



# ANNUAL SCHOOL PROGRAMMATIC AUDIT

For the 2011-2012 School Year

*YAV PEM SUAB ACADEMY CHARTER SCHOOL*

Submitted by Vince Xiong, Principal

November 2012

Yav Pem Suab Academy 2011 – 2012 Programmatic Audit

This programmatic audit for 2011-2012 is being submitted as part of our agreement with the district as outlined in the Memorandum of Understanding (MOU) that states:

**5. Programmatic Audit.** *The Charter School will compile and provide to the District an annual performance audit. The annual performance audit shall be submitted to the District within sixty (60) days of the last day of instruction for the regular school year or by September 1, whichever date is earlier. This audit will, at a minimum, include the following data:*

*(a) Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed in the charter or otherwise required by the District.*

*(b) Information regarding the number of students taking and passage rate of the California High School Exit Exam (“CAHSEE”), if applicable.*

*(c) An analysis of whether student performance is meeting the goals specified in the charter. This data will be displayed on a school-wide basis and also disaggregated by major racial and ethnic categories and shall include analysis based on the Standardized Testing and Reporting (“STAR”) and CAHSEE programs of the State of California.*

*(d) The Charter School’s progress towards meeting its Annual Performance Index (“API”) and Adequate Yearly Progress (“AYP”) targets.*

*(e) Results of any additional internal assessments used by the school.*

*(f) A copy of the Charter School’s governing board’s self-evaluation on prior-year management performance, including summary of major decisions and policies established during the year, and upcoming year goals.*

*(g) Data on the level of parent involvement in the school’s governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.*

*(h) Data regarding the number of staff working at the school and their qualifications.*

*(i) A copy of the Charter School’s policies, including health and safety policies, and a summary of any major changes to those policies during the year.*

*(j) Information demonstrating whether the Charter School implemented the means stated in the charter to achieve a racially and ethnically balanced student population.*

*(k) An overview of the Charter School’s admissions practices during the year and data regarding the numbers of students enrolled and the number on waiting lists.*

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- (l) Analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.*
- (m) A report on student discipline, including the number of students suspended or expelled from the Charter School; and*
- (n) Any other information regarding the educational program and the administrative, legal and governance operations of the Charter School requested by the District.*

## **Introduction**

Yav Pem Suab Academy, in our second year, followed the same starting routines as year one. Instead of having two weeks for teacher “bootcamp”, only one week was reserved for two new core/general education teachers, three Hmong language teachers, and 11 enrichment teachers. The “bootcamp” focused on academic efficacy and body-brain compatible education. The purpose was to build teachers’ knowledge and understanding of our school’s philosophy and approach to educating our children. Like year one, an all staff meeting was held on the Thursday, July 28, 2011, and a Meet and Greet assembly was scheduled on that evening for parents and families to see the school and meet the teachers. At the end of the assembly, families were given opportunities to visit the classrooms so that children can meet their teachers and know where they will be on the first day of school.

The 2011-2012 school year started off with an enrollment of 345 children on August 1<sup>st</sup>. Each class, Kindergarten through sixth grade was loaded at 23 scholars and capped at 22 should one move away. Content standard mastery remains the goal of every core content teacher. Backward Standards Maps were used to drive planning and instruction. Trainings and professional development remained consistent with Body-brain compatible education, Project GLAD, and Academic Efficacy.

The focus of the school for the first two weeks remained the same as the previous year: to teach, model, and practice procedures that will lead to consistent school rituals. This allowed for easier transitions and less confusion among children and adults.

Teachers received training in home visits, Response to Intervention. The staff researched and recommended Being a Writer and Guided Reading as additional “programs” to purchase to support curriculum and instruction. The programs were bought and trainings were provided.

To stay consistent with the previous year, the enrichment subjects remained focused on Dance, Music, Physical Education, and Taekwondo. These classes ran between the hours of 3:00 – 5:00. Thus, performances continued to highlight each enrichment program once a quarter. Hmong Language Development was moved into the core day providing an hour of preparatory work for core content teachers.

Required Elements from the MOU

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Attachment A: Draft - School Quality Review 2011-2012 conducted by the Charter Schools Development Center

Attachment B: School Policies

**Element A: Summary Data Showing Student Progress**

The goals of Yav Pem Suab Academy are (1.) To enable scholars to become self-motivated, competent, and lifelong learners, (2.) To enable scholars to make good choices, (3.) To be ranked among the top 10 elementary schools in the district.

Our top two goals are being driven by our character education program and use of Lifelong Guidelines and LIFESKILLS. There are 5 Lifelong Guidelines that serve as guiding principles to drive how individuals show respect towards oneself and others. These are complimented by 19 LIFESKILLS that when taken together define the concept of personal best. All Lifelong Guidelines and LIFESKILLS are taught, practiced, and posted in each classroom. Every Monday morning, schoolwide, we focus on one Lifelong Guideline and two LIFESKILLS. It is a time when Principal Vince Xiong sets the tone for the week. Positive affirmations, Scholar Word of the Week, and the language of the school are introduced and taught during this time. The following is a listing of the Lifelong Guidelines and LIFESKILLS used schoolwide at YPSA:

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

LIFESKILLS	Explanations
Caring	To feel and show concern for others
Common Sense	To use good judgment
Cooperation	To work together toward a common goal or purpose
Courage	To act according to one's beliefs despite fear of adverse consequences
Creativity	To generate ideas; to create something original or redesign through imaginative skill
Curiosity	A desire to investigate and seek understanding of one's world
Effort	To do your best
Flexibility	To be willing to alter plans when necessary
Friendship	To make and keep a friend through mutual trust and caring
Initiative	To do something, of one's own free will, because it needs to be done
Integrity	To act according to a sense of what's right or wrong
Organization	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use
Patience	To wait calmly for someone or something
Perseverance	To keep at it
Pride	Satisfaction from doing one's personal best
Problem Solving	To create solutions to difficult situations and everyday problems
Resourcefulness	To respond to challenges and opportunities in innovative and creative ways
Responsibility	To respond when appropriate; to be accountable for one's actions
Sense of Humor	To laugh and be playful without harming others

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Goals 1 and 2 above are also complimented by the use of “study trips” as a curriculum and a way to expose children to what the world has to offer. At their “being-there” experiences, scholars learn, first-hand, what, how, and why things form, people adapt, and economies change. The study trips offer scholars hands-on experience. For example, our fourth grade scholars went to Coloma Outdoor Education Center to learn about the gold rush and how the 49er’s lived and panned for gold. Giving children this type of experience builds their vocabulary, comprehension, writing, and overall interest.

Accordingly, academic efficacy comes into practice to further compliment our LIFESKILLS by the consistent use of positive affirmations, Call/Responses, and efficacious languages being used school-wide. A culture of multiple intelligence is embraced at YPSA through our enrichment classes. Between the hours of 3:00 – 5:00, all scholars, first through sixth grade participated in Physical Education, Dance, Music, and Tae Kwon Do. Art was moved back into the day, and instructions are done by our core content teachers.

To be ranked among the top 10 performing schools in the district, our third goal, is a challenge on its own, on par with starting a school from scratch. Regardless of the task, one thing remains a priority: the promise of a quality education for every child. This occurred through our continuous professional development from body-brain compatible education trainer, Patty Harrington, who came and supported our teachers on the 9 Elements of body-brain compatible education. Project GLAD trainers came four times throughout the year to support, do lesson demonstrations, collaborate, and plan with our teachers. Academic Efficacy trainer, Genelle Miles came to inspect what was expected with Call/Response, positive affirmations, culture, and procedures. Furthermore, with three hours per day built in for teacher preparation, collaboration, and professional development, Principal Vince Xiong met with teachers as a group and by grade level teams to study student work, data, and work on individual learning plans to address student deficiencies. With the continued commitment, work, and support, YPSA made a 53 point gain from the previous year.

Below are charts comparing YPSA to other charters schools as well as three high-performing schools in Sacramento City Unified School District.

API	2005 Growth API	2006 Growth API	2007 growth API	2008 growth API	2009 growth API	2010 growth API	2011 growth API	2012 Growth API	Change 2011-2012
Aspire - Open Fall 2003	626	675	758	789	828	825	835	870	+35
Bowling Green	704	706	699	700	746	765	767	774	+7
CA Montessori			820	813	771	856	810	813	+3
LAS - Open Fall 2004	668	667	681	685	714	748	771	792	+21
PS 7	737	746	749	802	873	913	911	891	-20
YPSA							753	806	+53
Phoebe Hearst	923	924	927	937	934	940	941	933	-8
Crocker Riverside	903	944	925	926	934	943	931	937	+6
Matsuyama	866	867	872	872	890	875	880	872	-8
SCUSD	700	706	715	734	746	753	760	768	+8

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Number of valid scores	2005	2006	2007	2008	2009	2010	2011	2012	Change 2011-2012
Aspire	81	86	115	121	147	122	165	175	+10
Bowling Green	559	487	445	418	442	442	467	478	+11
CA Montessori			77	84	85	113	135	157	+22
LAS	138	171	201	218	226	242	257	270	+13
PS 7	135	189	209	245	270	279	315	370	+55
YPSA							150	205	+55
Phoebe Hearst	407	409	400	400	408	442	456	480	+24
Crocker Riverside	314	329	315	325	348	381	392	432	+40
Matsuyama	349	344	366	365	346	420	437	451	+14
SCUSD	28586	27097	26743	26458	26209	26186	26050	31393	5343

The first chart show YPSA with an API of 753 in year one. With a 53 point growth, YPSA received an API of 806 for the 2011-2012 school year. YPSA was named one of the schools making the biggest gains from 2011 to 2012 in both the district and county according to the Sacramento Bee article dated October 12, 2012. Also, as depicted in the first chart, YPSA made the most gains among the charter and non-charter schools listed. Accordingly, as shown on the second chart, YPSA had an increased enrollment of 55 students. Even with an increase in student enrollment, YPSA continued to show academic gains. This is evidence that the school is efficient and strategic in its philosophies and approach to addressing the achievement gap.

The chart below shows valid scores for English learners. It can be concluded that YPSA has the highest percentage of English learners. We know from body-brain research that more than 80% of reading comprehension is based on prior experience and background knowledge. Through our “being there” experiences, YPSA promises to increase student reading comprehension by building student background knowledge, not only for English learners, but for all learners.

Percentage of English Learners (EL) taking CST	2004. % of valid scores belonging to EL's	2005. % of valid scores belonging to EL's	2006. % of valid scores belonging to EL's	2007. % of valid scores belonging to EL's	2008. % of valid scores belonging to EL's	2009. % of valid scores belonging to EL's	2010. % of valid scores belonging to EL's	2011. % of valid scores belonging to EL's	2012. % of valid scores belonging to EL's
Aspire	no data	6%	20%	25%	21%	22%	16%	16%	14%
Bowling Green	53%	60%	61%	62%	62%	62%	64%	66%	64%
CA Montessori				0%	21%	2%	3%	6%	5%
LAS		76%	73%	70%	63%	62%	64%	65%	62%
PS 7	0%	2%	2%	3%	4%	2%	3%	6%	4%
YPSA								69%	60%
Phoebe Hearst	5%	7%	7%	7%	4%	4%	4%	5%	6%
Crocker Riverside	7%	9%	7%	5%	6%	5%	4%	4%	3%
Matsuyama	17%	20%	20%	21%	20%	21%	20%	19%	21%
SCUSD		37%	37%	36%	35%	35%	35%	35%	36%

In 2011-2012, YPSA will be taking its scholars on a total of 51 study trips, providing them with real-life experiences that will build vocabulary, writing, and reading comprehension. This is one



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of YPSA’s strategies to mastery learning. With 60% of the valid scores belonging to English Learners, as shown in the chart above, our strategy is to build background knowledge and background vocabulary through exposure and “being there” experiences.

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The two charts below show how students at YPSA did in English language arts and math as compared to other charter schools and three high-performing schools in the district. According to how all the schools have performed and the trend shown below, it can be concluded that YPSA will only increase in the percentage of students who will be scoring proficient and advanced in the 2012-2013 school year.

