

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Yav Pem Suab Academy - Urban Charter Schools Collective

County/District Code: 34-67439-0121665

Dates of Plan Duration (should be five-year plan): July 1, 2015 through June 30, 2020

Date of Local Governing Board Approval: Charter first approved by Sacramento City Unified School District Board on March 18, 2010. Renewal of charter approved by Sacramento City Unified School District Board on April 23, 2015. LEA Plan approved by Urban Charter Schools Collective Board on June 29, 2015.

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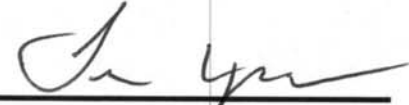
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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Lee Yang, Superintendent

7-1-15



Printed or typed name of Superintendent

Date

Signature of Superintendent

Printed or typed name of Board President

Date

Signature of Board President

TABLE OF CONTENTS

TOPIC	PAGE
<u>Part I – Background and Overview</u>	
<i>Background.....</i>	5-6
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process.....</i>	6
<i>Development Process for the LEA Plan.....</i>	7-10
<i>LEA Plan Planning Checklist.....</i>	11
<i>Federal and State Programs Checklist.....</i>	12
<i>District Budget for Federal and State Programs.....</i>	13-14
<u>Part II – The Plan</u>	
<i>Needs Assessments.....</i>	16
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning.....</i>	17
<i>District Profile.....</i>	18
<i>Local Measures of Student Performance.....</i>	19
<i>Performance Goal 1.....</i>	20-25
<i>Performance Goal 2.....</i>	26-34
<i>Performance Goal 3.....</i>	35-39
<i>Performance Goal 4.....</i>	40-53
<i>Performance Goal 5.....</i>	54

Additional Mandatory Title I Descriptions.....55-63

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Assurances.....64-71

Signature Page.....72

Appendix

Appendix A: California’s NCLB Performance Goals and Performance Indicators....73-74

Appendix B: Links to Data Web sites.....75

Appendix C: Science-Based Programs.....76-78

Appendix D: Research-based Activities.....79

Appendix E: Promising or Favorable Programs.....80-81

Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
√	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	√	Other (describe): Lottery
√	Other (describe): Mandate Block Grant	√	Other (describe): One Time Funds
√	Other (describe): LCFF		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	156,272	156,272	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	2,239	2,239	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	0	18,842	18,842	100%
Title III, Immigrants	0	94	94	100%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe) Public Charter Schools Grant ARRA Job Fund				
TOTAL	0	570,685	570,685	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) LCFF State Aid	0	1,848,22	1,848,22	100%
Other (describe) EPA	0	543,727	543,727	100%
Other (describe) Local Revenue (In Lieu Taxes)	0	549,960	549,960	100%
Other (describe) Mandate Block Grant	0	5,748	5,748	100%
Other (describe) One Time Funds	0	27,453	27,453	100%

Other (describe)				
Lottery Unrestricted	0	52,550	52,550	100%
Lottery Restricted	0	5,748	5,748	
TOTAL	0	1,210,376	1,210,376	100%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)). California's Healthy Kids Survey may

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Urban Charter Schools Collective (UCSC) is a California non-profit organization organized to operate Yav Pem Suab Academy (YPSA) Independent Charter School. YPSA is the only school operated by UCSC. The mission of YPSA is to grow and nurture underserved students to become high-performing individuals through a body-brain compatible education. The school serves students in grades kindergarten through sixth, with a current enrollment of 415 students.

School Year	Hispanic or Latino of Any Race	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total Enrolled
2010 - 2011	24	210	0	1	15	3	12	0	265
2011 - 2012	34	249	0	1	42	7	15	0	348
2012 - 2013	48	303	0	0	47	10	11	1	420
2013 - 2014	57	298	1	0	38	19	14	0	427
2014 - 2015	58	294	2	0	35	14	12	0	415

There are a total of 415 students attending Yav Pem Suab Academy in 2014 - 2015. The different student populations are broken down on the chart above.

Many of the students are learning English as their second language. 239 or 58% of all students are identified as English Language Learners and have been tested using the California English Learners Development Test (CELDT).

	Kinder	1st	2nd	3rd	4th	5th	6th	Total
Beginning	6	0	2	4	0	0	0	12
Early Intermediate	10	3	3	0	4	1	2	23
Intermediate	15	10	18	12	15	4	4	78
Early Advanced	6	10	10	13	19	20	8	86
Advanced	2	8	3	4	9	13	1	40
Total	39	31	36	33	47	38	15	239

YPSA operates on a 4-day-a-week calendar, Monday through Thursday, with no school on Friday. Kindergarten day runs from 8:00 a.m. to 2:00 p.m., and students in first through sixth grade are in session from 8:00 a.m. to 5:00 p.m. 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 88 more instructional days per year when compared to students attending district elementary schools on a traditional schedule with 180 days of instruction.

Students receive enrichment subjects such as Hmong language development, music, dance, Tae Kwon Do, and physical education as part of the school day. In addition to these classes, students at YPSA also use technology to assist them in their learning. From 3:30 – 5:00, students in grades 1st – 6th are either using i-Pads or laptops to connect to Moby Max or another web-based application to provide additional practice in learning the common core state standards.

