximum capacity. For example, if 4th grade has 50 students enrolled, the UCSC Board may authorize the enrollment of then 10 additional 5th graders. The maximum enrollment of the school is to remain at 420.

A public random drawing (General Lottery) will be conducted the first Tuesday in May for the next school year. To participate in the general lottery, parents must complete a school enrollment/lottery form at the school for each student they wish to enroll. A current utility bill will be used to verify the residence of students. Students who reside in SCUSD will be entered in the general lottery twice. This weighted lottery satisfies state law requiring preference be given to students who reside in the district in which the charter school is located; separate lotteries for resident and nonresident students are not allowed. By mutual agreement, however, the boards of UCSC and SCUSD may increase the weight factor for in-district students.

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 students on the list will be telephoned beginning with the first drawn. Students with two entries will be listed both times on the list, but will be called once. Parents have 48 hours to accept or reject the offer of admission. Students who do not get a seat in the lottery will be placed on a waiting list in the order of their drawing. If a student does not attend the first day 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.

Exceptions:

- Students already attending the charter school will be automatically enrolled for the next year. They do not need to participate in the next year's general lottery.

- Children of faculty teaching at the school and children of founders are exempt from the general lottery and will be enrolled before the general lottery. If the pupils in this category exceed 10% of the next year's anticipated school enrollment, a special lottery will be conducted following the procedures described above, but for members of this category only and will take place before any other special lottery, and before the general lottery conducted on the same day. The percentage of pupils enrolled from this category shall not exceed 10% of the total annual school enrollment. Children of employees other than faculty many not be part of this category per non-regulatory federal guidance.

- Siblings of existing pupils are exempt from the general lottery. If there is not enough space for all the students in this category, a special lottery will be conducted to determine who will be enrolled. The special lottery will be conducted following the procedures described above, but for members of this category only, and will take place before the general lottery on the same day.

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

I. Annual Audits of the Financial and Programmatic Operations

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

The Urban Charter Schools Collective (UCSC) Board of Directors will select an independent auditor to complete an annual financial audit of Yav Pem Suab Academy and UCSC. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of Sacramento City Unified School District, the State Controller, the County Superintendent of schools and the California Department of Education. The UCSC Board of Directors will review any audit exceptions or deficiencies and make recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved.

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

The Urban Charter Schools Collective and Sacramento City Unified School District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. In addition, both entities above will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

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

J. Suspension and Expulsion Procedures

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

UCSC will adopt and maintain a comprehensive set of student discipline policies to be used at Yav Pem Suab Academy. A draft of these policies is included with this petition on each of the 23 CDs required by the district's charter school submission process. The drafts shall be reviewed, amended as needed, and ratified by the UCSC governing board before the first day of operation.

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

Students who violate the school's discipline policies, who are serious disruptions to the education process and/or who present a health or safety threat may be suspended for up to five school days. Yav Pem Suab Academy will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension.

If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, Yav Pem Suab Academy may take action to expel the student. In such cases, Yav Pem Suab Academy will send a written notice of the facts, allegations and student/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 student may be expelled or offered reinstatement as appropriate.

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

K. STRS/PERS

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

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

Ed. Code Section 47611.3 (a) At the request of a charter school, a school district or county office of education that is the chartering authority of a charter school shall create any reports required

by the State Teachers' Retirement System and the Public Employees' Retirement System. The county superintendent of schools, employing agency, or school district that reports to those systems pursuant to Section 23004 of this code or Section 20221 of the Government Code shall submit the required reports on behalf of the charter school. The school district or county office of education may charge the charter school for the actual costs of the reporting services.

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

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

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

L. Attendance Alternatives

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

Students who opt not to attend Yav Pem Suab Academy 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.

M. Description of Employee Rights

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

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

At the end of their service at Yav Pem Suab Academy, 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.

N. Dispute resolution relating to provisions of the charter.

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

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

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

In the event of a dispute between UCSC and SCUSD, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the Superintendent of SCUSD and the Chief Executive Officer (CEO) of UCSC.

The CEO and Superintendent or party designee(s) shall informally meet and confer within 30 calendar days to attempt to resolve the dispute.

In the event this informal meeting fails to resolve the dispute, both party designees, within 60 calendar days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and the CEO and attempt to resolve the dispute.

If this joint formal meeting fails to resolve the dispute, the Superintendent and CEO shall meet to jointly identify a neutral, third party mediator. The cost of the third party mediator will be split evenly between the parties. The format of the mediation session shall be developed jointly by the Superintendent and CEO, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of UCSC and SCUSD jointly agree to bind themselves.

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

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

Ed Code 47607(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

> *(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.*

> *(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.*

> *(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*

> *(4) Violated any provision of law.*

O. Labor Relations/Collective Bargaining

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

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

P. Closing Procedures

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

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

The UCSC Governing Board shall use, but is not limited to, school financial reserves normally maintained for contingencies and emergencies to fund closure procedures. Expenses include postage, photocopying, paper, ink, auditing fee, and clerical assistance. The estimated cost to carry out the procedures is between $5,000 and $10,000.

1. Procedure for Closure Notification.

The UCSC Governing Board will send notice of the school's closure to:
1. Parents and guardians of students
2. Sacramento City Unified School District's (SCUSD) official contact person and the superintendent
3. The special education local plan area (SELPA) in which the charter school participates
4. The retirement systems in which the school's employees participate
5. The CDE. Notice must be received by CDE within 10 calendar days of any official action taken by the chartering authority (i.e., SCUSD)

The closure notice to the above parties will include the following:
1. The effective date of the closure
2. The names(s) of and contact information for the person(s) handling inquires regarding the closure
3. The students' school district of residence
4. How parents or guardians my obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE will also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students will also include:
1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information

The UCSC Governing Board will announce the closure to any school district that may be responsible for providing educational services to the former students of the charter school.

2. Procedure for Transfer and Maintenance of School and Student Records

1. The UCSC Board will create a student database/list with the following fields: First name, last name, current year grade, school district responsible for providing the student's educational service.

2. The UCSC Board will contact the districts and identify the office and the staff member to whom the records should be transferred.

3. The UCSC Board will transfer each pupil's records to the school district responsible for providing his/her educational services. Pupil records are typically kept in a cumulative file and include state assessment results, results of other academic assessments, report cards, and attendance records. Special education records, often kept separately, will also be transferred and, like all pupil files, treated with confidentiality.

4. Pupil, financial, attendance and other school records shall be maintained and transferred in accordance with applicable law, e.g., CCR Title 5 section16023-16026. Pupil mandatory permanent records, for example, are to be kept in perpetuity and as such will be transferred to SCUSD Student Services/Student Records Department in electronic and paper format, as applicable. These include legal name, date of birth, verification of birth date, gender, place of birth, name and address of parent, pupil's residence if different, annual verification, dates of enrollment, subjects taken, grades and credits towards graduation, and immunizations/exemptions.

5. Personnel records will be maintained and transferred in accordance with applicable law. They will include records related to employee performance and grievances.

3. Procedure for Financial Closeout

1. The UCSC Board will complete an independent final audit within six months of the school closure. The audit will serve as the annual audit and will include:

   a. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.

   b. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation

   c. An assessment of the disposition of any restricted funds received by or due to the charter school

2. The UCSC Board will complete and file mandated annual reports described by Ed. Code section 47604.33 and submit them to SCUSD, the county superintendent of schools, and CDE. They include:
   a. On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
   b. On or before December 15, an interim financial report. This report shall reflect changes through October 31.
   c. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
   d. On or before September 15, a final unaudited report for the full prior year.

3. The UCSC Board will submit final expenditure reports for any entitlement grants and file final expenditure reports and final performance reports, as appropriate.

4. Procedures for Disposition of Liabilities and Assets

The charter school is operated by the Urban Charter Schools Collective (UCSC), a California nonprofit public benefit corporation. If in connection with the closure, the UCSC Governing Board determines that it will dissolve the school corporation ("Dissolution"), then the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and

- Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by the charter school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the charter school or the school corporation.

For purposes of subparagraph above, "Restricted Government Grant" means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.

IV. Term

The term of this charter shall begin on July 1, 2010 and expire June 30, 2015.

A. Amendments:

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

B. Severability:

The terms of this contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by SCUSD and the UCSC Governing Boards. In the event of a dispute, the issue will be referred to the dispute resolution process described in this petition.