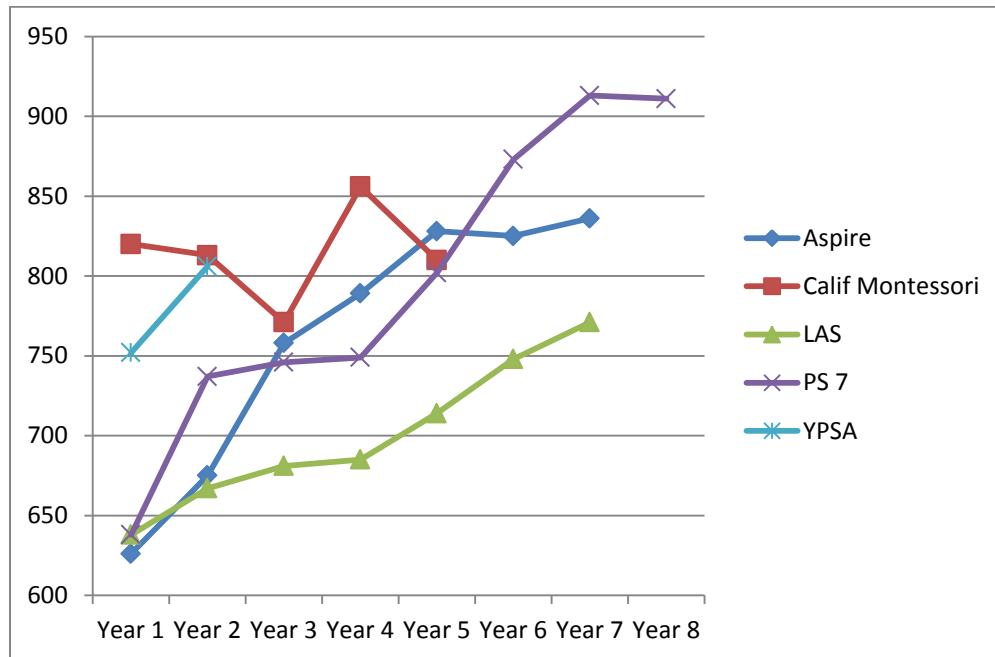
Percent Proficient in ELA	2005 % proficient in ELA. Target 24.4%	2006 % proficient in ELA. Target 24.4%	2007 % proficient in ELA. Target 24.4%	2008 % proficient in ELA. Target 35.2%	2009 % proficient in ELA. Target 46.0%	2010 % proficient in ELA. Target 56.8%	2011 % proficient in ELA. Target 67.6%	2012 % proficient in ELA. Target 78.4%
Aspire	24%	28%	45%	45%	63%	57%	64%	68.6%
Bowling Green	26%	29%	29%	33%	40%	45%	43%	44.1%
CA Montessori			66%	62%	55%	74%	61%	70.1%
LAS	28%	26%	26%	28%	39%	41%	49%	49.3%
PS 7	39%	39%	47%	50%	64%	74%	77%	75.5%
YPSA							34%	47.8%
Phoebe Hearst	81%	84%	81%	86%	86%	84%	86%	86%
Crocker Riverside	75%	84%	81%	79%	85%	88%	85%	86.6%
Matsuyama	68%	67%	68%	67%	73%	68%	71%	68%
SCUSD	39%	42%	43%	45%	49%	51%	51%	52.4%

Percent Proficient in math	2005 % proficient in Math. Target 26.5%	2006 % proficient in Math. Target 26.5%	2007 % proficient in Math. Target 26.5%	2008 % proficient in Math. Target 37%	2009 % proficient in Math. Target 47.5%	2010 % proficient in Math. Target 58.0%	2011 % proficient in Math. Target 68.5%	2011 % proficient in Math. Target 79.9%
Aspire	24%	35%	58%	62%	75%	68%	72%	82.9%
Bowling Green	44%	50%	39%	41%	53%	58%	57%	59.4%
CA Montessori			53%	57%	52%	66%	56%	47.4%
LAS	37%	41%	38%	41%	34%	50%	55%	63%
PS 7	44%	51%	50%	55%	77%	88%	85%	73.7%
YPSA							59%	73.6%
Phoebe Hearst	84%	87%	88%	89%	89%	89%	87%	85.4%
Crocker Riverside	78%	90%	88%	86%	89%	89%	87%	86.3%
Matsuyama	77%	76%	79%	79%	81%	79%	78%	79.1%
SCUSD	44%	49%	49%	52%	55%	56%	57%	56.7%

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By examining these data, one can conclude that YPSA is on track to becoming a high-performing school.

API over time	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Aspire	626	675	758	789	828	825	836	870
Calif Montessori	820	813	771	856	810	813		
LAS	638	667	681	685	714	748	771	792
PS 7	638	737	746	749	802	873	913	911
YPSA	752	806						



YPSA's API in Comparison to other Elementary Independent Charter Schools in SCUSD

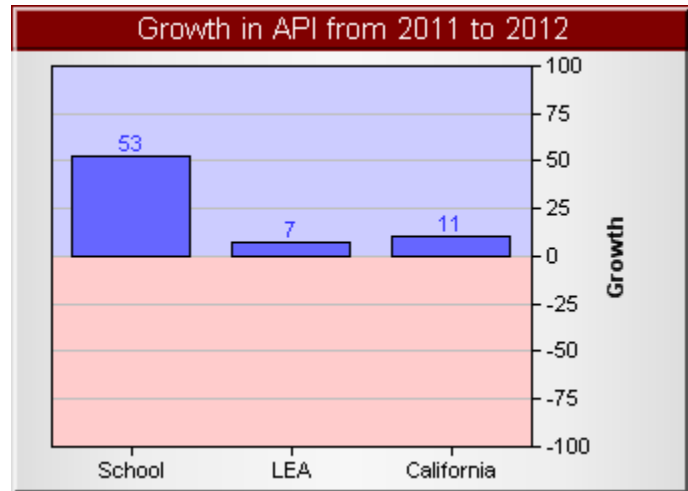
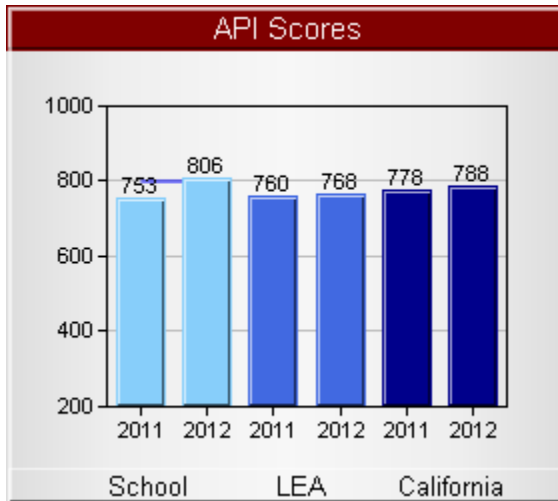
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Aspire			626	675	758	789	828	825	836	870
Calif Montessori					820	813	771	856	810	813
LAS			668	667	681	685	714	748	771	792
PS 7		638	737	746	749	802	873	913	911	911
YPSA									752	806
SCUSD	669	682	700	706	715	734	746	753	759	768

In the 2012-2013 school year, YPSA will devote time and energy to continued professional development and support for all teachers. What's different and strategic about the 2012-2013 year is that we will focus on meaningful content and have collaboration around strategic planning with meaningful content. Accordingly, we will continue to focus our efforts on data analysis, studying student work, and collaborating with parents and students to provide

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academic interventions with specific plans that will engage every child. We will monitor this through the use of our individual learning plans, benchmark assessments, and criterion-reference assessments, both formative and summative.

The following graphs provide a visual representation of how Yav Pem Suab Academy did when compared to the district or the state in a two-year comparison.



With just two years of data, the school has met the state's goal, achieving over 800 API. Yav Pem Suab Academy is moving in the right direction.

### **Element B: California High School Exit Exam (CAHSEE)**

Not Applicable

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### **Element C: Analysis of Student Performance**

The data provided by California Department of Education Standardized Testing and Reporting (STAR) shows an API of 752 in 2010 - 2011. Since 2010-2011 was the first year of operation for YPSA, this API serves as a baseline for growth.

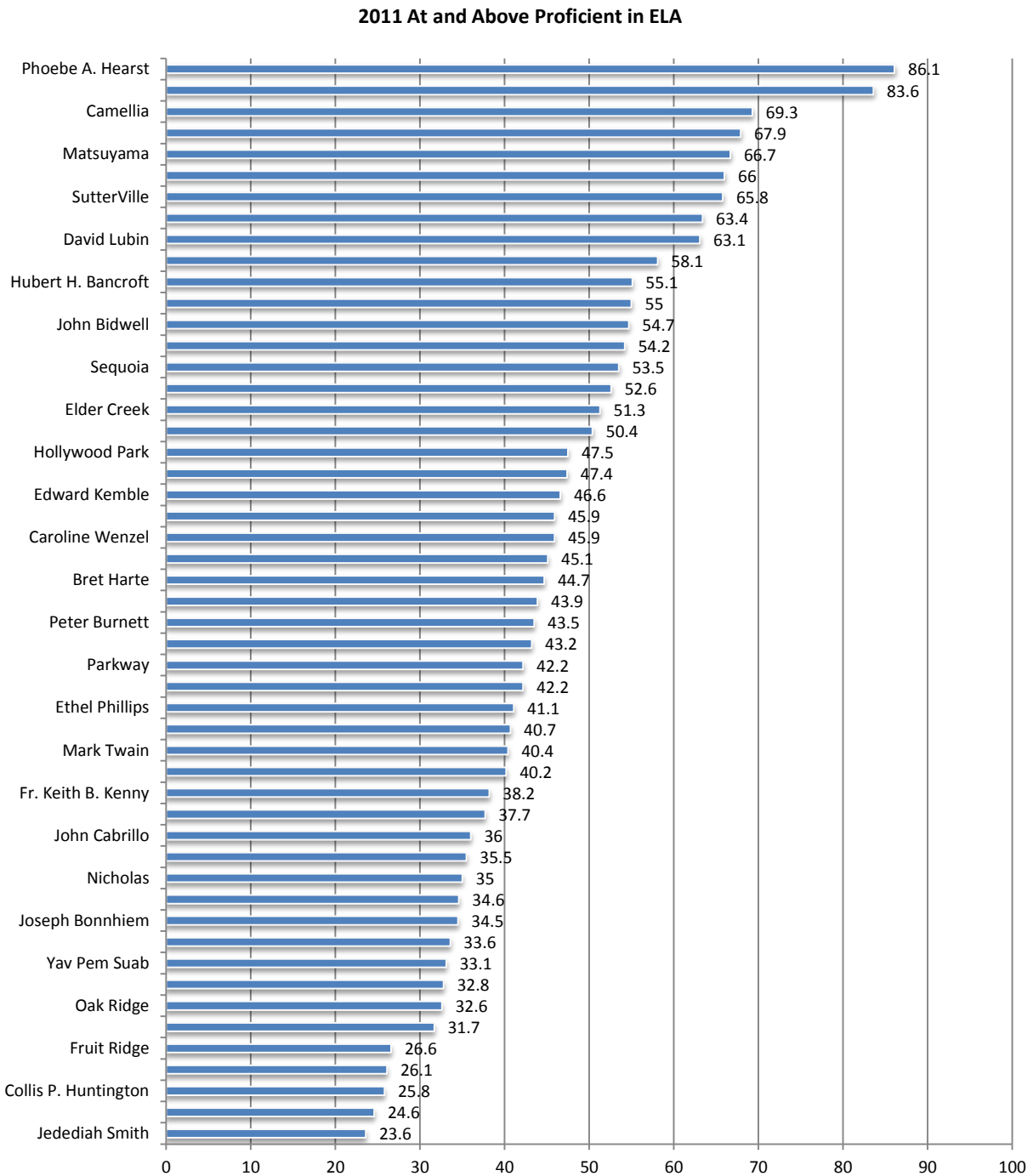
Groups	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth
Schoolwide	150		753
Black or African American	10	No	
American Indian or Alaska Native	0	No	
Asian	121	No	771
Filipino	0	No	
Hispanic or Latino	12	No	652
Native Hawaiian or Pacific Islander	0	No	
White	1	No	
Two or More Races	6	No	
Socioeconomically Disadvantaged	116	No	737
English Learners	104	No	765
Students with Disabilities	11	No	528

Groups	<u>Number of Students Included in 2012 API</u>	<u>Numerically Significant in Both Years</u>	<u>2012 Growth</u>	<u>2011 Base</u>	<u>2011-12 Growth Target</u>	<u>2011-12 Growth</u>	<u>Met Student Groups Growth Target</u>
Schoolwide	205		806	753	5	53	
Black or African American	21	No	772				
American Indian or Alaska Native	0	No					
Asian	157	Yes	818	771	5	47	Yes
Filipino	0	No					
Hispanic or Latino	16	No	788	652		136	
Native Hawaiian or Pacific Islander	0	No					
White	3	No					
Two or More Races	8	No					
Socioeconomically Disadvantaged	170	Yes	796	737	5	59	Yes
English Learners	123	Yes	812	765	5	47	Yes
Students with Disabilities	24	No	633	528		105	

By examining the charts above, and using the 2011 baseline and the 2012 growth, we can conclude that every subgroup made gains from 47 points to 136. For example, Asians as a subgroup went from 771 to 818. This is a 47 point gain. Hispanic or Latino students went from 652 to 788. With 16 students tested, this group made a significant 136 point gain. This has everything to do with how Yav Pem Suab Academy collaborated and made efforts to provide intervention and instruction to every child.