This modified calendar allows for students to maintain a higher level of learning and retention. Accordingly, students at all grade levels participate in study trips to various locations that connect with their content, which greatly compliments and brings their learning to life.

The school's comprehensive common core backward standards map provides direction for instruction, collaboration, assessment, professional development, supplies and materials, study trips, and additional support. The enrichment part of the day compliments the core instruction as it incorporates content and connects to student learning through the use of multiple intelligences.

Local Measures of Student Performance (*other than State-level assessments*)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Yav Pem Suab Academy use performance-based assessments to measure student progress. 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, analysis, synthesis, and evaluation. Performance-based assessments are able to determine the level of skill and ability at the higher levels.

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.

The table below describes performance-based and authentic assessments that relate to the school's instructional design and application of body-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.

Performance-based and authentic assessments used at Yav Pem Suab Academy

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
Teacher-Made Tests and Quizzes <i>Measurement using a variety of intelligences</i>	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 <i>Records of evidence on skills, criteria, and behaviors</i>	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.

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
Performance Tasks and Rubrics <i>Measures standards, application, and transfer</i>	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 <i>Measures student growth and thought-process to attaining an "answer"</i>	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 <i>Measures knowledge and synthesis of core ideas and content</i>	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 <i>Measures motivation, competence, and life-long learner characteristics</i>	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 <i>Measures growth towards</i>	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.
Portfolios <i>Measures process, product, and growth</i>	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: Integrated Unit Portfolios: a compilation of student work from 1 unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.) Yearlong Portfolios: a compilation of student work that contains key artifacts as evidence of growth, transferability, and enduring understanding. Literacy Portfolios: a compilation of student work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding. Process and Standards Portfolios: a compilation of student work that demonstrates the thought process and revision of student work towards the pre-established expectation of "mastery."	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.

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
Multiple Intelligences <i>Provides evidence of student diversity, individualism, and creativity</i>	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.
	Verbal/Linguistic Assessments: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.	
	Logical/Mathematical Assessments: solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments.	
	Visual/Spatial Assessments: the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays.	
	Bodily/Kinesthetic Assessments: role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments.	
	Musical/Rhythmic Assessments: creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught.	
	Interpersonal: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (student-student, student-teacher, student-administrator).	
	Intrapersonal: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.	
	Naturalist: 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 above 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 school-wide level, the principal and members of the Yav Pem Suab Academy Council continue to analyze school-wide 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 Common Core Backward Standards Map. That way the principal can determine if the teacher is following the yearly plan.

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.	- CAASPP 3 rd - 6 th grade ELA after 85% of instruction completed. - CELDT once a year for English Learners or within 30 days of new enrollment. - NWEA MAP benchmarks each trimester.	- 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.	- CAASPP 3 rd - 6 th grade Math after 85% of instruction completed. - NWEA benchmarks each trimester. -Test book created end of unit assessments.	- Performance Tasks and Rubrics Measures standards, application, and transfer
Science: Students will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.	- STAR 5 th grade CST Science after 85% of instruction completed.	- Learning Logs and Journals Measures student growth and thought-process to attaining an "answer"
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.	- Graphic Organizers Measures knowledge and synthesis of core ideas and content - 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.	- 5 th 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.	Performance-based assessments based on skills, drills, and routines. To be assessed at the end of each trimester.	
Hmong Language Development (HLD): Students will listen, speak clearly, and communicate in Hmong Leng and Hmong Der.	Language Assessment in Hmong to be Administered at the end of each trimester.	
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.		

Urban Charter Schools Collective and YPSA contracts with Northwest Evaluation Association (NWEA) and take part in the Measurement of Academic Progress (MAP) benchmark assessments in English Language Arts and Mathematics for Kindergarten through 6th grade.

English Language Arts

Kindergarten (Teacher generated standards-based assessments)

Grades 1-6

NWEA MAP Benchmark 4 times per year (4th time is optional).

Writing Assessment is imbedded into Curriculum Associates (all genres are appropriate to grade level).

Mathematics

Kindergarten (Teacher generated standards-based assessments)

Grades 1-6

NWEA MAP Benchmark 4 times per year (4th time is optional).