C. Oversight:

UCSC and SCUSD will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. In addition, both entities above will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

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

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

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

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

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

Each year, the proposed charter school will shop for administrative services, looking for the best
service at the best price. Organizations with experience working with charter schools will be
considered. Potential partners include, but are not limited to, Ed Tech, California Charter
Schools Association, Sacramento City Unified School District, and the Charter Schools
Development Center. By August 1, 2010 of the first year of operation, the charter school will
finalize an agreement with those who are providing administrative services. In following years,
it will be finalized by July 1. The charter school may also choose to hire qualified staff to
provide the administrative services in-house.

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

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

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

The Charter Schools Act states:

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

Part VI. Financial Statements

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

The petitioners used the January 2010 estimates from both the Charter Schools Development Center (CSDC) and School Services of California to develop detailed budget information that reflects the educational program at the proposed charter school. The estimates from these two sources are based on the governor's January state budget proposal for 2010-11. An analysis of the data suggest sufficient annual funds to support the program exist. The petitioners, however, are alert to possible cash flow issues that result from the state's schedule for allocating money to schools. Knowing this, the petitioners have arranged for a line of credit to cover shortfalls until state funds are credited to our account at the county treasury. All budget information shown here are estimates and subject to change, as well as final approval by the UCSC Board of Directors.

Once the school becomes operational, balance sheets and profit & loss statements will be created at the end of each month and available for public inspection.

The Public Charter Schools Grant (PCSG) is listed as a $600,000 revenue source in the financial statements that follow. Only new charter schools may apply and must apply within a year of authorization or the start of operation. Preference points are given to new charter schools locating in areas where students formerly attended schools both in PI Year 3, 4, or 5 and having a statewide API rank of 1 or 2. CDE estimates that 80 grants will be issued each year. In 2007-08, 60 were granted. In 2008-09, 55 were granted. The proposed charter school is eligible for the maximum grant amount.

After this petition was originally submitted to SCUSD, the petitioners submitted a copy to the California Department of Education (CDE) Charter Schools Unit for review. In a letter sent to the superintendent on December 8, 2009, CDE stated, *"After a preliminary screening, the charter – if approved by the Sacramento City Unified School District and not substantially modified – is tentatively eligible for a PCSGP award in the amount of $600,000.00, based on a projected enrollment of 420."*

In the remainder of Part VI, budget information pertinent to the operation of the proposed school is presented in the following order:

A. Summary of revenue and expenditures for the first three years

B. Revenue details for each of the first three years, including funding sources, levels of funding, projected enrollment, and projected revenue

C. Expenditures organized by object code and detailed line-by-line for each of the first three years. First-year start-up costs are included

D. Cash flow projections for Year 1, Year 2, and Year 3

A. Summary of revenue and expenditures for the first three years.

	2010-11	2011-12	2012-13	TOTAL
Estimated Revenue				
General Purpose Grant K-3	$1,092,576	$1,110,276	$1,128,817	$3,331,669
General Purpose Grant 4-6	$277,419	$563,826	$859,863	$1,701,109
Charter Categorical Block Grant	$113,715	$138,669	$164,482	$416,865
In-Lieu (EIA) formula	$163,134	$198,932	$235,963	$598,029
Class size reduction K-3	$244,188	$248,144	$252,288	$744,620
Lottery unrestricted	$0	$32,078	$38,493	$70,571
Lottery restricted to instructional materials	$0	$4,046	$4,855	$8,901
Public Charter Schools Grant Program	$425,000	$150,000	$25,000	$600,000
NCLB	$114,000	$136,800	$159,600	$410,400
Total Estimated Revenue	$2,430,032	$2,582,770	$2,869,362	$7,882,165
Estimated Expenditures				
1000 Object Code				
1101 Full-time teacher salaries	$825,000	$990,000	$1,155,000	$2,970,000
1221 Nurse 1 FTE	$55,000	$55,000	$55,000	$165,000
1103 Part-time enrichment teachers	$252,000	$252,000	$252,000	$756,000
1102 Substitute teachers	$12,600	$15,120	$17,640	$45,360
1311 Principal	$110,000	$110,000	$110,000	$330,000
Total 1000 Object Code	$1,254,600	$1,422,120	$1,589,640	$4,266,360
2000 Object Code				
2401 Office Manager	$40,000	$40,000	$40,000	$120,000
2221 Plant Manager	$40,000	$40,000	$40,000	$120,000
2901 CFO	$0	$0	$0	$0
2901 Other classified employees	$16,538	$22,050	$22,050	$60,638
Total 2000 Object Code	$96,538	$102,050	$102,050	$300,638
3000 Object Code				
3401 Teacher benefits	$111,000	$133,200	$155,400	$399,600
3401 Nurse benefits	$7,400	$7,400	$7,400	$22,200
3401 Enrichment teacher benefits	$0	$0	$0	
3401 Principal benefits	$7,400	$7,400	$7,400	$22,200
3402 Office manager benefits	$7,400	$7,400	$7,400	$22,200
3402 Plant manager benefits	$7,400	$7,400	$7,400	$22,200
3402 CFO benefits	$0	$0	$0	
3101 STRS contribution from school 8.25%	$103,505	$117,325	$131,145	$351,975
3311 Medicare 1.45%	$18,192	$20,621	$23,050	$61,862
3501 Unemployment Insurance 0.5%	$6,273	$7,111	$7,948	$21,332
3601 Workers Compensation Insurance 2.9%	$36,383	$41,241	$46,100	$123,724
3202 PERS contribution from school	$10,571	$13,267	$15,461	$39,298
3302 Social Security 6.2%	$5,985	$6,327	$6,327	$18,640
3312 Medicare for classified 1.45%	$1,400	$1,480	$1,480	$4,359
3502 Unemployment Ins for classified 0.50%	$483	$510	$510	$1,503
3602 Workers Comp Ins for classified 2.9%	$2,800	$2,959	$2,959	$8,718
Total 3000 Object Code	$326,191	$373,641	$419,980	$1,119,812
4000 Object Code				
4110 Books and replacement textbooks	$30,000	$6,000	$6,000	$42,000
4210 ePath Assessment 2nd-6th	$2,545	$3,393	$4,241	$10,179
4210 ePath Practice 3rd-6th	$515	$773	$1,031	$2,320
4210 Hmong Language Development Materials	$30,000	$10,000	$0	$40,000
4310 Classroom supplies	$6,000	$7,200	$8,400	$21,600

4310 Enrichment supplies	$3,000	$3,600	$4,200	$10,800
4310 Schoolwide supplies	$3,000	$3,600	$4,200	$10,800
4320 Custodial supplies	$6,000	$7,200	$8,400	$21,600
4320 Office supplies	$6,000	$7,200	$8,400	$21,600
4390 Instructional Reserve	$1,500	$1,800	$2,100	$5,400
4410 Computers-staff work station/printers	$13,500	$2,700	$2,700	$18,900
4410 Administrative IT Equipment	$6,000	$0	$0	$6,000
Total 4000 Object Code	$108,060	$53,466	$49,672	$211,199
5000 Object Code				
5230 Conferences and group training	$120,000	$50,000	$50,000	$220,000
5510 Utilities: electricity	$72,000	$72,000	$72,000	$216,000
5510 Utilities: natural gas	$9,600	$9,600	$9,600	$28,800
5510 Utilities: waste removal	$3,600	$3,600	$3,600	$10,800
5510 Utilities: water	$6,000	$6,000	$6,000	$18,000
5610 Copier rental	$5,000	$5,000	$5,000	$15,000
5690 Service agreements-office equipment	$1,000	$1,000	$1,000	$3,000
5800 Printing and duplicating	$3,000	$3,000	$3,000	$9,000
5800 External evaluator	$4,000	$4,000	$4,000	$12,000
5800 Fingerprinting for DOJ/FBI check	$3,150	$1,890	$1,890	$6,930
5800 Operations -custodial night services	$17,500	$17,500	$17,500	$52,500
5832 Non district transportation for field trips	$30,000	$36,000	$42,000	$108,000
5911 Postage	$2,000	$2,000	$2,000	$6,000
5930 Telephones	$12,000	$13,440	$14,880	$40,320
5960 Dues & membership -CSDC service agreement	$900	$1,080	$1,260	$3,240
District Services: attendance, accounting, legal, etc.				
5xxx Accounts payable	$3,072	$3,686	$4,301	$11,059
5xxx Budgeting & attendance	$7,143	$8,572	$10,000	$25,715
5xxx Nutrition services	$0	$0	$0	
5xxx Personnel	$19,731	$23,677	$27,623	$71,032
5xxx Payroll	$4,332	$5,198	$6,065	$15,595
5xxx Risk mgmt / employee benefits	$4,143	$4,972	$5,800	$14,915
5xxx Property & Liability Ins	$11,154	$13,385	$15,616	$40,154
5xxx Purchasing	$11,358	$13,630	$15,901	$40,889
5xxx Interdistrict mail services	$2,511	$3,013	$3,515	$9,040
5xxx Police Service Coordination	$1,599	$1,919	$2,239	$5,756
5xxx Network Infrastructure:Hardware/Support/Train	$20,823	$24,988	$29,152	$74,963
5xxx Assessment, Research, Evaluation	$2,835	$3,402	$3,969	$10,206
5xxx Pupil Services/Hearing Office	$3,360	$4,032	$4,704	$12,096
Total 5000 Object Code	$381,811	$336,583	$362,615	$1,081,010
6000 Object Code				
6490 Equipment over $5000	$0	$0	$0	$0
Total 6000 Object Code	$0	$0	$0	$0
7000 Object Code				
Special Education encroachment	$122,478	$146,974	$171,469	$440,921
Oversight by district	$14,837	$18,128	$21,532	$54,496
Pro rata share for facility use	$49,920	$56,160	$62,400	$168,480
Total 7000 Object Code	$187,235	$221,261	$255,401	$663,897
Total Estimated Expenditures	$2,354,435	$2,509,121	$2,779,358	$7,642,915
Reserve 4% of General & Categorical Grants	$59,348	$72,511	$86,127	$217,986
Unencumbered Balance	$16,249	$1,138	$3,877	$21,264