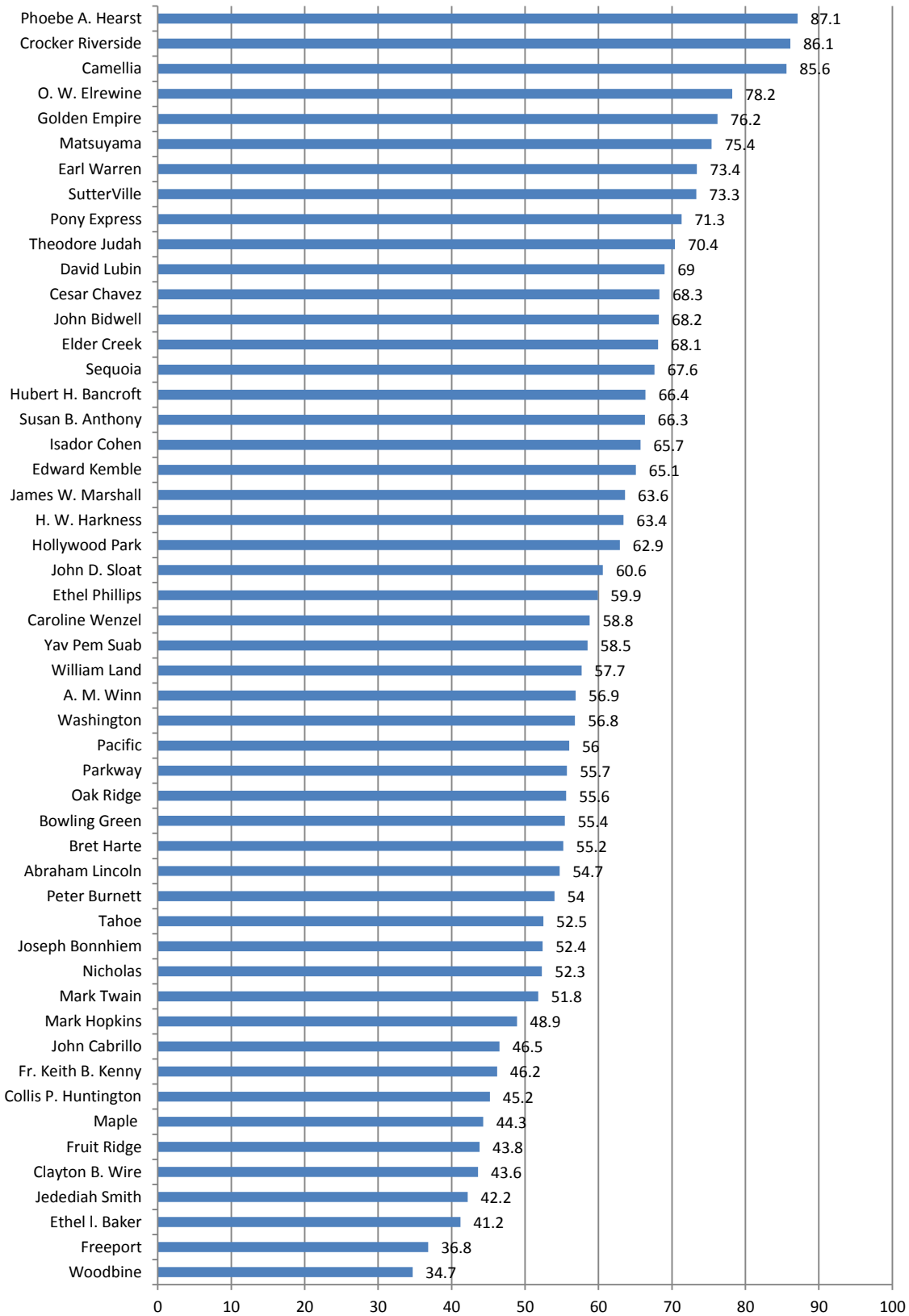
**Element D: Progress in Meeting API and AYP**

API and AYP are related to the California Standards Test (CST), and it measures how scholars are doing. In looking at and monitoring our progress towards meeting API and AYP, we look at our baseline in 2011 in both English Language Arts and Math. In working to meet AYP, we need to study where are students are at Proficient and Advanced. The two graphs below illustrate the percentage of students at Proficient and Advanced.



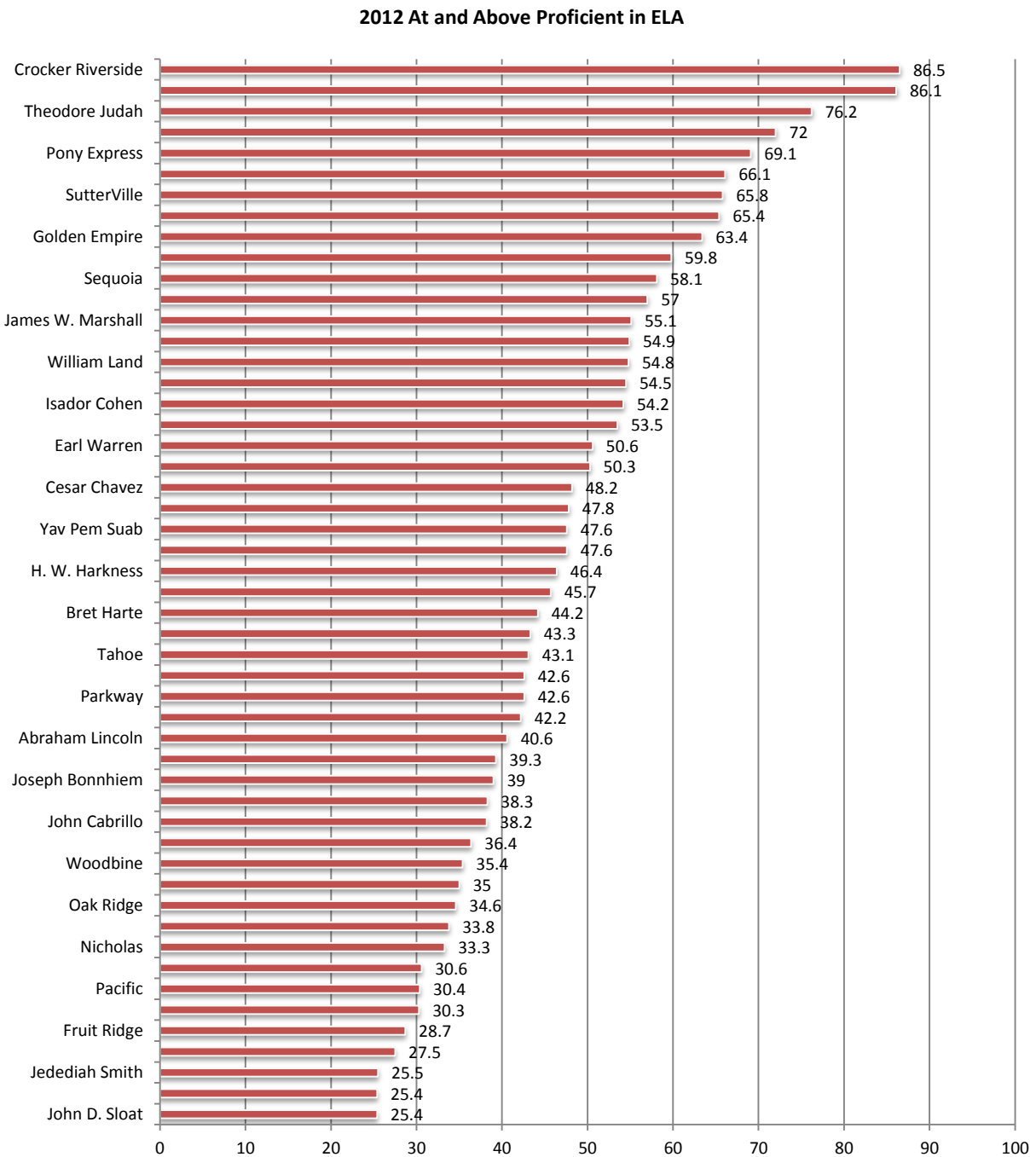
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## 2011 At and Above Proficient in Math



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The two graphs above show that YPSA has 33.1% proficient and advanced in English Language Arts and 58.8% in mathematics. These two charts serve as a base-line for monitoring AYP.

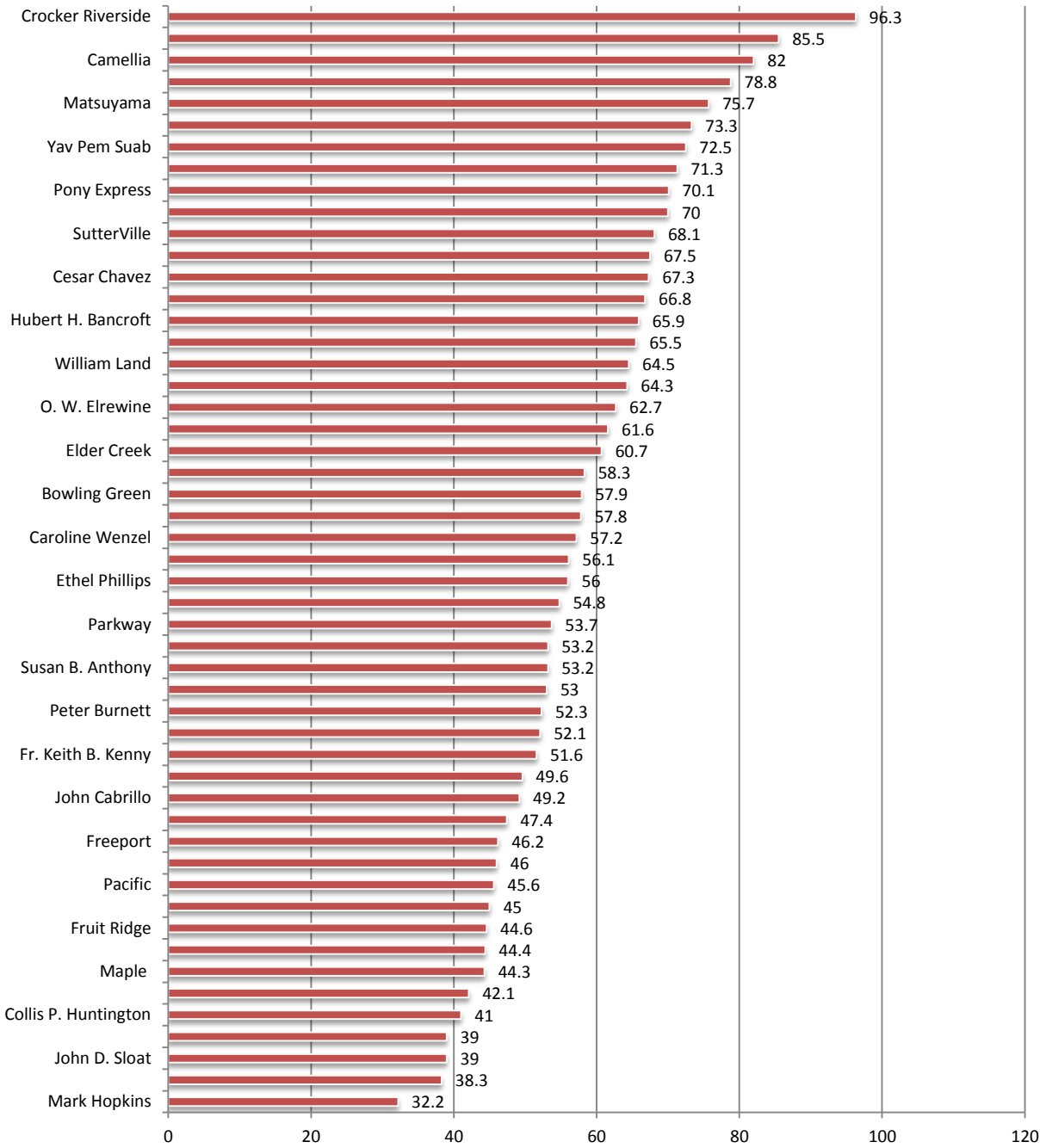


The graph above shows Yav Pem Suab at 47.6% proficient and Advanced in 2012 as compared to 33.3% in 2011. This is a 14.3% growth. Hypothetically, if we continue to focus on the same things, using the same strategies, we will be making a similar growth in the 2012-2013 school year.