B. Revenue details for each of the first three years, including funding sources, levels of funding, projected enrollment, and projected revenue.

Funding Levels Based on estimates from School Services of California's *Fiscal Report Vol. 30 # 1* - January 2010 and from Charter Schools Development Center's *January 2010 "Crystal Ball" Estimates*	2010-11	2011-12	2012-13
Estimated K-12 COLA		1.62%	1.67%
General-Purpose Grant K-3	4,792.00	4,869.63	4,950.95
General-Purpose Grant 4-6	4,867.00	4,945.85	5,028.44
Charter Categorical Block Grant	399.00	405.46	412.24
In-Lieu (Economic Impact Aide (EIA) formula amount	318.00	323.15	328.55
Class size reduction K-3	1,071.00	1,088.35	1,106.53
Lottery unrestricted	111.00	111.00	111.00
Lottery restricted to instructional materials	14.00	14.00	14.00
Federal No Child Left Behind (NCLB)	400.00	400.00	400.00

Note: Blue text represents change from previous budget

Projected Enrollment and ADA	2010-11	2011-12	2012-13
K-3rd enrollment	240	240	240
K-3 95% ADA	**228**	**228**	**228**
4th-6th enrollment	60	120	180
4-6 95% ADA	**57**	**114**	**171**
total enrollment	**300**	**360**	**420**
95% attendance	**285**	**342**	**399**

Estimated Revenue	2010-11	2011-12	2012-13
General-Purpose Grant K-3	1,092,576.00	1,110,275.73	1,128,817.34
General-Purpose Grant 4-6	277,419.00	563,826.38	859,863.41
Charter Categorical Block Grant	113,715.00	138,668.62	164,481.78
In-Lieu (Economic Impact Aide (EIA) formula amount assuming 100% free/reduced lunch and 80% English Learners	163,134.00	198,932.12	235,963.34
Class size reduction K-3	244,188.00	248,143.85	252,287.85
Lottery unrestricted based on prior year ADA x 1.014	-	32,077.89	38,493.47
Lottery restricted to instructional materials based on prior year ADA	-	4,045.86	4,855.03
Public Charter Schools Grant Program $600,000. Superintendent has received conditional approval letter from CDE.	425,000.00	150,000.00	25,000.00
NCLB	114,000.00	136,800.00	159,600.00
Total Revenue	**2,430,032.00**	**2,582,770.45**	**2,869,362.22**

C. Expenditures organized by object code and detailed line-by-line for each of the first three years. First-year start-up costs are included. Blue text indicates change from previous budget.

Expenditures	2010-11	2011-12	2012-13
Enrollment:	**300**	**360**	**420**
Full-time teachers for 20:1 class size in K-6th:	**15**	**18**	**21**
Full-time kinder teachers:	**3**	**3**	**3**

Average Teacher Salary is $55,000 for 175 days. Benefits and payroll charges shown in object code 3000. Average teacher salary and benefits is $69,605.00.

1000 object code

	2010-11	2011-12	2012-13
1101 Full-time (8 hrs/day) teacher salaries	$825,000.00	$990,000.00	$1,155,000.00
1221 Nurse 1 FTE	$55,000.00	$55,000.00	$55,000.00
1103 12 part-time Hmong language development teachers and enrichment teachers working 3 hrs/day x 175 days @ $40/hr. Hire retired and part-time teachers	$252,000.00	$252,000.00	$252,000.00
1102 Substitutes @ $120/day x 7 days per teacher x full-time teachers. Pay teachers unused time up to 7 days.	$12,600.00	$15,120.00	$17,640.00
1311 Principal	$110,000.00	$110,000.00	$110,000.00
Total 1000 object code	$1,254,600.00	$1,422,120.00	$1,589,640.00
Percentage of total revenue	51.6%	55.1%	55.4%

2000 object code

	2010-11	2011-12	2012-13
2401 Office manager	$40,000.00	$40,000.00	$40,000.00
2221 Plant manager	$40,000.00	$40,000.00	$40,000.00
2901 CFO .4 FTE. Keep vacant if outsource; see 5000 object code	$-	$-	$-
2901 Other classified: safety supervisors/yard duties @ $9/hr x 3.5 hrs/day x 175 days. 3 first year then 4 for year 2 and 3	$16,537.50	$22,050.00	$22,050.00
Total 2000 object code	$96,537.50	$102,050.00	$102,050.00
Percentage of total revenue	4.0%	4.0%	3.6%

3000 object code

	2010-11	2011-12	2012-13
3401 Teacher benefits: 3401 medical, 3411 dental, 3431 vision with cap of $7,400	$111,000.00	$133,200.00	$155,400.00
3401 3411 3431 Nurse benefits	$7,400.00	$7,400.00	$7,400.00
3401 3411 3431 Three-hour/day enrichment teacher benefits	$-	$-	$-
3401 3411 3431 Principal benefits	$7,400.00	$7,400.00	$7,400.00
3402 3412 3432 Office manager benefits	$7,400.00	$7,400.00	$7,400.00
3402 3412 3432 Plant manager benefits	$7,400.00	$7,400.00	$7,400.00
3402 3412 3432 CFO .43 FTE (3 hrs/day) benefits	$-	$-	$-
3101 STRS contribution from school 8.25%	$103,504.50	$117,324.90	$131,145.30
3311 Medicare for certificated 1.45%	$18,191.70	$20,620.74	$23,049.78
3501 Unemployment insurance for certificated .50%	$6,273.00	$7,110.60	$7,948.20
3601 Workers comp for certificated 2.9%	$36,383.40	$41,241.48	$46,099.56
3202 PERS contribution from school for classified 10.95%-2010, 13%-2011, 15.15%-2012, 15.41%-2013	$10,570.86	$13,266.50	$15,460.58
3302 Social security for classified 6.2%	$5,985.33	$6,327.10	$6,327.10
3312 Medicare for classified 1.45%	$1,399.79	$1,479.73	$1,479.73
3502 Unemployment insurance classified .50%	$482.69	$510.25	$510.25
3602 Worker comp classified 2.9%	$2,799.59	$2,959.45	$2,959.45
Total 3000 object code	$326,190.85	$373,640.75	$419,979.94
Percentage of total revenue	13.4%	14.5%	14.6%

4000 object code

4110 Books and replacement textbooks @ $100/new student	$30,000.00	$6,000.00	$6,000.00
4210 ePath Assess @ $6.50 math $6.50 ELA per student 2nd-6th	$2,544.75	$3,393.00	$4,241.25
4210 ePath Practice @$3.95/student 3rd-6th grade	$515.48	$773.21	$1,030.95
4210 Hmong Language Development Materials and/or development	$30,000.00	$10,000.00	
4310 Classroom supplies @ $20/student	$6,000.00	$7,200.00	$8,400.00
4310 Enrichment supplies @ $10/student	$3,000.00	$3,600.00	$4,200.00
4310 Schoolwide supplies @ $10/student	$3,000.00	$3,600.00	$4,200.00
4320 Custodial supplies @ $20/student	$6,000.00	$7,200.00	$8,400.00
4320 Office supplies @ $20/student	$6,000.00	$7,200.00	$8,400.00
4390 Instructional reserve of $5/student. This is not the 4% school reserve shown below.	$1,500.00	$1,800.00	$2,100.00
4410 Computers - staff work stations and printers from Prop 39 similarly equipped facilities? Or new ones if we can afford them.	$13,500.00	$2,700.00	$2,700.00
4410 Administrative computers, printers, backup drives, etc for office and principal	$6,000.00		
4410 New computers & technology for 4th, 5th, 6th grade classes. Use existing computers from Prop 39 until then.			
4410 Furniture from Prop 39			
Total 4000 object code	$108,060.23	$53,466.21	$49,672.20
Percentage of total revenue	4.4%	2.1%	1.7%

5000 object code

5230 Conferences and group training	$120,000.00	$50,000.00	$50,000.00
5510 Utilities: electricity @ 6,000/month	$72,000.00	$72,000.00	$72,000.00
5520 Utilities: natural gas@ $800/month	$9,600.00	$9,600.00	$9,600.00
5540 Utilities: waste removal @ $300/month	$3,600.00	$3,600.00	$3,600.00
5550 Utilities: water @ $500/month	$6,000.00	$6,000.00	$6,000.00
5610 Copier rental	$5,000.00	$5,000.00	$5,000.00
5690 Service agreements office equipment -e.g. Riso	$1,000.00	$1,000.00	$1,000.00
5800 Printing and duplicating	$3,000.00	$3,000.00	$3,000.00
5800 External evaluator 4 x a year for formative and summative evaluation	$4,000.00	$4,000.00	$4,000.00
5800 Fingerprinting for DOJ and FBI check @ $63/ person: staff and volunteers. 60 people year 1, 30 year 2, 30 year 3	$3,150.00	$1,890.00	$1,890.00
5800 Operations - Custodial services night cleaning. Out source. $100/night x 175 days	$17,500.00	$17,500.00	$17,500.00
5832 Nondistrict transportation for field trips @ $100/student	$30,000.00	$36,000.00	$42,000.00
5911 Postage	$2,000.00	$2,000.00	$2,000.00
5930 Telephones @40/month x 12 months per line=$480/line. One per classroom +10	$12,000.00	$13,440.00	$14,880.00
5960 Dues & membership - Charter Schools Development Center service agreement	$900.00	$1,080.00	$1,260.00
5xxx back office services: student attendance, budget accounting, legal, etc			
5xxx District service: accounts payable @ $10.24/enrollment	$3,072.00	$3,686.40	$4,300.80
5xxx District service: Budget including student attendance @23.81/enrollment	$7,143.00	$8,571.60	$10,000.20
5xxx District service: Nutrition Services @ actual cost			
5xxx District service: Personnel @ $65.77/enrollment	$19,731.00	$23,677.20	$27,623.40
5xxx District service: Payroll @ $14.44/enrollment	$4,332.00	$5,198.40	$6,064.80
5xxx District service: Risk Management/Employee Benefit @ $13.81/enrollment	$4,143.00	$4,971.60	$5,800.20

5xxx District service: 5450 Property and Liability Insurance @ $37.18/enrollment	$11,154.00	$13,384.80	$15,615.60
5xxx District service: Purchasing @ $37.86/enrollment	$11,358.00	$13,629.60	$15,901.20
5xxx District service: InterDistrict Mail Services @ $8.37/enrollment	$2,511.00	$3,013.20	$3,515.40
5xxx District service: Police Service Coordination @ $5.33/enrollment	$1,599.00	$1,918.80	$2,238.60
5xxx District service: Network Infrastructure and Hardware/Support/Training. Includes GroupWise, Escape, Zangle @ $69.41/enrollment	$20,823.00	$24,987.60	$29,152.20
5xxx District service: Assessment, Research, Evaluation @ $9.45/enrollment	$2,835.00	$3,402.00	$3,969.00
5xxx District service: Pupil Services/Hearing Office @ 11.20/enrollment	$3,360.00	$4,032.00	$4,704.00
Total 5000 object code	$381,811.00	$336,583.20	$362,615.40
Percentage of total revenue	15.7%	13.0%	12.6%

6000 object code

6490 Equipment over $5,000			
Total 6000 object code	$-	$-	$-
Percentage of total revenue	0.0%	0.0%	0.0%

7000 object code

1. Special Education encroachment @ $408.26/enrollment	$122,478.00	$146,973.60	$171,469.20
2. Oversight by district: 1% of General Purpose Entitlement & Categorical Block Grant	$14,837.10	$18,127.71	$21,531.63
3. Pro rata share for use of facility includes routine repair and maintenance and landscaping @ $2.08/sq ft x 29,000-37,000 sq ft	$49,920.00	$56,160.00	$62,400.00
other			
Total 7000 object code	$187,235.10	$221,261.31	$255,400.83
Percentage of total revenue	7.7%	8.6%	8.9%

Reserve

Reserve 4% of General Purpose Entitlement & Categorical Block Grant or $55,000 which ever is greater.	$59,348.40	$72,510.83	$86,126.50
Percentage of total revenue	2.4%	2.8%	3.0%

Total expenses & reserve shown above	$2,413,783.08	$2,581,632.29	$2,865,484.87

Total revenue described on previous page	$2,430,032.00	$2,582,770.45	$2,869,362.22

Unencumbered balance	**$16,248.92**	**$1,138.15**	**$3,877.35**
Percentage of total revenue	0.7%	0.0%	0.1%

Total reserve and unencumbered balance	$75,597.32	$73,648.98	$90,003.86

Summary of 1st Year Expenditures 2010-2011
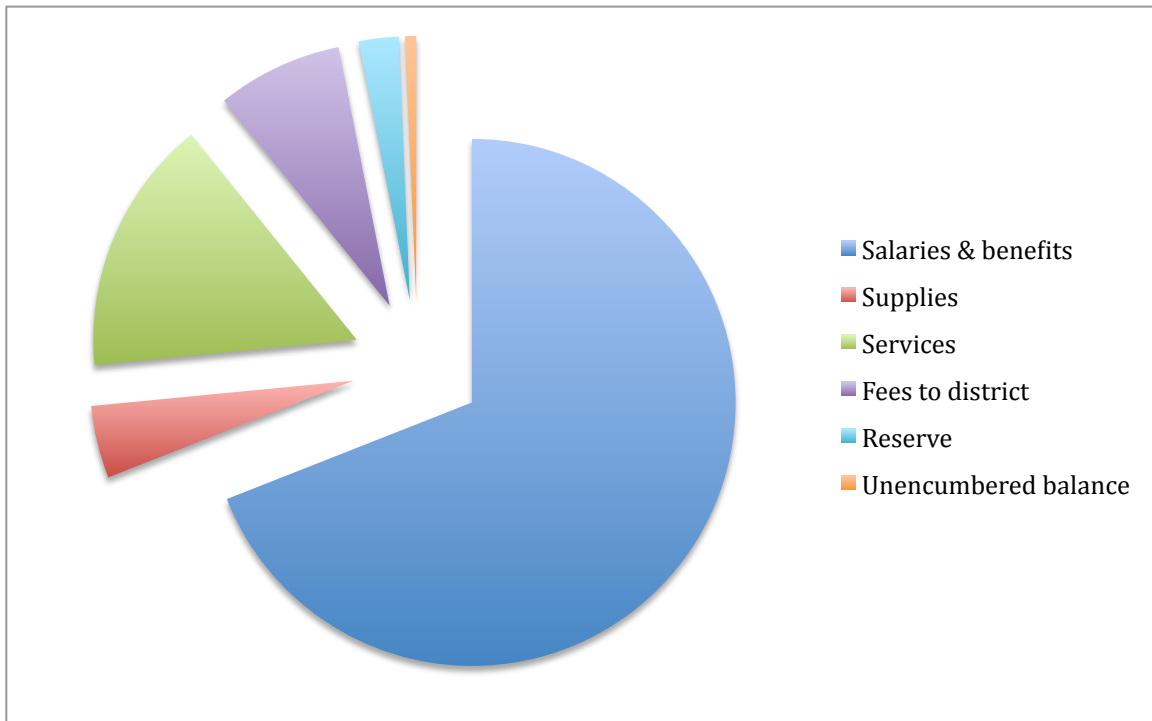
Salaries & benefits	69.0%
Supplies	4.4%
Services	15.7%
Fees to district	7.7%
Reserve	2.4%
Unencumbered balance	0.7%
Total	100.0%