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### 2012 At and Above Proficient in Math



The graph above shows YPSA at 72.5% proficient and advanced in math in 2012. In 2011, YPSA received 58.5% proficient and advanced. This is a 14% gain from 2011 to 2012. These charts show that YPSA is moving in the right direction and on its way to meeting AYP goals.

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In our attempts to monitor progress towards meeting API, we started with baseline data, looking at students who were Far Below Basic, Below Basic, and Basic. The charts below show how students did from year one (2010-2011) to year two (2011-2012).

<b>Multi Year Comparison Report for CST ELA</b>				
	2010-2011	2011-2012	change	% change
Advanced	15	40	+25	+8.81
Proficient	27	55	+28	+7.35
Basic	42	70	+28	+3.66
Below Basic	34	21	-13	-14.87
Far Below Basic	16	14	-2	-4.94
<b>Total Represented</b>	<b>134</b>	<b>200</b>	<b>+66</b>	<b>N/A</b>

<b>Multi Year Comparison Report for CST MATH</b>				
	2010-2011	2011-2012	change	% change
Advanced	31	72	+41	+12.87
Proficient	42	74	+32	+5.66
Basic	31	37	+6	-4.63
Below Basic	27	14	-13	-13.15
Far Below Basic	3	3	0	-0.74
<b>Total Represented</b>	<b>134</b>	<b>200</b>	<b>+66</b>	<b>N/A</b>

The trend in both English Language Arts and Mathematics indicate an increase in the number of students at proficient and advanced and a decrease in the number of students at Far Below Basic, Below Basic, and Basic. This data supports the gains and growth in both API and AYP. Our goal remains the same: to be one of the top ten performing schools in Sacramento City Unified School District. In looking at our CST Data, we are moving in that direction.

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Additionally, YPSA uses Curriculum Associate Benchmarks to measure our students' progress along the way. Benchmark One in both ELA and Math are as follow:

<b><u>2011 - 2012</u></b> <b><u>ELA</u></b>	<u>2<sup>nd</sup> grade</u>	<u>3<sup>rd</sup> grade</u>	<u>4<sup>th</sup> grade</u>	<u>5<sup>th</sup> grade</u>	<u>6<sup>th</sup> grade</u>	<u>Total</u>	<u>Percent</u>
Advanced	10	6	4	14	1	35	16.7%
Proficient	16	8	17	18	11	70	33.4%
Basic	15	13	13	8	8	57	27.2%
Below Basic	14	17	13	2	0	46	22%
Far Below Basic	1	0	0	0	0	1	.5%
Total Represented	56	44	47	42	20	209	100%

<b><u>2012 - 2013</u></b> <b><u>ELA</u></b>	<u>2<sup>nd</sup> grade</u>	<u>3<sup>rd</sup> grade</u>	<u>4<sup>th</sup> grade</u>	<u>5<sup>th</sup> grade</u>	<u>6<sup>th</sup> grade</u>	<u>Total</u>	<u>Percent</u>
Advanced	20	10	8	17	11	66	24%
Proficient	19	20	16	15	21	91	33.2%
Basic	19	17	14	10	12	72	26.2%
Below Basic	11	20	7	6	1	45	16.4%
Far Below Basic	0	0	0	0	0		
Total Represented	69	67	45	48	45	274	100%

In English Language Arts Benchmark One, 50% of the students were Proficient and Advanced in 2011- 2012. However, on Benchmark Once, in 2012 – 2013, 57.2% were tested as Proficient and Advanced. This is a 7.2% increase from year one to year two. If this trend continues, it will impact AYP positively. If we look at the percentage of students at FBB, BB and Basic, the same can be said that an increase in API can be anticipated as well for the 2012-2013 school year.

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<b><u>2011 - 2012</u></b> <b><u>MATH</u></b>	<u>2<sup>nd</sup> grade</u>	<u>3<sup>rd</sup> grade</u>	<u>4<sup>th</sup> grade</u>	<u>5<sup>th</sup> grade</u>	<u>6<sup>th</sup> grade</u>	<u>Total</u>	<u>Percent</u>
Advanced	12	6	18	5	10	51	25.1%
Proficient	19	14	10	14	6	63	31%
Basic	19	13	5	16	3	56	27.6%
Below Basic	6	11	9	7	0	33	16.3%
Far Below Basic	0	0	0	0	0		
Total Represented	56	44	42	42	19	203	100%

<b><u>2012 - 2013</u></b> <b><u>MATH</u></b>	<u>2<sup>nd</sup> grade</u>	<u>3<sup>rd</sup> grade</u>	<u>4<sup>th</sup> grade</u>	<u>5<sup>th</sup> grade</u>	<u>6<sup>th</sup> grade</u>	<u>Total</u>	<u>Percent</u>
Advanced	25	15	21	9	17	87	31.8%
Proficient	19	26	13	17	20	95	34.7%
Basic	20	19	13	14	8	74	27%
Below Basic	4	6	0	7	1	18	6.7%
Far Below Basic	0	0	0	0	0		
Total Represented	68	66	47	47	46	274	100%

Looking at the two charts above, it illustrates that in 2011-2012, 56.1% of the students were Proficient and Advanced. In 2012-2013, 66.5% were Proficient and Advanced. This is an increase of 10.4% from year one to year two. Again, if we continue this trend, AYP would be impacted positively. The percentage of Basic and Below Basic decreased 43.9% to 33.7% from year one to year two. This shows that there are gains and children are moving up in proficiency bands, increasing API.

We will use the Benchmark Assessment as a tool for progress monitoring as it will also tell us what standards we need to focus on more. The data collected will be used to monitor and guide curriculum and instruction.

## Yav Pem Suab Academy 2011 – 2012 Programmatic Audit

### The 860 Plan

Yav Pem Suab Academy’s API for the first year was 752. In the second year, the school achieved 806. This is a 53 point gain. We are aiming to continue this growth pattern based on our first year data. This means the current API (806) plus an estimated 54 point gain will put Yav Pem Suab Academy at 860. The plan in going forward is “The 860 Plan”. In this plan, specific tasks are included for each stakeholder. An Individual Learning Plan is developed for each scholar that addresses strengths, interests, weaknesses, goals, and strategies with specific deadlines.

### The 860 Plan – Tasks and Responsibilities

Principal	Teacher	Scholar	Parent
Communicates with teachers, parents, and scholars the 850 Plan.	Studies data about each scholar.	Aims for perfect attendance.	Conferences with teacher about data and scholar performance goals.
Collects and analyzes all data.	Develops an Individual Learning Plan (ILP) for each scholar based on data.	Challenges self to push the Zone of Development (ZOD).	Knows exactly what scholar will be working on, how, and when it will be mastered.
Conferences with individual teachers about data and analysis of data.	Conferences with each scholar and parent about the ILP.	Conferences with teacher about data and performance goals	Contributes to the development of the ILP.
Works with individual teachers to study classroom data.	Communicates with parents and scholars on a regular basis (at least once a month).	Monitors own learning.	Works in partnership with teacher to support scholar mastery of goals.
Provides support to teachers (goal-oriented & solution-driven).	Works with parents to develop strategies to be used at home to support scholars.	Knows exactly what to work on, how to work on it, and by when it will be mastered.	Communicates with scholar the importance of reaching goals.
Bring in professional developments that will focus on increasing teacher content knowledge and instructional skills.	Monitors student growth and mastery of goals identified in the ILP.	Studies and works hard towards performance goals.	Works with scholar to achieve mastery of goals.
Recruits and gains support from parents and community	Updates ILPs at the end of each month	Demonstrates mastery of goals by the time indicated on the ILP	
Monitors teacher implementation of ILP and student growth.			
Reports to Academy Council and Board.			

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Below is an example of YPSA’s Individual Learning Plan

<b>YAV PEM SUAB ACADEMY</b>	<b>INDIVIDUAL LEARNING PLAN 2012-2012</b>
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The YPSA Individual Learning Plan is a teaching and learning contract between the teacher, scholar, and parent. It identifies what is known about the scholar, what goals are identified to be achieved, and what strategies are to be used. It is a commitment and a partnership between all three stakeholders in order to achieve the learning goals identified below.

<b>Name:</b>		<b>DOB:</b>	11/20/2005	<b>Grade:</b>	1	<b>Today’s Date:</b>	9-27-12
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***What is known about the scholar:***

<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>
<b>Academic:</b> <ul style="list-style-type: none"> <li>• ELA BM1 = <b>BB</b> ; Math BM1 = <b>B</b></li> <li>• Guided Reading Level = K (2<sup>nd</sup> grade)</li> <li>• Fluency = C = 58, W = 89</li> </ul>	<b>Academic:</b>	<b>Academic:</b>
<b>Social / Emotional:</b> <ul style="list-style-type: none"> <li>• Enjoys working with small groups</li> <li>• Low self-esteem, often says “I can’t.” or “I’m not smart.”</li> </ul>	<b>Social / Emotional:</b>	<b>Social / Emotional:</b>
<b>Behavior:</b> <ul style="list-style-type: none"> <li>• Can be talkative at times</li> <li>• Forgets to turn in reading logs</li> </ul>	<b>Behavior:</b>	<b>Behavior:</b>

***Goals to be achieved:***

<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<b>Academic:</b> <b>1. ELA:</b> By the end of the second quarter, scholar will be able to use sentence and word context to find the meaning of unknown words during reading with 80% accuracy. <b>2. Math:</b> By the end of second quarter, scholar will be able to	<b>Academic:</b>	<b>Academic:</b>

<p>perform two and three-digit by one-digit multiplication with 80% accuracy or higher and master multiplication facts of 2, 3, 4, and 5 to automaticity.</p> <p><b>3. Writing:</b> By the end of the second quarter, scholar will be able to write and stay on any topic using <b>correct capitalization and punctuation.</b></p> <p>4. <b>Fluency:</b> Improve reading fluency by 20 wpm</p>		
<p><b>Social / Emotional:</b></p> <ul style="list-style-type: none"> <li>• Have pride and believe he is smart.</li> </ul>	<p><b>Social / Emotional:</b></p>	<p><b>Social / Emotional:</b></p>
<p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>• Always use Active Listening at all times</li> </ul>	<p><b>Behavior:</b></p>	<p><b>Behavior:</b></p>

**Strategies to be used by each stakeholder: (Identify the What and How)**

<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Work with scholar to in small group or one-on-one instruction during workshop as needed.</li> <li>2. Work with scholar in small guided reading group to assist with fluency and vocabulary development.</li> <li>3. Monitor and assess the scholar for progress every 4 weeks.</li> </ol>	<p><b>Teacher:</b></p>	<p><b>Teacher:</b></p>
<p><b>Scholar:</b></p> <ol style="list-style-type: none"> <li>1. Read for 30 minutes daily at home.</li> <li>2. Read out loud to an adult or sibling at home.</li> <li>3. Practice math facts using flash cards daily.</li> </ol>	<p><b>Scholar:</b></p>	<p><b>Scholar:</b></p>

Yav Pem Suab Academy 2011 – 2012 Programmatic Audit

<p><b>Parent:</b> 1. Ensure scholar has a quiet place to read daily. 2. Parents sign off reading log.</p>	<p><b>Parent:</b></p>	<p><b>Parent:</b></p>
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Dates to reconvene and discuss progress:

<p><b><i>Date:</i></b></p>	<p><b><i>Date:</i></b></p>	<p><b><i>Date:</i></b></p>
<p><b><i>1/13/2013</i></b></p>		

This is a commitment, and when signed, places it into action by all three stakeholders.

Goals and strategies are set when conference is held with parents and scholars. When all individuals are involved in the planning and execution of the plan, we all win in the end. With the data readily at our fingertips and a plan to address student need, YPSA is on its way to meeting and exceeding API and AYP goals.



**Element E: Internal Assessments**

Through the use of criterion-reference assessments and benchmark assessments, YPSA builds in time for teacher collaboration within each grade level as well as across different grade levels. Teachers study student data, look for all possible feedback, and strategized to meet the needs of all scholars.

In kindergarten, there are quarterly benchmarks to set where children are and whether or not they have met kindergarten standards. The following are the quarterly benchmarks used in assessing standards and proficiency in kindergarten:

**Quarter 1 Kindergarten Benchmark**

This Assessment Plan serves as a contract between the teacher and parent. Listed below are the specific Kindergarten concepts that have been taught in quarter 1. Our goal is for all scholars to demonstrate mastery in all areas by the end of the school year. By signing this contract, we are committed to reaching our goal and working with the scholar on the highlighted and “not yet mastered” areas. Thank you for your support.