D. Cash Flow

Year 1 Cash Flow 2010-2011

1st Year Cash Flow Summary:	July 2010	Aug. 2010	Sept. 2010	Oct. 2010	Nov. 2010	Dec. 2010	Jan. 2011	Feb. 2011	Mar. 2011	Apr. 2011	May 2011	June 2011
Total revenue by month:	250,000.00	25,488.41	503,130.59	208,984.54	79,584.54	253,951.25	33,984.54	198,827.90	215,056.30	109,168.89	213,757.61	338,097.44
Total expenses by month:	150,422.73	182,119.05	256,443.08	182,225.30	176,725.30	235,299.33	184,725.30	182,225.30	240,049.33	166,725.30	163,975.30	233,499.33
Month balance:	99,577.28	(156,630.65)	246,687.51	26,759.24	(97,140.76)	18,651.92	(150,740.76)	16,602.59	(24,993.03)	(57,556.41)	49,782.30	104,598.11
Running balance:	99,577.28	(57,053.37)	189,634.14	216,393.37	119,252.61	137,904.52	(12,836.24)	3,766.35	(21,226.68)	(78,783.09)	(29,000.78)	75,597.32

Cash Flow Details:

1st Year Revenue by Month	July 2010	Aug. 2010	Sept. 2010	Oct. 2010	Nov. 2010	Dec. 2010	Jan. 2011	Feb. 2011	Mar. 2011	Apr. 2011	May 2011	June 2011
In-Lieu Property Tax arranged with district.		$25,488.41	$50,976.81	$33,984.54	$33,984.54	$33,984.54	$33,984.54	$33,984.54	$59,472.95	$29,736.47	$29,736.47	$59,472.95
State Aid (new charter 37% lump sum which equals July to Nov disbursement) (18% in Dec for Dec & Jan based on first 20 days ADA)			349,719.65			170,133.89		14,177.82	85,066.94	61,437.24	49,149.79	215,502.92
Categorical state aid			42,074.55			20,468.70		1,705.73	10,234.35	7,391.48	5,913.18	25,927.02
In lieu EIA			60,359.58			29,364.12		2,447.01	14,682.06	10,603.71	8,482.97	37,194.55
Class Size Reduction K-3. Provisional in Feb. for new schools.								146,512.80			97,675.20	
Public Charter Schools Grant	250,000.00			175,000.00								
Lottery - based on prior year ADA												
NCLB					45,600.00					45,600.00	22,800.00	
Total revenue by month	250,000.00	25,488.41	503,130.59	208,984.54	79,584.54	253,951.25	33,984.54	198,827.90	215,056.30	109,168.89	213,757.61	338,097.44

1st Year Expenses by Month	July 2010	Aug. 2010	Sept. 2010	Oct. 2010	Nov. 2010	Dec. 2010	Jan. 2011	Feb. 2011	Mar. 2011	Apr. 2011	May 2011	June 2011
1000, 2000, 3000 Salaries & Benefits		152,484.40	152,484.40	152,484.40	152,484.40	152,484.40	152,484.40	152,484.40	152,484.40	152,484.40	152,484.40	152,484.40
4110 Books and replacement textbooks @ $100/new student	30,000.00											
4210 ePath Assess @ $6.50 math $6.50 ELA per student 2nd-6th	2,544.75											
4210 ePath Practice @$3.95/student 3rd-6th grade	515.48											
4210 Hmong Language Development Materials and/or development	30,000.00											
4310 Classroom supplies @ $20/student	6,000.00											
4310 Enrichment supplies @ $10/student	1,500.00					1,500.00						
4310 Schoolwide supplies @ $10/student		300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	
4320 Custodial supplies @ $20/student	1,000.00		1,000.00		1,000.00		1,000.00		1,000.00		1,000.00	
4320 Office supplies @ $20/student	2,000.00		1,000.00		1,000.00		1,000.00		1,000.00			
4390 Instructional reserve of $5/student. This is not the 4% school reserve shown below.			500.00		500.00				500.00			
4410 Computers - staff work stations and printers from Prop 39 similarly equipped facilities? Or new ones if we can afford them.	13,500.00											
4410 Administrative computers, printers, backup drives, etc for office and principal	6,000.00											
5230 Conferences and group training	37,500.00	15,000.00	15,000.00	15,000.00	7,500.00		15,000.00	15,000.00				
5510 Utilities: electricity @ 6,000/month	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
5520 Utilities: natural gas@ $800/month	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00
5540 Utilities: waste removal @ $300/month	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00
5550 Utilities: water @ $500/month	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00

Description	1	2	3	4	5	6	7	8	9	10	11	12
5610 Copier rental	5,000.00											
5690 Service agreements office equipment - e.g. Riso	1,000.00											
5800 Printing and duplicating	1,000.00		500.00	500.00			500.00	500.00				
5800 External evaluator 4 x a year for formative and summative evaluation			1,000.00			1,000.00			1,000.00			1,000.00
5800 Fingerprinting for DOJ and FBI check @ $63/ person: staff and volunteers. 60 people year 1, 30 year 2, 30 year 3	2,362.50	393.75	393.75									
5800 Operations - Custodial services night cleaning. Out source. $100/night x 175 days		1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91
5832 Nondistrict transportation for field trips @ $100/student		3,750.00	3,750.00	3,750.00	3,750.00		3,750.00	3,750.00	3,750.00	3,750.00		
5911 Postage	1,000.00		500.00				500.00					
5930 Telephones @40/month x 12 months per line=$480/line. One per classroom +10	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
5960 Dues & membership - Charter Schools Development Center service agreement	900.00											
5xxx District service: accounts payable @ $10.24/enrollment			768.00			768.00			768.00			768.00
5xxx District service: Budget including student attendance @23.81/enrollment			1,785.75			1,785.75			1,785.75			1,785.75
5xxx District service: Nutrition Services @ actual cost			-			-			-			-
5xxx District service: Personnel @ $65.77/enrollment			4,932.75			4,932.75			4,932.75			4,932.75
5xxx District service: Payroll @ $14.44/enrollment			1,083.00			1,083.00			1,083.00			1,083.00
5xxx District service: Risk Management/Employee Benefit @ $13.81/enrollment			1,035.75			1,035.75			1,035.75			1,035.75
5xxx District service: 5450 Property and Liability Insurance @ $37.18/enrollment			2,788.50			2,788.50			2,788.50			2,788.50
5xxx District service: Purchasing @ $37.86/enrollment			2,839.50			2,839.50			2,839.50			2,839.50
5xxx District service: InterDistrict Mail Services @ $8.37/enrollment			627.75			627.75			627.75			627.75
5xxx District service: Police Service Coordination @ $5.33/enrollment			399.75			399.75			399.75			399.75
5xxx District service: Network Infrastructure and Hardware/Support/Training. Includes GroupWise, Escape, Zangle @ $69.41/enrollment			5,205.75			5,205.75			5,205.75			5,205.75
5xxx District service: Assessment, Research, Evaluation @ $9.45/enrollment			708.75			708.75			708.75			708.75
5xxx District service: Pupil Services/Hearing Office @ 11.20/enrollment			840.00			840.00			840.00			840.00
1. Special Education encroachment @ $408.26/enrollment			30,619.50			30,619.50			30,619.50			30,619.50
2. Oversight by district: 1% of General Purpose Entitlement & Categorical Block Grant			3,709.28			3,709.28			3,709.28			3,709.28
3. Pro rata share for use of facility includes routine repair and maintenance and landscaping @ $2.08/sq ft x 29,000-37,000 sq ft			12,480.00			12,480.00			12,480.00			12,480.00
Total expenses from above	150,422.73	182,119.05	256,443.08	182,225.30	176,725.30	235,299.33	184,725.30	182,225.30	240,049.33	166,725.30	163,975.30	233,499.33

Year 2 Cash Flow 2011-12

2nd Year Cash Flow Summary:	July 2011	Aug. 2011	Sept. 2011	Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012
Total revenue by month:	160,479.01	170,306.17	347,643.14	133,928.17	250,684.13	203,727.24	133,928.17	127,348.84	233,422.02	257,677.30	217,589.59	346,036.67
Total expenses by month:	50,117.50	202,351.62	282,419.04	195,349.16	197,224.16	272,332.79	198,249.16	194,449.16	277,757.79	187,699.16	184,399.16	266,772.79
Month balance:	110,361.51	(32,045.45)	65,224.10	(61,420.99)	53,459.97	(68,605.55)	(64,320.99)	(67,100.32)	(44,335.76)	69,978.14	33,190.43	79,263.89
Running balance:	110,361.51	78,316.05	143,540.16	82,119.17	135,579.14	66,973.59	2,652.60	(64,447.72)	(108,783.48)	(38,805.34)	(5,614.91)	73,648.98

Cash Flow Details:

2nd Year Revenue by Month	July 2011	Aug. 2011	Sept. 2011	Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012
In-Lieu Property Tax arranged with district.		$30,586.09	$61,172.17	$40,781.45	$40,781.45	$40,781.45	$40,781.45	$40,781.45	$71,367.53	$35,683.77	$35,683.77	$71,367.53
State aid as part of general entitlement grant	10,479.01	139,720.08	152,527.75	93,146.72	93,146.72	93,146.72	93,146.72	81,503.38	67,919.48	113,199.14	37,733.05	188,665.23
Categorical state aid			51,307.39			24,960.35		2,080.03	12,480.18	9,013.46	7,210.77	31,616.45
In lieu EIA			73,604.89			35,807.78		2,983.98	17,903.89	12,930.59	10,344.47	45,356.52
Class Size Reduction K-3					62,035.96					86,850.35	99,257.54	
Public Charter Schools Grant	150,000.00											
Lottery - based on prior year ADA			9,030.94			9,030.94			9,030.94			9,030.94
NCLB					54,720.00				54,720.00		27,360.00	
Total revenue by month	160,479.01	170,306.17	347,643.14	133,928.17	250,684.13	203,727.24	133,928.17	127,348.84	233,422.02	257,677.30	217,589.59	346,036.67

2nd Year Expenses by Month	July 2011	Aug. 2011	Sept. 2011	Oct. 2011	Nov. 2011	Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012
1000, 2000, 3000 Salaries & Benefits		172,528.25	172,528.25	172,528.25	172,528.25	172,528.25	172,528.25	172,528.25	172,528.25	172,528.25	172,528.25	172,528.25
4110 Books and replacement textbooks @ $100/new student	6,000.00											
4210 ePath Assess @ $6.50 math $6.50 ELA per student 2nd-6th		3,393.00										
4210 ePath Practice @$3.95/student 3rd-6th grade		773.21										
4210 Hmong Language Development Materials and/or development	2,500.00	2,500.00			2,500.00	2,500.00						
4310 Classroom supplies @ $20/student	1,800.00	900.00	900.00	900.00	900.00	900.00	900.00					
4310 Enrichment supplies @ $10/student	1,800.00					1,800.00						
4310 Schoolwide supplies @ $10/student		360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	360.00	
4320 Custodial supplies @ $20/student	1,200.00		1,200.00		1,200.00		1,200.00		1,200.00		1,200.00	
4320 Office supplies @ $20/student	2,400.00		1,200.00		1,200.00		1,200.00		1,200.00			
4390 Instructional reserve of $5/student. This is not the 4% school reserve shown below.		600.00			600.00				600.00			
4410 Computers - staff work stations and printers from Prop 39 similarly equipped facilities? Or new ones if we can afford them.	2,700.00											
4410 Administrative computers, printers, backup drives, etc for office and principal	-											
5230 Conferences and group training	12,500.00	6,250.00	6,250.00	6,250.00	3,125.00		6,250.00	6,250.00	3,125.00			
5510 Utilities: electricity @ 6,000/month	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
5520 Utilities: natural gas@ $800/month	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00
5540 Utilities: waste removal @ $300/month	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00
5550 Utilities: water @ $500/month	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
5610 Copier rental	5,000.00											
5690 Service agreements office equipment - e.g. Riso	1,000.00											

Description	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12
5800 Printing and duplicating	1,000.00		500.00	500.00			500.00	500.00				
5800 External evaluator 4 x a year for formative and summative evaluation			1,000.00			1,000.00			1,000.00			1,000.00
5800 Fingerprinting for DOJ and FBI check @ $63/ person: staff and volunteers. 60 people year 1, 30 year 2, 30 year 3	1,417.50	236.25	236.25									
5800 Operations - Custodial services night cleaning. Out source. $100/night x 175 days		1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91
5832 Nondistrict transportation for field trips @ $100/student		4,500.00	4,500.00	4,500.00	4,500.00		4,500.00	4,500.00	4,500.00	4,500.00		
5911 Postage	1,000.00		500.00				500.00					
5930 Telephones @40/month x 12 months per line=$480/line. One per classroom +10	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00	1,120.00
5960 Dues & membership - Charter Schools Development Center service agreement	1,080.00											
5xxx District service: accounts payable @ $10.24/enrollment			921.60			921.60			921.60			921.60
5xxx District service: Budget including student attendance @23.81/enrollment			2,142.90			2,142.90			2,142.90			2,142.90
5xxx District service: Nutrition Services @ actual cost			-			-			-			-
5xxx District service: Personnel @ $65.77/enrollment			5,919.30			5,919.30			5,919.30			5,919.30
5xxx District service: Payroll @ $14.44/enrollment			1,299.60			1,299.60			1,299.60			1,299.60
5xxx District service: Risk Management/Employee Benefit @ $13.81/enrollment			1,242.90			1,242.90			1,242.90			1,242.90
5xxx District service: 5450 Property and Liability Insurance @ $37.18/enrollment			3,346.20			3,346.20			3,346.20			3,346.20
5xxx District service: Purchasing @ $37.86/enrollment			3,407.40			3,407.40			3,407.40			3,407.40
5xxx District service: InterDistrict Mail Services @ $8.37/enrollment			753.30			753.30			753.30			753.30
5xxx District service: Police Service Coordination @ $5.33/enrollment			479.70			479.70			479.70			479.70
5xxx District service: Network Infrastructure and Hardware/Support/Training. Includes GroupWise, Escape, Zangle @ $69.41/enrollment			6,246.90			6,246.90			6,246.90			6,246.90
5xxx District service: Assessment, Research, Evaluation @ $9.45/enrollment			850.50			850.50			850.50			850.50
5xxx District service: Pupil Services/Hearing Office @ 11.20/enrollment			1,008.00			1,008.00			1,008.00			1,008.00
1. Special Education encroachment @ $408.26/enrollment			36,743.40			36,743.40			36,743.40			36,743.40
2. Oversight by district: 1% of General Purpose Entitlement & Categorical Block Grant			4,531.93			4,531.93			4,531.93			4,531.93
3. Pro rata share for use of facility includes routine repair and maintenance and landscaping @ $2.08/sq ft x 29,000-37,000 sq ft			14,040.00			14,040.00			14,040.00			14,040.00
Total expenses from above	50,117.50	202,351.62	282,419.04	195,349.16	197,224.16	272,332.79	198,249.16	194,449.16	277,757.79	187,699.16	184,399.16	266,772.79

Year 3 Cash Flow 2012-13

3rd Year Cash Flow Summary:	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013
Total revenue by month:	37,545.56	202,957.92	412,976.97	159,094.46	286,006.42	242,011.71	159,094.46	151,161.62	275,293.13	291,483.78	240,463.69	411,272.47
Total expenses by month:	49,117.50	221,579.35	316,478.71	215,870.90	215,745.90	303,042.46	219,170.90	214,820.90	311,767.46	208,070.90	204,220.90	299,472.46
Month balance:	(11,571.94)	(18,621.43)	96,498.26	(56,776.44)	70,260.52	(61,030.75)	(60,076.44)	(63,659.28)	(36,474.33)	83,412.88	36,242.79	111,800.01
Running balance:	(11,571.94)	(30,193.37)	66,304.90	9,528.45	79,788.97	18,758.22	(41,318.23)	(104,977.51)	(141,451.83)	(58,038.95)	(21,796.16)	90,003.86

Cash Flow Details:

3rd Year Revenue by Month	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013
In-Lieu Property Tax arranged with district.		$35,683.77	$71,367.53	$47,578.36	$47,578.36	$47,578.36	$47,578.36	$47,578.36	$83,262.12	$41,631.06	$41,631.06	$83,262.12
State aid as part of general entitlement grant	12,545.56	167,274.16	182,607.62	111,516.10	111,516.10	111,516.10	111,516.10	97,576.59	81,313.83	135,523.04	45,174.35	225,871.74
Categorical state aid			60,858.26			29,606.72		2,467.23	14,803.36	10,691.32	8,553.05	37,501.85
In lieu EIA			87,306.44			42,473.40		3,539.45	21,236.70	15,337.62	12,270.09	53,799.64
Class Size Reduction K-3					63,071.96					88,300.75	100,915.14	
Public Charter Schools Grant	25,000.00											
Lottery - based on prior year ADA			10,837.13			10,837.13			10,837.13			10,837.13
NCLB					63,840.00				63,840.00		31,920.00	
Total revenue by month	37,545.56	202,957.92	412,976.97	159,094.46	286,006.42	242,011.71	159,094.46	151,161.62	275,293.13	291,483.78	240,463.69	411,272.47