**LANGUAGE ARTS**

- Capital Letters:** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
- Lowercase Letters:** a b c d e f g h i j k l m n o p q r s t u v w x y z
- Letter sounds:** a b c d e f g h i j k l m n o p q r s t u v w x y z
- Sight Words:** I a see can my like the
- Rhyming:**  Yes  Not yet mastered
- Book Features:**  Front Cover  Back Cover  Spine  Title  Title Page  
 Left to Right  Top to Bottom  Author  Illustrator

**MATH**

- Oral Counting (0-10):**  Yes  Not yet mastered \_\_\_\_\_
- Number Order (0-10):**  Yes  Not yet mastered
- Number Recognition:** 0 1 2 3 4 5 6 7 8 9 10
- Shapes:**  Circle  Triangle  Square  
 Rectangle
- Colors:** Red Orange Yellow Green Blue Purple Brown  
 Black White
- Pattern:**  Can Describe Pattern  Can Extend Pattern  
 Not yet mastered
- Days of the Week:**  yes  not yet mastered
- Months of the Year:**  yes  not yet mastered

**Quarter 2 Kindergarten Benchmark**

**LANGUAGE ARTS**

**Capital Letters:** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Lowercase Letters:** a b c d e f g h i j k l m n o p q r s t u v w x y z

**Letter sounds:** a b c d e f g h i j k l m n o p q r s t u v w x y z

**Sight Words:**

I	is	see	a	an
the	here	we	this	have
small	big	he	she	it
and	do	in	down	up
who	go	can	like	my

**Writes Capital A-Z:**  Yes  Not yet mastered

**Writes Lowercase A-Z:**  Yes  Not yet mastered

**Beginning Sounds:**  Yes  Not yet mastered

**Rhyming:**  Yes  Not yet mastered

**Syllables:**  Yes  Not yet mastered

**MATH**

**Oral Counting (0-30):**  Yes  Not yet mastered

**# Order (0-20):**  Yes  Not yet mastered

**Writes Numbers 0-20:**  Yes  Not yet mastered

**Represents Numbers 0-10:**  Yes  Not yet mastered

**Identifies Numbers that are More, Less, or Equal:**  Yes  Not yet mastered

**Number Recognition:** 0 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

**Time to the Hour:**  Yes  Not yet mastered

**Quarter 3 Kindergarten Benchmark**

**LANGUAGE ARTS**

- Oral Blending:**             yes    not yet mastered
- Oral Segmenting:**        yes    not yet mastered
- Blend CVC Words:**        yes    not yet mastered
- Write CVC Words:**        yes    not yet mastered
- Long Vowel Sounds:**     yes    not yet mastered
- Consonant Diagraphs:**  yes    not yet mastered (**sh, ch, th**)
- Writes Capital A-Z:**        yes    not yet mastered
- Writes Lowercase A-Z:**  yes    not yet mastered
- Sight Words:**

I	is	see	a	an
the	here	we	this	have
small	big	he	she	it
no	and	do	in	down
up	are	has	who	go
on	what	can	you	at
like	too	not	my	

**MATH**

- Oral Counting (0-100):**     yes    not yet mastered
- Number Order (0-30):**      yes    not yet mastered
- Writes Numbers 0-30:**     yes    not yet mastered
- Number Recognition:**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

- Sorting (2 ways):**         yes    not yet mastered
- Measurement:**             yes    not yet mastered
- Length (taller, shorter, longer)**
- Weight (lighter, heavier)**
- Capacity (holds more)**

- 3 Dimensional Shapes:**    yes    not yet mastered
- Cube                    Cone                    Sphere                    Cylinder**

- Coins:**                     yes    not yet mastered
- Penny/1¢            Nickel/5¢            Dime/10¢            Quarter/25¢**

- Graphing:**                 yes    not yet mastered

**Quarter 4 Kindergarten Benchmark**

**LANGUAGE ARTS**

**Blending CVC Words:**

still sounding out words     can read words fluently

**Writing CVC Words:**

yes     not yet mastered

**Sound Switching:**

**(Beginning & Final Sounds)**

yes     not yet mastered

**Middle Vowel Sounds:**

yes     not yet mastered

**Diagraphs & Blends:**

sh    th    ch    tch    ck    nk    ing    ee    er

**Sight Words:**

I	is	see	a	an
the	here	we	this	have
small	big	he	she	it
no	and	do	in	down
up	are	has	who	go
on	what	can	you	at
like	too	not	my	they
these	why	our	me	for
all	many	look	play	was

**Comprehension:**

- Can distinguish *fantasy vs. realistic text*
- Can identify *characters* in a story
- Can identify the *setting* of a story
- Can *retell important events*
- Can make *predictions* about story content

**Can write a simple, coherent sentence:**

yes     not yet mastered

**MATH**

**Oral Counting:**  0-100     5's to 100     10's to 100

**Simple Addition:**

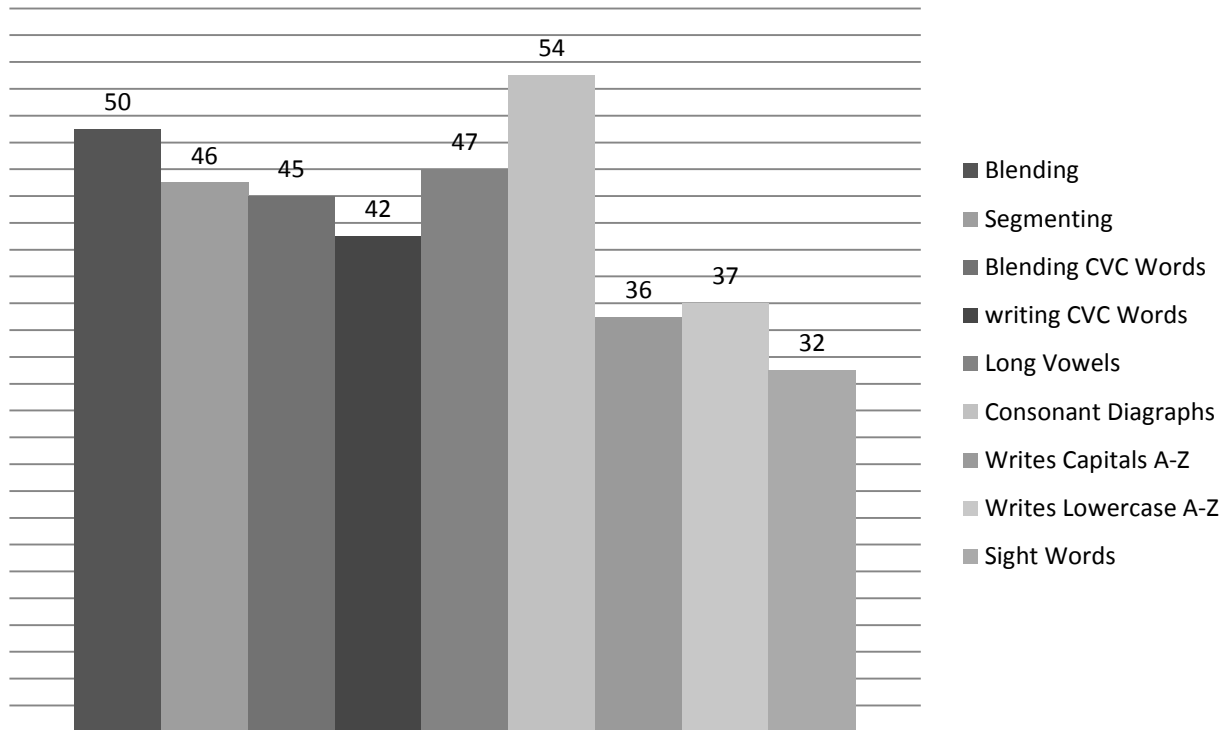
yes     not yet mastered

**Simple Subtraction:**

yes     not yet mastered

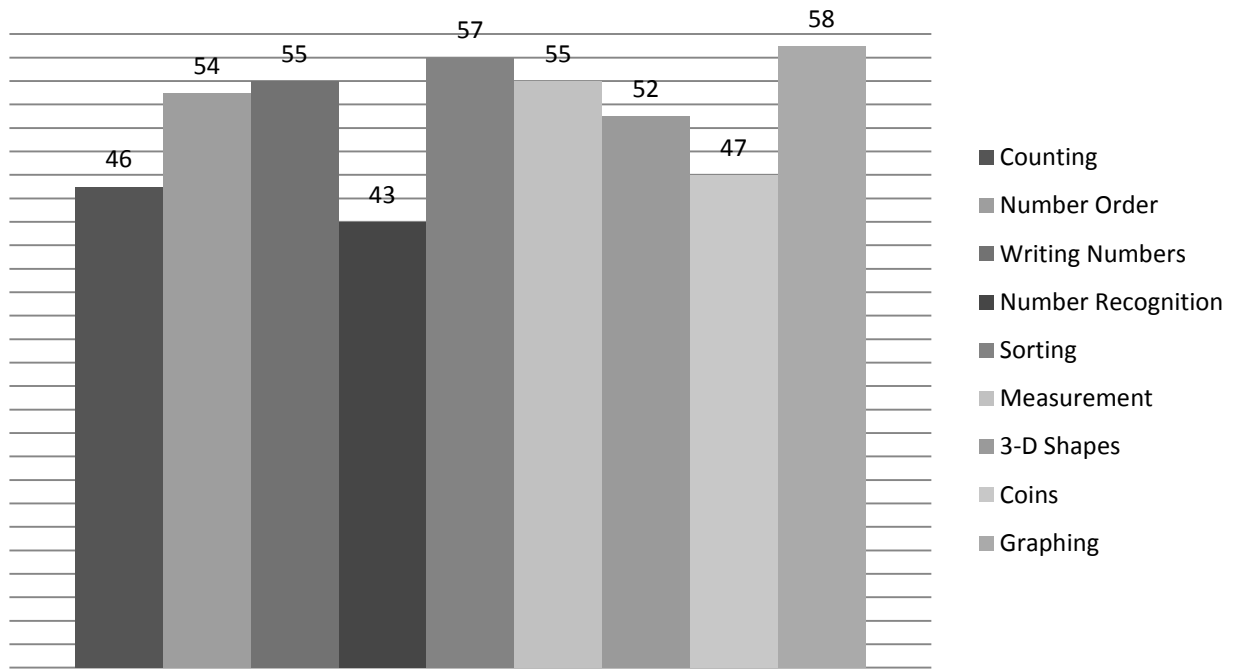
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The following is the result of kindergarten assessments in the month of April – May 2012. At the end of kindergarten, out of 58 kinder scholars, the number shown on top of each column is the number of scholars who have mastered all items test and did not miss anything. For example, on CVC blending, 45 scholars out of 58 were able to blend out all the words listed on the assessment. This is 77% of all kinder scholars who know how to blend consonant-vowel-consonant (CVC) words. See the chart below for other areas assessed.



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As depicted on the chart below, 46 kindergarten scholars out of 58 demonstrated mastery of counting to 60 as shown on the assessment. This is 79%, and it means that 21% of kinder scholars do not have a strong enough command of counting to 60.



## Yav Pem Suab Academy 2011 – 2012 Programmatic Audit

### Benchmark Assessments

YPSA first through sixth grade scholars participate in the district’s Curriculum Associates Benchmark Assessment.

With the data available, we can dig deeper into any of the students, and look at his or her performance. Let’s pick the student who scored Below Basic in Math since there is only one. This is an African American male student. Let’s call him Student M. Below is his performance summary.