3rd Year Expenses by Month	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012	Dec. 2012	Jan. 2013	Feb. 2013	Mar. 2013	Apr. 2013	May 2013	June 2013
1000, 2000, 3000 Salaries & Benefits		191,969.99	191,969.99	191,969.99	191,969.99	191,969.99	191,969.99	191,969.99	191,969.99	191,969.99	191,969.99	191,969.99
4110 Books and replacement textbooks @ $100/new student	6,000.00											
4210 ePath Assess @ $6.50 math $6.50 ELA per student 2nd-6th		4,241.25										
4210 ePath Practice @$3.95/student 3rd-6th grade		1,030.95										
4210 Hmong Language Development Materials and/or development	-	-				-	-					
4310 Classroom supplies @ $20/student	2,100.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00					
4310 Enrichment supplies @ $10/student	2,100.00					2,100.00						
4310 Schoolwide supplies @ $10/student		420.00	420.00	420.00	420.00	420.00	420.00	420.00	420.00	420.00	420.00	
4320 Custodial supplies @ $20/student	1,400.00		1,400.00		1,400.00		1,400.00		1,400.00		1,400.00	
4320 Office supplies @ $20/student	2,800.00		1,400.00		1,400.00		1,400.00		1,400.00			
4390 Instructional reserve of $5/student. This is not the 4% school reserve shown below.		700.00			700.00				700.00			
4410 Computers - staff work stations and printers from Prop 39 similarly equipped facilities? Or new ones if we can afford them.	2,700.00											
4410 Administrative computers, printers, backup drives, etc for office and principal	-											
5230 Conferences and group training	12,500.00	6,250.00	6,250.00	6,250.00	3,125.00		6,250.00	6,250.00	3,125.00			
5510 Utilities: electricity @ 6,000/month	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
5520 Utilities: natural gas@ $800/month	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00	800.00
5540 Utilities: waste removal @ $300/month	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00
5550 Utilities: water @ $500/month	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
5610 Copier rental	5,000.00											
5690 Service agreements office equipment - e.g. Riso	1,000.00											

Description												
5800 Printing and duplicating	1,000.00		500.00	500.00			500.00	500.00				
5800 External evaluator 4 x a year for formative and summative evaluation			1,000.00			1,000.00			1,000.00			1,000.00
5800 Fingerprinting for DOJ and FBI check @ $63/ person: staff and volunteers. 60 people year 1, 30 year 2, 30 year 3	1,417.50	236.25	236.25									
5800 Operations - Custodial services night cleaning. Out source. $100/night x 175 days		1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91	1,590.91
5832 Nondistrict transportation for field trips @ $100/student		5,250.00	5,250.00	5,250.00	5,250.00		5,250.00	5,250.00	5,250.00	5,250.00		
5911 Postage	1,000.00		500.00				500.00					
5930 Telephones @40/month x 12 months per line=$480/line. One per classroom +10	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00	1,240.00
5960 Dues & membership - Charter Schools Development Center service agreement	1,260.00											
5xxx District service: accounts payable @ $10.24/enrollment			1,075.20			1,075.20			1,075.20			1,075.20
5xxx District service: Budget including student attendance @23.81/enrollment			2,500.05			2,500.05			2,500.05			2,500.05
5xxx District service: Nutrition Services @ actual cost			-			-			-			-
5xxx District service: Personnel @ $65.77/enrollment			6,905.85			6,905.85			6,905.85			6,905.85
5xxx District service: Payroll @ $14.44/enrollment			1,516.20			1,516.20			1,516.20			1,516.20
5xxx District service: Risk Management/Employee Benefit @ $13.81/enrollment			1,450.05			1,450.05			1,450.05			1,450.05
5xxx District service: 5450 Property and Liability Insurance @ $37.18/enrollment			3,903.90			3,903.90			3,903.90			3,903.90
5xxx District service: Purchasing @ $37.86/enrollment			3,975.30			3,975.30			3,975.30			3,975.30
5xxx District service: InterDistrict Mail Services @ $8.37/enrollment			878.85			878.85			878.85			878.85
5xxx District service: Police Service Coordination @ $5.33/enrollment			559.65			559.65			559.65			559.65
5xxx District service: Network Infrastructure and Hardware/Support/Training. Includes GroupWise, Escape, Zangle @ $69.41/enrollment			7,288.05			7,288.05			7,288.05			7,288.05
5xxx District service: Assessment, Research, Evaluation @ $9.45/enrollment			992.25			992.25			992.25			992.25
5xxx District service: Pupil Services/Hearing Office @ 11.20/enrollment			1,176.00			1,176.00			1,176.00			1,176.00
1. Special Education encroachment @ $408.26/enrollment			42,867.30			42,867.30			42,867.30			42,867.30
2. Oversight by district: 1% of General Purpose Entitlement & Categorical Block Grant			5,382.91			5,382.91			5,382.91			5,382.91
3. Pro rata share for use of facility includes routine repair and maintenance and landscaping @ $2.08/sq ft x 29,000-37,000 sq ft			15,600.00			15,600.00			15,600.00			15,600.00
Total expenses from above	49,117.50	221,579.35	316,478.71	215,870.90	215,745.90	303,042.46	219,170.90	214,820.90	311,767.46	208,070.90	204,220.90	299,472.46

Part VII. Appendix

Appendix A-1 The Hmong in America

Appendix A-2 Hmong Language Standards for K – 2nd grade

Appendix A-3 Hmong Language Standards for 3rd – 5th grade

Appendix A-1 The Hmong in America
The Hmong in America: A Story of Tragedy and Hope
By Jeff Lindsay

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

There are roughly 180,000 Hmong people in the U.S., largely concentrated in Wisconsin, Minnesota, and California. Several million Hmong people remain in China, Thailand, and Laos, speaking a variety of Hmong dialects. The Hmong language group is a monosyllabic, tonal language (7-12 tones, depending on the dialect), with features that may make it an important bridge (according to some people) between Thai, Burmese, Chinese, and other Austro-Asian languages. The written language is said by some to have been eradicated over centuries of persecution in China (though it is not certain that there ever was a unique written language for Hmong). According to some traditions, Hmong women once sought to preserve their banned Hmong writing by stitching stylized characters into their dresses. Some of the symbols may have been preserved, but their meaning was lost.
It was not until late in this century that a writing system for Hmong was introduced. Several forms were attempted, but the dominant method is a romanization system in which pronunciation seems highly nonintuitive for English and Hmong speakers alike, though it seems to be based on sound linguistic principles. (The letter "P" is pronounced as "B", "PH" as "P", "X" as "S", "S" as "SH", "T" as "D", "R" as something like "DR", etc. Tones are indicated by one of the consonants j,g,b,v,s or d at the end of each word, or no consonant for the mid-range level tone. It's terribly intimidating when first learning it, but it's pretty reasonable after all.) An increasing number of materials have been printed in the romanized Hmong language, but it is still difficult for most of the Hmong people to read.

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

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

Hmong refugees in the U.S. struggle with our unusual ways, though the rising generation of youth have melted in well with American culture, even at the risk of losing touch with their heritage. For the older generation, adopting the new ways has been painful. The language is a great barrier to the elderly, many of whom have had no schooling and had no reading skills prior to coming to the U.S. Simple things like going to a store or walking through town can be terrifying experiences for the elderly.

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

Every Hmong family I have met here can tell of blood-chilling stories of escape or of the awful deaths of loved ones. It seems like everyone lost a mother, father, brother, sister, or spouse during the war and during the escape to Thailand and the U.S. The stories told by young people, describing what they experienced at age 4 or 5, are especially chilling. The Hmong are different and highly misunderstood. Real bigotry exists in some quarters. The problem is many Americans do no realize how the Hmong got here. Many think they are just flooding our borders to get welfare benefits. http://www.jefflindsay.com/Hmong_tragedy.html

	Beginning	Intermediate	Advanced
Listening	• Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	• Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	• Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. • Demonstrate an understanding of metaphors (e.g., "Give me a hand.") by responding to such expressions and using them appropriately.

	Beginning	Intermediate	Advanced
Speaking	• Begin to speak with a few words or sentences by using some Hmong letters and sounds (e.g., single words or phrases). • Answer simple questions with one- to two-word responses. • Begin to be understood when speaking, but may have some inconsistent use of pronouns. • Ask and answer questions by using phrases or simple sentences. • Recite familiar rhymes, songs, and simple stories.	• Ask and answer instructional questions by using simple sentences. • Begin to be understood when speaking, but may have some inconsistent use of tones, noun classifiers, and simple tag words. • Orally communicate basic needs (e.g., "May I get a drink?"). • Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects. • Participate in simple social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. • Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.	• Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. • Narrate and paraphrase events in greater detail by using more extended vocabulary. • Speak clearly and comprehensibly by using standard Hmong grammatical forms, sounds, tone, intonation, and pitch. • Make oneself understood when speaking by using consistent Hmong simple noun classifiers and simple tag words. • Retell stories in greater detail including characters, setting, and plot. • Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. • Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. • Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").