Standards/Clusters Tested			
Standard/Cluster	Description	# Items	Points / Possible Total
California MA.1.NS.1.1 ( 1 )	Count, read, and write whole numbers to 100.	4	1 / 4
California MA.1.NS.2.3 ( 1 )	Identify one more than, one less than, 10 more than, and 10 less than a given number.	4	1 / 4
California MA.1.NS.2.1 ( 1 )	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	4	0 / 4
California MA.1.NS.1.5 ( 1 )	Identify and know the value of coins and show different combinations of coins that equal the same value.	2	0 / 2
California MA.1.NS.2.2 ( 1 )	Use the inverse relationship between addition and subtraction to solve problems.	2	0 / 2
California MA.1.NS.2.4 ( 1 )	Count by 2s, 5s, and 10s to 100.	3	1 / 3
California MA.1.NS.1.2 ( 1 )	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	3	0 / 3
California MA.1.NS.2.5 ( 1 )	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	4	0 / 4
California MA.1.NS.2.6 ( 1 )	Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$ ).	4	0 / 4
California MA.1.NS.3.1 ( 1 )	Make reasonable estimates when comparing larger or smaller numbers.	2	1 / 2
California MA.1.NS.1.3 ( 1 )	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	1 / 2
California MA.1.NS.1.4 ( 1 )	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$ ).	2	0 / 2
California MA.1.NS.2.7 ( 1 )	Find the sum of three one-digit numbers.	2	0 / 2
California MA.1.AF.1.1 ( 1 )	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	6	1 / 6
California MA.1.AF.1.2 ( 1 )	Understand the meaning of the symbols +, -, =.	6	1 / 6
California MA.1.MG.2.1 ( 1 )	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	3	1 / 3

## Yav Pem Suab Academy 2011 – 2012 Programmatic Audit

Standards/Clusters Tested			
Standard/Cluster	Description	# Items	Points / Possible Total
California MA.1.MG.2.2 ( 1 )	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.	3	1 / 3
California MA.1.MG.1.1 ( 1 )	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	2	0 / 2
California MA.1.MG.2.4 ( 1 )	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).	4	4 / 4
California MA.1.MG.1.2 ( 1 )	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	2	2 / 2
California MA.1.SDAP.1.2 ( 1 )	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	2	1 / 2
California MA.1.SDAP.2.1 ( 1 )	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	3	2 / 3
California MA.1.SDAP.1.1 ( 1 )	Sort objects and data by common attributes and describe the categories.	2	0 / 2
Number Sense		38	5 / 38
Algebra and Functions		6	1 / 6
Measurement and Geometry		14	8 / 14
Statistics, Data Analysis and Probability		7	3 / 7

By looking at Student M's performance summary, we can conclude that he needs help in all math strands. Intervention will need to start immediately, focusing on one thing first. For example, let's work on Number Sense 1.1, count, read, and writing numbers to 100. As part of intervention, additional practice will need to be supported by the parents. However, the teacher will need to build in time to test, teach, and allow opportunities for practice so that Student M can gain knowledge and mastery of this standard. Student M will need to be a part of intervention from the beginning, starting with goal setting.

This same process shall be used for all scholars first through sixth grade as individual learning plans are building developed to assist intervention and learning.



**Element F: Governing Board Self-Evaluation**

At its November 12, 2012 regular meeting, the UCSC Board rated its performance in four management areas. A 1 to 4 scale was used, with 4 being high.

2010-11 Management Performance Area	Rating
Budget	3.8
Hiring Staff	3.0
Running board meetings	1.8
Well-developed staff evaluation process	1.0

2011-12 Management Performance Area	Rating
Staffing	3
Curriculum and Instruction	3
Finances	3.5
Parent Engagement	2

At the same meeting, the Board identified its top priorities/goals. The top priorities/goals for the 2010 – 2011 were:

1. Create and carry out a 850 API Plan for student growth. The 850 refers to an API score.
2. Develop a complete set of policies.
3. Develop effective staff evaluation processes.
4. Improving the enrichment program and the Hmong language development program.

The top priorities/goals for the 2011-2012 school year were:

1. Maintaining low class-size
2. Hmong Language Development Curriculum
3. Field trips at no cost to children and families
4. Created new policies

**Element G: Parent Involvement**

YPSA has a 40-hour parent involvement expectation. Parents have volunteered in the classroom, during family nights, in the school garden, on study trips, at home with work packets, and during school events. For example, during Hmong Culture Day in November, parents volunteered to run nine culture activities throughout the campus. Scholars came as close to Hmong culture as possible by experiencing first hand activities like sifting rice and rice shells, rice pounding, rice cake pounding, Hmong top spinning, ball tossing, basket weaving, and stitching a Hmong design on a piece of cloth.

Monthly parent meetings are held to update parents and get their input. Sessions are held both in the morning and in the evening to accommodate parents. In addition to these meeting, YPSA partnered with KVIE and PBS to run quarterly parent workshops focusing on teaching parents skills to work at home with their children. Just as important are the parenting classes brought to our parents by La Familia Counseling have continued to be an important part of growth.

YPSA parents have been nominated and elected to sit on the Academy Council to represent parents and community members. Currently we have four parents and one community member. The Academy Council is a collective group made up of five parent members and five teaching/staff members who meet to discuss the operation and programs of the school. Academy Council bylaws and protocols are attached.

YPSA Parent Teacher Association (PTA) in the 2011-2012 school year participated in more activities and projects. Our PTA is building strength and organizing itself to better support the vision and mission of the school. Parents on PTA ended the year with supporting the multicultural day, a school dance, and promotion.

**Parent Education Level**

Based on the chart below, and with a 90% response, it can be concluded that 77% of our parents received a high school diploma or higher. With this being the case, most of our parents are able to assist their children with school work and projects. The challenge with our working families is that both parents are working 2-3 jobs, making it difficult for them to fully participate in the education of their children.

<u>Parent Education Level</u> Based on the STAR	Percentage with a response***	90%
	Of those with a response:	
	Not a high school graduate	23%
	High school graduate	19%
	Some college	32%
	College graduate	17%
	Graduate school	9%

\*\*\*This is the percentage of student answer documents with stated parent education level information.

<u>Average Parent Education Level</u> (STAR)	<u>Average</u> 2.68
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*The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."*

This chart, taken from the CDE website, is only representative of children in grades 2-6. It would, however, be very close to a true representation of the school because of sibling groups. What this means is that children in grades 2-6 will most likely have a sibling in Kinder and First Grade.

## Yav Pem Suab Academy 2011 – 2012 Programmatic Audit

At the end of the school year, parents were surveyed and asked to rate the school in four areas: **Communication, School Climate, Learning Environment, and Scholar Academic/Growth.** The categories were *Outstanding, Satisfactory, and NOT Satisfactory.*

	Outstanding	Satisfactory	Not Satisfactory
Communication	84/106 = 79%	21/106 = 20%	1/106
School Climate	93/110 = 85%	17/110 = 15%	
Learning Environment	91/104 = 88%	13/104 = 12%	
Academic/Growth	88/106 = 83%	18/106 = 17%	

There is discrepancy on the total number used because some surveys were turned in without a marking in different areas.

260 surveys were sent home; a total of 117 surveys were returned. This is a 45% return rate.

29 surveys had comments; 88 had no comments.

Below are some comments as written by parents:

<b>Communication</b>	<ul style="list-style-type: none"> <li>• <i>“I love this school. My children love it.”</i></li> <li>• <i>“We need more in-advance notices about events taking place to allow us time to attend.”</i></li> <li>• <i>“I don’t like the fact that the recordings come home twice with the same message.”</i></li> <li>• <i>“Updating the website with teachers’ emails and information would be great.”</i></li> <li>• <i>“I need a person to visit my home to explain things to me.”</i></li> <li>• <i>“I am completely satisfied with YPSA. The staff and principal are friendly and helpful. I know my son is getting the best education here. I’m so thankful for this school.”</i></li> <li>• <i>“The front office staff is very friendly, helpful, knowledgeable, and understanding. Great costumer service. What I asked for, I got.”</i></li> <li>• <i>“It is very easy to get a hold of teachers and the principal. Everyone is friendly and welcoming.”</i></li> <li>• <i>“The school is missing a home visiting component. I need one person to be a home visitor and talk to us parents.”</i></li> <li>• <i>The communication with everyone at YPSA is excellent! I feel welcome to voice my concerns and I feel very excited for my scholar’s learning.”</i></li> <li>• <i>“Just Excellent!”</i></li> <li>• <i>Consider using email.</i></li> </ul>
<b>Climate</b>	<ul style="list-style-type: none"> <li>• <i>“Couldn’t have chosen a better school. Fortunate to be a part of YPSA. Thank you!”</i></li> <li>• <i>“We need a fence around the school. It will be safer for the children.”</i></li> <li>• <i>“I would be great to see the school name go up permanently rather than Lisbon Elementary.”</i></li> <li>• <i>“My children enjoy coming to YPSA every day. Thanks YPSA.”</i></li> <li>• <i>“YPSA is a great charter school. My child learned so much. I couldn’t ask for any more. Thank you!”</i></li> <li>• <i>“There are no shortages to the YPSA team’s spirit.”</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• <i>“Ms. Megan, Nurse Pam, Principal Xiong all displayed professional courtesy in a warm, inviting environment for all scholars and families.”</i></li> <li>• <i>“The school would even look better if a dress-code was enforced a bit more.”</i></li> <li>• <i>Performances can be better organized.</i></li> </ul>
<p><b>Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• <i>“This school has been the best choice I have made for my twins. They love coming to YPSA.”</i></li> <li>• <i>“Whatever you’re doing with the scholars and teachers. Keep doing it. They’re awesome.”</i></li> <li>• <i>“The only concern I have is the school is too open with no gate.”</i></li> <li>• <i>“I’m not sure the scholars are learning much from the study trips. The few that I helped out on, the scholars rushed through things and did not want to learn. They had fun; I’m not sure they are getting it.”</i></li> <li>• <i>“Ms. Lee and the Kinder teachers are bright, creative, and resourceful. I am so proud to have my child learn everything from Ms. Lee. Her methods and hard work are a direct reflection of my child’s progress. She will always be #1 for my kids.”</i></li> </ul>
<p><b>Academic Growth</b></p>	<ul style="list-style-type: none"> <li>• <i>“My child couldn’t have had a better teacher. This school is better than others.”</i></li> <li>• <i>“I like how the teacher and principal spend their time to help my children at school.”</i></li> <li>• <i>“It has been another great year!”</i></li> <li>• <i>“My children are learning a lot, more than I have thought. They’ve learned more Hmong, Music, Dance, and Tae Kwon Do.”</i></li> <li>• <i>“I would not trade this school for the world.”</i></li> <li>• <i>“I’d like to see more progress from my child in Hmong language.”</i></li> <li>• <i>“YPSA is an excellent school, and my child learned a lot.”</i></li> <li>• <i>“I know the principal, teachers, and staff are all doing their best to make YPSA the best school in the district.”</i></li> <li>• <i>“I am impressed with the growth and progress of this school. “</i></li> <li>• <i>“I appreciate the teachers’ hard work in tutoring my child during enrichment time.”</i></li> <li>• <i>“My child has not learned how to write in Hmong yet.”</i></li> <li>• <i>“It is very exciting to be a part of the YPSA family. My scholar does not see differences in cultures and is free to glean what many have to offer. YPSA is an essential part of his life, exposing him to a variety of people, cultures, situations, and a special school. Thank you Team YPSA!”</i></li> </ul>

The survey and comments show that an average of 80% or more of the parents rated the school as an outstanding school. This year’s goal is to have 90% outstanding rating from parents in the four areas described above. According to the survey, we are headed in the right direction.

**Element H: Staff Qualifications**

During the 2011-2012 school year, core teachers taught from 8:00 – 3:00, where one hour per day was designated for Hmong language development. With the increase in enrollment, three new staff members were hired: one 1<sup>st</sup> Grade, one 2<sup>nd</sup> Grade, and one 5<sup>th</sup> Grade.

**Core Teacher Composition During the 2011-2012 School Year**

Grade Level	Teacher	Highly Qualified per NCLB
Kindergarten	Michelle Lee	Yes
Kindergarten	Chue Yang Lo	Yes
Kindergarten	Lindsey Bettleyon	Yes
1 <sup>st</sup> Grade	Chandra Irvine	Yes
1 <sup>st</sup> Grade	Hien Le	Yes
1 <sup>st</sup> Grade	Shannon Mauger	Yes
2 <sup>nd</sup> Grade	Diane Xiong	Yes
2 <sup>nd</sup> Grade	Kalia Ly	Yes
2 <sup>nd</sup> Grade	Monica Galvan	Yes
3 <sup>rd</sup> Grade	Koy Saechao	Yes
3 <sup>rd</sup> Grade	Yer Moua	Yes
4 <sup>th</sup> Grade	Gaolang Thao	Yes
4 <sup>th</sup> Grade	Desiree Wing	Yes
5 <sup>th</sup> Grade	Celia Idrogo	Yes
5 <sup>th</sup> Grade	Preeti Shankar	Yes
6 <sup>th</sup> Grade	Sia Thao	Yes

**Core Teacher Composition During the 2012-2013 School Year**

During the 2012-2013 school year, YPSA opened up two classes to accommodate the growth in student enrollment in third and sixth. The teachers new to YPSA are highlighted below.