	Beginning	Intermediate	Advanced
Hmong Language Conventions	• Use capitalization to begin sentences and for proper nouns. • Use a period or a question mark at the end of a sentence.	• Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling (including tone markers). • Use standard word order but may have some inconsistent grammatical forms (e.g., tag words and noun classifiers). • Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	• Use complete sentences and correct word order. • Use correct parts of speech, including correct subject/verb agreement. • Edit writing for punctuation, capitalization, and spelling. • Produce writing that demonstrates a command of the conventions of standard Hmong.
Reading	• Recognize Hmong single consonants, vowels, and letters that correspond to letters and sounds students already hear and produce in their primary language. • Recognize initial consonants in words.	• Recognize vowels and tone markers. • Recognize and name all uppercase and lowercase letters of the alphabet. • Begin reading simple sentences independently. • Recognize common high frequency words.	• Apply knowledge of single consonant/vowel/tone marker combinations to blend words (CVT words). • Read common high frequency words.

	Beginning	Intermediate	Advanced
Fluency and Systematic Vocabulary Development	• Demonstrate comprehension of simple vocabulary with an appropriate action. • Read simple vocabulary, phrases, and sentences independently (e.g., nyob zoo sawv ntxov). • Recognize simple antonyms and synonyms (e.g., *good*, *bad*; *blend*, *mix*) in stories or games.	• Begin use of decoding skills to read words with a single consonant/vowel/tone marker. • Recognize how noun classifiers and tag words change the meaning of words in text. • Use simple antonyms and synonyms. • Recognize high-frequency words.	• Explain common antonyms and synonyms. • Recognize words that have multiple meanings in text. • Apply knowledge of academic and social vocabulary to achieve independent reading. • Use simple noun classifiers and tag words to determine the meaning of vocabulary. • Apply knowledge of content-related vocabulary to discussions and reading. • Apply knowledge of common high frequency words to discussions and reading.

	Beginning	Intermediate	Advanced
Reading Comprehension	• Understand and follow simple one-step directions for classroom activities. • Draw and label pictures related to a story topic or one's own experience. • Understand basic text features, such as title, table of contents, and chapter headings.	• Understand and follow simple two-step directions of classroom activities. • Read basic text features, such as title, table of contents, and chapter headings.	• Independently locate and use basic text features, such as title, table of contents, chapter headings, diagrams and index. • Understand and follow some multiple-step directions for classroom-related activities
Writing	• Write the Hmong alphabet legibly. • Label common objects. • Write simple words using consonant/vowel/tone combinations. (may contain errors) • Write one simple sentence with frequent errors (e.g., "I went to the park.").	• Produce independent writing that is understood when read but includes inconsistent use of standard grammatical forms. • Following a model, write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., "Today is Tuesday"). • Begin use of common high-frequency words in writing.	• Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed). • Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., "Today is Tuesday"). • Apply knowledge of academic and social vocabulary to achieve independent writing. • Apply knowledge of common high-frequency words in writing

	Beginning	Intermediate	Advanced
Listening	• Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	• Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. • Restate and execute multiple-step oral directions.	• Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. • Demonstrate an understanding of metaphors (e.g., "Give me a hand.") by responding to such expressions and using them appropriately. • Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.

	Beginning	Intermediate	Advanced
Speaking	• Begin to speak with a few words or sentences by using some Hmong letters and sounds (e.g., single words or phrases). • Answer simple questions with one- to two-word responses. • Begin to be understood when speaking, but may have some inconsistent use of pronouns. • Ask and answer questions by using phrases or simple sentences. • Recite familiar rhymes, songs, and simple stories. • Orally communicate basic needs (e.g., "May I get a drink?").	• Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?"). • Begin to be understood when speaking, but may have some inconsistent use of tones, noun classifiers, and simple tag words. • Participate in simple social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. • Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	• Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. • Speak clearly and comprehensibly by using standard Hmong grammatical forms, sounds, tone, intonation, and pitch. • Summarize major ideas and retell stories in greater detail including the characters, setting, and plot. • Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. • Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. • Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?"). • Use simple figurative language and idiomatic expressions (e.g., "It's raining cats and dogs.") to communicate ideas to a variety of audiences.

	Beginning	Intermediate	Advanced
Reading	• Recognize Hmong single consonants, vowels, and letters that correspond to letters and sounds students already hear and produce in their primary language. • Recognize initial consonants in words. • Recognize common Hmong words in phrases and simple sentences (e.g., basic consonant/vowel/tone combination). • Recognize vowels and tone markers. • Recognize and name all uppercase and lowercase letters of the alphabet. • Recognize common high-frequency words.	• Apply knowledge of single consonant/vowel/tone marker combinations to blend words (CVT words). • Read common high frequency words. • Begin reading simple sentences independently. • Begin blending words with double, triple, and quadruple initial consonants. • Begin blending words with double vowels.	• Apply knowledge of word relationships, such as noun classifiers and tag words, to derive meaning from literature and texts in content areas. • Read words with double, triple, and quadruple initial consonants independently. • Read words with double vowels independently. • Read grade-level appropriate text in Hmong.
Fluency and Systematic Vocabulary Development	• Retell simple stories by using drawings, words, or phrases. • Demonstrate comprehension of simple vocabulary with an appropriate action. • Read simple vocabulary, phrases, and sentences independently (e.g., nyob zoo sawv ntxov). • Recognize simple antonyms and synonyms (e.g., *good*, *bad*; *blend*, *mix*) in stories or games.	• Use content-related vocabulary in discussions and reading. • Use knowledge of noun classifiers and tag words to interpret the meaning of unfamiliar words in simple sentences. • Explain common antonyms and synonyms. • Recognize that some words have multiple meanings (e.g., *present/gift*, *present/time*) in literature and texts in content areas. • Begin use of academic and social vocabulary to achieve independent reading. • Apply knowledge of common high frequency words to discussions and reading. • Recognize simple analogies (e.g., "fly like a bird") and metaphors in literature and texts in content areas. • Recognize some common idioms (e.g., "scared silly") in discussions and reading.	• Recognize that some words have multiple meanings and apply this knowledge consistently. • Apply knowledge of academic and social vocabulary to achieve independent reading. • Use common idioms, some analogies, and metaphors in discussion and reading. • Use a standard dictionary to determine the meaning of unknown words. • Apply simple analogies (e.g., "fly like a bird") and metaphors in literature and texts in content areas. • Apply some common idioms (e.g., "scared silly") in discussions and reading.

	Beginning	Intermediate	Advanced
Reading Comprehension	• Understand and follow simple one-step directions for classroom activities. • Draw and label pictures related to a story topic or one's own experience. • Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown"). • Read and identify basic text features such as title, table of contents, and chapter headings.	• Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. • Understand and follow some two-step and multiple-step directions for classroom-related activities. • Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. • Identify some examples of facts, opinions, inference, and cause and effect in texts. • Begin to generate and respond to comprehension questions related to the text.	• Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. • Describe main ideas and supporting details, including supporting evidence. • Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. • Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect. • Distinguish fact from opinion and inference and cause from effect in text.

	Beginning	Intermediate	Advanced
Writing	• Write the Hmong alphabet legibly. • Label key parts of common objects. • Write simple words using consonant/vowel/tone combinations. (may contain errors) • Write one simple sentence with frequent errors (e.g., "I went to the park."). • Use common high frequency words in writing.	• Narrate with some detail a sequence of events. • Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. • Independently create cohesive paragraphs that develop a central idea with consistent use of standard Hmong grammatical forms. (Some rules may not be followed). • Use models to write short narratives. • Follow a model to write a variety of letters. • Arrange compositions according to simple organizational patterns.	• Write short narrative stories that include elements of setting and character. • Write a detailed summary of a story. • Write a letter by independently using detailed sentences. • Write a persuasive composition using standard grammatical forms. • Write narratives that describe the setting, characters, objects, and events. • Independently use all the steps of the writing process.

	Beginning	Intermediate	Advanced
Hmong Language Conventions	• Use a period at the end of a sentence and use some commas appropriately. • Use capitalization to begin sentences and for proper nouns. • Edit writing for basic conventions (e.g., punctuation, capitalization) and make some corrections.	• Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. • Use standard word order but may have inconsistent grammatical forms (e.g., tag words and noun classifiers). • Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization and spelling).	• Use complete sentences and correct word order. • Use correct parts of speech, including correct subject/verb agreement. • Edit writing for punctuation, capitalization, and spelling. • Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. • Produce writing that demonstrates a command of the conventions of standard Hmong.