Grade Level	Teacher	Highly Qualified per NCLB
Kindergarten	Michelle Lee	Yes
Kindergarten	Chue Yang Lo	Yes
Kindergarten	Lindsey Bettleyon	Yes
1 <sup>st</sup> Grade	Chandra Irvine	Yes
1 <sup>st</sup> Grade	Hien Le	Yes
1 <sup>st</sup> Grade	Deborah Buffleben	Yes
2 <sup>nd</sup> Grade	Diane Xiong	Yes
2 <sup>nd</sup> Grade	Kalia Ly	Yes
2 <sup>nd</sup> Grade	Amanda Vang	Yes
3 <sup>rd</sup> Grade	Koy Saechao	Yes
3 <sup>rd</sup> Grade	Yer Moua	Yes
3 <sup>rd</sup> Grade	Amberly Branson	Yes
4 <sup>th</sup> Grade	Lauren Inouye	Yes
4 <sup>th</sup> Grade	Desiree Wing	Yes
5 <sup>th</sup> Grade	Celia Idrogo	Yes
5 <sup>th</sup> Grade	Elliot Langford	Yes
6 <sup>th</sup> Grade	Sia Thao	Yes
6 <sup>th</sup> Grade	Preeti Shankar	Yes

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Enrichment staff instructional time is from 3:00 – 5:00, Monday through Thursday, and scholars in grades first through sixth rotated to receive instruction in different enrichment subjects.

### Enrichment Teacher Composition During the 2011-2012 School Year

Enrichment Subject	Teacher	Highly Qualified per NCLB
Physical Education	Charles Thurman	No
Physical Education	Noli Mora	Yes
Physical Education	Oscar Galvan	No
Dance	Janae Rosebud	No
Dance	Eddie Lee	No
Dance	Bao Xiong	No
Music	Aurelija Tamplin	Yes
Music	Vameng Vang	No
Music	Joshua Khang	No
Tae Kwon Do	Xai Lor	No
Tae Kwon Do	Brian Parchamento	No
Tae Kwon Do	Carlos Kihumba	No

### Enrichment Teacher Composition During the 2012-2013 School Year

Enrichment Subject	Teacher	Highly Qualified per NCLB
Physical Education	Charles Thurman	No
Physical Education	Vameng Vang	No
Physical Education	Vacant	No
Dance	Lisa Malvini	Yes
Dance	Eddie Lee	No
Dance	Ralph Moyco	No
Music	Carla Fowler	No
Music	Yeng Lee	No
Music	Joshua Khang	No
Tae Kwon Do	Vacant	No
Tae Kwon Do	Brian Parchamento	No
Tae Kwon Do	Jon Spencer	No

YPSA current have two vacancies that we are trying to fill for the 2012-2013 school year.

Administration and Support Staff

New support staff are highlighted.

Position	Name	Start Date
Principal	Vince Xiong	July 2010
Office Manager	Megan Lao	July 2010
Office Clerk	Nancy Vue	August 2011
Office Clerk	Susan Vue	October 2012
School Nurse	Vacant	
Plant Manager	Nai Saelee	July 2010
Custodian	Enam Lee	July 2012
Yard Supervisor	Yvette Rasdeuscheck	August 2012
Yard Supervisor	Vong Khang	September 2012
Yard Supervisor	Allen Thao	July 2011
Yard Supervisor	Chang Her	July 2011

Element I: School Policies

Please see Element I attachment.



**Element J: Student Demographics and School Profile**

During Open Enrollment, the kindergarten team of Ms. Michelle Lee, Mrs. Chue Lo, and Mrs. Lindsey Bettleyon participated in the district’s Kindergarten Fair at the Serna Center. Additional attempts were made by our kinder team by going to surrounding pre-schools to speak with parents and drop of informational brochures. Principal Vince Xiong presented Yav Pam Suab Academy to the preschool parents during their parent training in April 2012. Fliers and brochures were dropped off at local business to further inform parents and the community about YPSA. YPSA has worked extremely hard towards achieving a racially and ethnically balanced student population that would mirror that of SCUSD.

Student Ethnic Breakdown	YPSA 2010-11	YPSA 2011-12	SCUSD 2010-2011	SCUSD 2011-2012
American Indian	1.56%	1.15%	.84%	1%
Asian Indian	.78%	.58%		
Black or African American	7.39%	13.26%	18.13%	17%
Chinese	1.95%	1.73%	1.03%	
Filipino	.39%	.58%	1.3%	1%
Hispanic or Latino	7%	9.80%	35.89%	36%
Hmong	77.82%	68.59%	All Asians 18.43%	All Asians 19%
Other Asian	3.90%	2.31%		
White	1.17%	2.02%	18.6%	19%
English Learners	61%	60%	23%	22%
Free & Reduced Lunch	74%	83%	71%	73%

The results of our efforts are shown in the chart above. We meet or exceed the district’s average in four of the 11 categories. We are working hard to ensure access, equity, and achievement for all students.

**Element K: Admissions and Enrollment**

All students who apply, regardless of residency, will be admitted, contingent on available space. When there are more students than there are spaces available, which was the case by the end of April for the 2011-2012 school year, a public random drawing (General Lottery) was conducted. The public lottery was held on May 1, 2012.

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 is used to verify the residence of students. Students who reside in SCUSD are 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. Drawings are conducted separately for each grade level. Each lottery form is numbered in sequence as it is drawn until all forms are gone. A list is then created and posted for each grade level showing who was drawn first, second, etc. Parents of students on the list are telephoned beginning with the first drawn. Students with two entries are listed both times on the list, but are called once. Parents have 48 hours to accept or reject the offer of admission.

Students who do not get a seat in the lottery are placed on a waiting list in the order of their drawing. If a student does not attend the first day of school, he/she is dropped and the seat is offered to the next person on the waiting list, unless the absence is related to health as verified by a physician.

Research and communication are two things that work hand-in-hand in any business. In the business of educating children, we must reach out to the community and inform them about our programs, services, expectations, and commitments. In this business, we find that parents are also doing their own research to see if YPSA is their school of choice and whether or not it would be a good fit for their children. Much of advertisement was through parent word-of-the-mouth.

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The following chart shows where YPSA students came from in 2010-2011 as well as 2011-2012:

School of Residence	# of Students 2010-2011	# of Students 2011-2012	# of students 2012 - 2013
Bret Harte		1	
Camelia Basic	1	1	
Caroline Wenzel	4	5	8
Clayton B. Wire	3	2	
C. P. Huntington		1	4
Cesar Chavez			6
Earl Warren		1	1
Edward Kemble	21	19	15
Susan B. Anthony	7	9	7
Elder Creek	13	14	16
Ethel Baker	1	1	
Ethel Phillips	2	2	1
Freeport	23	26	
Fruit Ridge	3	3	3
Martin Luther King	24	35	47
H.W. Harkness	6	6	13
Hollywood Park	4	3	6
Jedediah Smilth		1	
John Still	12	24	57
John Bidwell	7	9	11
John Cabrillo	3	6	8
John Sloat	2	4	3
Joseph Bonnheim	2	3	1
Maple	1	1	2
Mark Hopkins	3	12	24
Mark Twain	1	4	2
Matsuyama	11	22	23
Nicholas	5	4	6
Oak Ridge	11	8	5
Pacific			2
ParkWay	8	10	11
Peter Burnett			1
Pony Express	3	8	4
Didion	1		
Tahoe		2	
Woodbine	3	5	5
Out of District	77	96	127
Total	262	347	420

In or Out of District (2010 – 2011)	Percentage
<b>In District</b>	73%
<b>Out of District</b>	27%
79% EGUSD	
14% TRUSD	
3% FCUSD	
1% GALT	

In or Out of District (2011-2012)	Percentage
<b>In District</b>	73%
<b>Out of District</b>	27%
82% EGUSD	
6% TRUSD	
3% FCUSD	
2% GALT	
1% WUSD	
1% ROBLA	
3% NUSD	
1% SJUSD	

In or Out of District (2012-2013)	Percentage
<b>In District</b>	70%
<b>Out of District</b>	30%
83% EGUSD	
9% TRUSD	
1% GALT	
1% Natomas	
1% Robla	
1% San Juan	
4% Washington	

Students on a Waiting List for 2011 - 2012:

Grade Level	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
# of Students	15	14	0	6	18	5	5

Students on a Waiting List for 2012 - 2013:

Grade Level	Kinder	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
# of Students	27	25	23	5	22	10	

There are currently 112 students on our wait-list in the grades shown above. This is more than doubled that of last year. Parents are anxious, and they constantly call to ask where their children are on the waitlist. This is proof and demonstration that YPSA is doing something right; students are achieving, and parents are willing to place their children on a waitlist.

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Average Daily Attendance (ADA) is what drives the school budget. The chart below shows the percentages of perfect attendance by grade level and by attendance month. The average for each grade level is listed on the bottom, showing a school-wide average of 97.24% for the 2011-2012 year. This percentage is healthy as our school budget is based on a 95% ADA.

<u>Attendance Month</u>	<u>Dates</u>	K	1	2	3	4	5	6	Avg
1	8/1-8/26	96.46	97.37	97.66	98.26	97.58	96.47	97.72	97.4
2	8/29-9/23	94.24	98.81	98.45	95.61	96.36	98.03	98.79	97.2
3	9/26-10/21	96.50	98.32	97.32	97.87	98.72	98.72	99.72	98.2
4	10/24-11/18	96.69	96.92	96.80	98.01	98.44	97.02	99.72	97.7
5	11/21-12/16	95.96	98.76	97.22	98.11	97.92	98.11	99.24	97.9
6	12/26-1/20	94.16	97.15	96.67	96.49	97.11	95.87	97.52	96.4
7	1/23-2/17	96.78	95.62	97.50	95.45	95.74	96.88	98.58	96.7
8	2/20-3/16	94.55	97.61	97.31	98.18	96.97	98.18	98.48	97.3
9	3/19-4/13	94.79	96.24	96.67	97.87	97.59	98.15	96.85	96.9
10	4/16-5/11	94.03	96.83	97.48	96.45	97.02	97.67	98.51	96.9
11	5/14-6/8	95.91	98.81	98.82	97.12	96.92	98.73	98.68	97.9
12	6/11-6/29	95.38	96.27	97.32	98.30	94.19	97.62	97.50	96.7
Average Attendance %		95.45	97.39	97.44	97.31	97.05	97.62	98.44	97.24

School-wide Annual Average: 97.24%

Our school-wide attempt to increase ADA is closely linked to our teaching of LIFESKILLS. For example, when children know and can demonstrate the LIFESKILL of responsibility by coming to school on time every day with their work done, this makes them feel more confident and proud of their own doing. When parents share that their children are eager to come to school and don't want to be late, it sends the message that children want to learn. The higher the ADA, the higher the opportunities are for learning to occur.

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The chart below displays our current percentage of attendance for the first three months of school. So, far, YPSA is averaging 97.8% school-wide. The same can be concluded that when parents and children want to come to school, they will make every effort to be present. Our attendance goal for the 2012-2013 school year is 98%.

<u>Attendance Month</u>	<u>Dates</u>	K	1	2	3	4	5	6	Avg
1	8/1-8/26	96.66	97.75	98.62	97.77	96.39	97.56	96.74	97.4
2	8/29-9/23	97.58	97.71	97.86	98.62	97.35	98.47	98.57	98
3	9/26-10/21	97.46	98.04	97.28	97.28	98.05	99.09	98.40	97.9
Average Attendance %		97.23	97.83	97.92	97.89	97.26	98.37	97.90	97.8

School-wide % = 97.8%

**Element L: Internal and External Dispute Resolution**

No disputes or conflicts occurred during the 2011-2012 school year.

**Element M: Student Discipline**

Consistency in school language and expectations has created a school climate and culture that has produced an environment where scholars learn to problem-solve and make decisions. In light of our character program, scholars being sent to the office for behavior and discipline has been minimal. A total of 63 students were sent to the office for behavior related issues, whether on the playground or inside the classroom. Students come to see the principal who need to talk because either they disagree with their teachers or the consequence given by yard duty supervisors. These came at the request of both teachers and students. During the school 2011-2012 year, a total of six suspensions were filed. Conferences were held with parents and students. The following is a chart showing the incidents:

<i>Student Ethnicity</i>	<i>Gender</i>	<i>Grade</i>	<i>Incident</i>
Hmong	M	2 <sup>nd</sup>	Sexual Assault
Hmong	M	3 <sup>rd</sup>	Sexual Harassment
White	M	3 <sup>rd</sup>	Disruption/Insubordination
Hmong	M	2 <sup>nd</sup>	Sexual Harassment

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Hmong	<i>M</i>	1st	Disruption/Insubordination
Hmong	<i>F</i>	4th	Disruption/Insubordination

The following chart shows the suspension data from 2010-2011.

<i>Student Ethnicity</i>	<i>Gender</i>	<i>Grade</i>	<i>Incident</i>
African American	<i>M</i>	5 <sup>th</sup>	Imitation Firearm
African American	<i>M</i>	5 <sup>th</sup>	Sexual Harassment
Hmong	<i>M</i>	Kinder	Sexual Assault
Hmong	<i>M</i>	Kinder	Fighting
Hmong	<i>F</i>	3 <sup>rd</sup>	Disruption/Insubordination

A post-suspension conference was held for each of these individuals detailing what took place and the how the student will transition back into the regular routine.

The charts above show an increase of one more student suspended from the 2011-2012 school year. This number is small and can be concluded that there is not much difference in the area of student discipline and behavior.

### **YPSA Behavior Policy**

Yav Pem Suab Academy (YPSA) is determined to provide the safest of school environments to nurture and develop our scholars. The following sections will explain the scholar expectations, procedures, and consequences.

#### **1.1. Positive School Climate**

Our goal at Yav Pem Suab Academy is to maintain a positive, safe, and welcoming learning environment. Our discipline policy contributes to the academic atmosphere and scholar achievement by emphasizing the importance of regular attendance, promptness, academic work, respect for others, and good conduct. Scholars will be learning about character traits through our Lifelong Guidelines (LG) and LIFESKILLS (LS) components of the charter.

## 2.1. Guiding Principles

1. Teachers and Staff will embrace and build relationships to nurture growth and understanding in every child and parent.
2. Scholars are expected to engage actively in their own learning by keeping their power\* and applying the Lifelong Guidelines and LIFESKILLS.
3. Scholars have the right to be treated fairly, respectfully, and consistently.
4. Scholars will follow all procedures and rules/expectations established by the school.
5. Scholars will accept responsibility and consequences for the choices they make.

## 3.1. School Wide Guiding Principles of Rules and Behavior Expectations

BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
- Choose actions that are safe that don't hurt yourself or others.	- Use kind words and actions, be thoughtful and considerate of others.	- Know the rules and understand your responsibility.
- Ask for adult help when needed.	- Be fair, take turns, and share.	- Make good decisions knowing the consequences of your choices.
- Be aware of your actions and how it might affect others.	- Clean up after yourself. - Put yourself in the other person's place.	- Accept responsibility for your actions.
- Strive to be positive.	- Pay attention to what others say to you. Be a good listener.	- Help others make appropriate choices.
- Use LG's and LS's to guide in your decisions.	- Respect other's property and personal space.	- Listen to others with an open mind.
	- Use LG's and LS's to guide in your decisions.	- Apply all these ideas even when no one is watching. - Use LG's and LS's to guide in your decisions.

## 4.1. Office, Classroom, Cafeteria and Assembly Guiding Principles and Behavior Expectations

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
<i>Office</i>	- Always have a pass - Always walk with a peer	- Keep hands to self - Walk quietly without talking through the front office entrance - Stand in front of the	- Follow all directions given by office staff - Keep your power* - Be on Strongside* - Help others to remember

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		lower counter and wait for office staff	and follow LG's and LS's and behavior expectations
<b>Classroom</b>	<ul style="list-style-type: none"> <li>- Follow all directions given by teaches</li> <li>- Keep your hands and feet to yourself</li> <li>- Use classroom equipment and supplies appropriately</li> <li>- Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Use active listening*</li> <li>- Raise your hand when you have a question or comment</li> <li>- Work collaboratively with other scholars</li> <li>- Use inside voices</li> <li>- Respect others and their belongings</li> <li>- Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>- Work on assigned tasks</li> <li>- Keep your power*</li> <li>- Be on Strongside*</li> <li>- Be an active participant</li> <li>- Work to problem-solve</li> <li>- Use LG and LS</li> <li>- Clean up after yourself</li> <li>- Make good choices</li> <li>- Be productive</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>- Walk in a straight, quiet line</li> <li>- Get your food one at a time</li> <li>- Walk to your table, sit and eat quietly</li> <li>- Raise your hands and get permission to leave the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>- "Please and thank you" are expected</li> <li>- Use inside voices</li> <li>- Eat your own food</li> <li>- Clean area before dismissal</li> </ul>	<ul style="list-style-type: none"> <li>- Keep your power*</li> <li>- Be on Strongside*</li> <li>- Help others to remember and follow LG's and LS's and behavior expectations</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>- Sit in designated area with your class at all times</li> <li>- Wait for your teacher's direction to enter and exit quietly</li> </ul>	<ul style="list-style-type: none"> <li>- Enter quietly</li> <li>- Be an active listener and participant</li> </ul>	<ul style="list-style-type: none"> <li>- Keep your power*</li> <li>- Be on Strongside*</li> <li>- Help others to remember and follow LG's and LS's and behavior expectations</li> </ul>

**5.1. Playground, Hallway and Restroom Guiding Principles and Behavior Expectations**

<b>AREA</b>	<b>BE SAFE</b>	<b>BE RESPECTFUL</b>	<b>BE RESPONSIBLE</b>
<b>Hallway</b>	<ul style="list-style-type: none"> <li>- Carry a hall pass</li> <li>- Stay on walkways</li> <li>- Walk, don't run</li> <li>- Report strangers or adults without badges to the closest staff member</li> </ul>	<ul style="list-style-type: none"> <li>- Keep hands to self</li> <li>- Face forward</li> <li>- Walk quietly</li> </ul>	<ul style="list-style-type: none"> <li>- Be on Strongside*</li> <li>- Keep your power*</li> <li>- Walk quietly to where you're supposed to go</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>- Wait your turn</li> <li>- Use toilet quickly</li> <li>- Wash hands with soap</li> </ul>	<ul style="list-style-type: none"> <li>- Walk quietly in the hallways</li> <li>- Leave restroom clean (throw away trash, flush toilet)</li> </ul>	<ul style="list-style-type: none"> <li>- Use the restroom appropriately</li> <li>- Do not play around in the restroom</li> </ul>



<b>Playground, Hallway and Restroom Guiding Principles and Behavior Expectations (Cont.)</b>			
<b>Playground</b>	<ul style="list-style-type: none"> <li>- Be within sight at all times</li> <li>- Stay on school grounds</li> <li>- Be aware of games and activities around you</li> <li>- Walk around ongoing games</li> <li>- Use equipment appropriately</li> <li>- Watch out for bystanders</li> <li>- Ask permission to leave playground</li> <li>- No sitting or standing on top of monkey bars</li> <li>- One scholar at a time across the monkey bars</li> <li>- Down the slide feet first</li> <li>- Keep shoes on at all times</li> <li>- Report strangers or adults without badges to the closest staff member</li> </ul>	<ul style="list-style-type: none"> <li>- Keep hands to self</li> <li>- Play fair</li> <li>- Take turns</li> <li>- Share equipment</li> <li>- Include everyone</li> <li>- Follow game rules</li> <li>- Ask permission before chasing or playing tag</li> <li>- If there is a conflict, work to problem solve</li> <li>- Throw away all trash</li> <li>- Use initiative to pick up trash</li> </ul>	<ul style="list-style-type: none"> <li>- Help others to remember and follow LG's and LS's and behavior expectations</li> <li>- Work problems out or get help from an adult</li> <li>- Use playground equipment properly</li> <li>- Let a staff member know if there are any injuries</li> <li>- Help injured scholar to the office when needed</li> <li>- Use restroom and drink water before recess is over</li> </ul>
<b>Playground &amp; PE Equipment</b>	<ul style="list-style-type: none"> <li>- Kick soccer balls on the field only</li> <li>- Play basketball on the black top only</li> <li>- Kicking balls against the wall ball is not allowed</li> <li>- Place balls carefully in the cart when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>- Play fair</li> <li>- Share equipment</li> <li>- Include everyone</li> <li>- Follow game rules</li> </ul>	<ul style="list-style-type: none"> <li>- Walk equipment back to the cart at the sound of the bell</li> <li>- Ask for adult help when needed</li> </ul>
<b>Bell</b>	<ul style="list-style-type: none"> <li>- Stop playing</li> <li>- Return equipment</li> <li>- Walk to your class line</li> </ul>	<ul style="list-style-type: none"> <li>- Keep hands and feet to self</li> <li>- Stand quietly in assigned space in class line</li> <li>- Wait quietly for your teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Take your personal belongings (coats, etc.)</li> </ul>

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<p><b>Rainy Days</b></p>	<ul style="list-style-type: none"> <li>- Stay in cafeteria</li> <li>- Ask permission to leave cafeteria</li> <li>- Wait until dismissed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>- Keep hands and feet to self</li> <li>- Stand quietly in assigned space in class line</li> <li>- Wait quietly to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>- Help others to remember and follow LG's and LS's and behavior expectations</li> </ul>
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**6.1. Progressive Consequences**

The following Progressive Consequences shall occur when school wide guiding principles of rules and behavior expectations are not followed. (Be Safe, Be Respectful, Be Responsible)

BEHAVIOR	CONSEQUENCE
<p><i>Examples of <u>unacceptable behavior</u> but not limited to the following:</i></p> <ul style="list-style-type: none"> <li>- Infractions of any school rules</li> <li>- Disruption of class</li> <li>- Rough play</li> <li>- Disrespect to adult/scholar</li> <li>- Pushing, shoving, and hitting</li> <li>- Harassment</li> <li>- Obscenity</li> <li>- Cheating</li> <li>- Racial slurs</li> <li>- Destruction of property</li> <li>- Lying to adults</li> <li>- Leaving campus without permission</li> <li>- Unsafe or threatening acts</li> <li>- Stealing</li> <li>- Name calling and/or Put-downs</li> </ul>	<p><i>Depending on severity of behavior, one or more may occur:</i></p> <p><u>1st Incident:</u> Acknowledge or Contact Scholar (verbal, gesture, touch)</p> <p><u>2nd Incident:</u></p> <ul style="list-style-type: none"> <li>- Verbal warning</li> <li>- Loss of time from recess</li> <li>- Special task</li> <li>- Loss of Privileges</li> </ul> <p><u>3rd Incident:</u></p> <ul style="list-style-type: none"> <li>- Loss of recess</li> <li>- Phone call home</li> <li>- Time-out in another class</li> <li>- Phone call notifying Parent(s)/Guardian(s)</li> </ul> <p><u>4th Incident:</u></p> <ul style="list-style-type: none"> <li>- Referral to Office</li> <li>- Phone call home</li> <li>- Referral signed by Parent and returned to School</li> <li>- Incident is documented for Student File</li> <li>- Note sent home to Parent(s)/Guardian(s)</li> <li>- Phone call notifying Parent(s)/Guardian(s)</li> </ul> <p><u>5th Incident</u></p> <ul style="list-style-type: none"> <li>- Parent-Teacher Conference</li> <li>- Teacher-Student Contract</li> <li>- In-School Suspension in effect until parent</li> </ul>

	<p>teacher conference is held</p> <p><u>6th Incident</u></p> <ul style="list-style-type: none"> <li>- Referral to Principal</li> <li>- Parent-Teacher -Principal Conference</li> <li>- Out-of-School Suspension</li> </ul>
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These are progressive consequences which will be followed in most cases. However, depending on the severity of the offence, a child may be referred directly to the principal or his/her designee for disciplinary action.

### 7.1. Behavior Exempted From Progressive Consequences

When there is an incident needing immediate attention, administrators will be notified, and the child sent directly to the office for disciplinary action. It is understood by scholars, staff, and parents that some behaviors could result in skipping the steps above in the Progressive Consequences. Due to the seriousness of these behaviors, they could result in Out-of-School Suspension on first Incident.

### 8.1. Post-Suspension Follow Up

After returning from a Suspension, scholars will transition back into the classroom and resume “normal” classroom participation.

1. Post-Suspension conference between Parent(s), Scholar and Principal will take place.
2. Tasks will be assigned to the scholar to assist him/her into transitioning responsibly back into the classroom / school culture.
3. Conference with Parent(s), Teacher and Principal to determine full reinstatement.

## Suspensions

### Education Code 48900 – Grounds for Suspension, Expulsion

**A student may be suspended from the classroom by the classroom teacher or from school by the principal if it is determined that a student, while on the school grounds or during an activity off-school grounds related to school attendance, has:**

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11007 of the health and Safety code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material in lieu of the controlled substance, alcoholic beverage, or intoxicant.

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5. Committed robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Possessed or used tobacco or tobacco related products.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Had unlawful possession of or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel.
11. Knowingly received stolen property or private property.

Our discipline policy is consistent with education code 48900.

### **Element N: Other Information**

1. The School Quality Review for 2011-2012 conducted by the Charter Schools Development Center is attached.