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2020.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

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.
4. To increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
A. YPSA will align instruction with common core standards by:				
Align all "Being There" experiences to the grade levels' common core maps and build in the budget to support the "Being There" experiences. Being-there experiences are a part of the HET model and supports all scholars with meaningful experiences to build knowledge, comprehension, and skills that are directly related to the common core standards. Provide release time for grade level teams to work on common core standards maps. Schedule in all being-there experience studytrips.	Teachers, Office, Principal, (Monthly/Quarterly, each year as needed)	Cost of transportation using, parking, bridge toll and admission	\$100,358	LCFF Base & Title I

Provide Common Core Professional Development for all core general education teachers in English Language Arts/ Math and provide follow-up professional developments to support teachers.	Teachers, Principal, Superintendent, CCSS trainers. (Monthly/Quarterly, each year as needed)	Contract with CCSS experts/coaches to provide training, coaching, and support. Substitutes to release teachers for work with trainers 3 full days per year.	\$31,1441	LCFF Base
Provide HET training to all staff. 90% of all teachers will fully understand, be able to explain, and implement HET. Attention and planning will be given to the philosophies and elements of HET. The 10 Elements of HET are Absence of Threat, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and " <i>Being There</i> " Experience.	Teachers, Principal, Superintendent, Office (Summer of 2015 and each year as needed)	Cost of registration, training, lodging, meals, travels, etc.	\$51,485	LCFF Base
Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET through observations, coaching, and lesson studies. Substitutes to be provided. Teachers will demonstrate knowledge of how the brain works and how to execute instruction in a body-brain compatible manner.	Teachers, Principal, Superintendent, HET coaches (Monthly coaching, on-going training and support)	Contract with HET coaches/experts to provide trainings, coaching, and support	\$19,100	Title I & II
Provide substitutes to release teachers for professional development, coaching, collaboration with coaches and Principal	Teachers, Principal, Office	Contract for use of Sub Finder Services	\$19,200	LCFF Base
Provide English Language Development (ELD) training to instructional staff. The professional development and follow-up support will provide teachers with ELD framework and tools to support English Learners.	Teachers, Principal, Superintendent, ELD trainer/coach (Monthly as needed)	Contract with ELD expert to provide ELD training and support to instructional staff	\$17,990	LCFF Base & Title III

<p>Providing formal training on the Data, Feedback, Strategy (DFS) model to improve instruction with the incorporation of CCSS and the use of the California Assessment Student Performance and Progress (CAASPP).</p> <p>Modifying instruction based on student achievement data through the Data, Feedback, Strategy (DFS) model. Collaboration allows for teachers to look at students' work, and develop strategies to implement in the classroom to address common core state standards and learning.</p>	<p>Principal, Teachers, Superintendent, DFS Trainer (May-June of 2016)</p>	<p>DFS Trainer</p> <p>Collaboration time built in to the instructional calendar</p>	<p>\$5,000</p>	<p>LCFF Base</p>
<p>Providing Guided Language Acquisition Development (GLAD) training for all instructional staff for instructional strategies and curriculum development that connect to the CCSS and the ELPS. Trainers will be providing lesson demonstrations, observations, feedback, and collaboration to ensure teacher success in instruction and curriculum development</p>	<p>Principal, Teachers, Superintendent, GLAD Trainers</p> <p>(May and June of each year for the following year)</p>	<p>GLAD Trainers</p> <p>Substitutes to release teachers to attend training</p>	<p>\$20,000 (Starting 2016-17)</p>	<p>LCFF Base</p>
<p>Contract with cultural competency/sensitivity trainers to provide training to staff. Staff members will use this knowledge to work with scholars and families from different cultures.</p>	<p>Principal, Consultant</p>	<p>Consultant Fees</p>	<p>\$10,000</p>	<p>Title I</p>
<p>Provide curriculum and instructional support to the HLD program.</p>	<p>Principal, Hmong Language Teachers, Superintendent (Annually)</p>	<p>Hmong language materials, supplies, GLAD training, curriculum development</p> <p>Additional funds to support HLD standards alignment and curriculum development on Fridays (non-instructional days – 10 days)</p>	<p>\$5,000</p>	<p>LCFF Base</p>

Develop an Individualized Learning Plan for every scholar with specific goals to obtain. The goal should clearly state a 20% gain or an increase in one proficiency band. Provide training as needed to instructional staff.	Teachers		No Cost	
Create protected time for teacher planning, prepping, collaboration, and professional development on a daily basis.	Principal		No Cost	
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
B. YPSA will make use of common core standards-aligned instructional materials and strategies through:				
Purchase grade level appropriate materials and resources to support instruction. All core general education classrooms will be provided with instructional materials to support core instruction. Resources and materials will be identified by grade levels in their common core maps. For example:, Studies Weekly, Times 4 Kids, Book Titles, References)	Principal, Teachers, Superintendent (May-June of each year)		\$65,000	LCFF Base & Title II & Lottery
Continue support of including being-there experiences or study trips to support the different grade level units/themes.	Principal, Teachers, Superintendent (May-June of each year)	Studytrips to be identified in May or June for the upcoming school year	Included in Element A above	Title 3 and LCAP
Consistent use of body-brain compatible strategies in all K-6 classrooms, ensuring that teaching and learning are connected to common core standards-aligned content. This will occur through professional development, coaching, observations, and collaborations with teachers.	Principal, Teachers, Superintendent	HET trainer/coach	Included in Element A above	LCAP and Title II A Teacher Quality
Curriculum development training from HET, CCSS, and ELD coaches aligned to the CCSS.	Principal, Teachers, Superintendent	HET, CCSS, and LED coaches	Included in Element A above	LCAP and Title II A Teacher Quality

Specific training and coaching on the 10 Elements of Body-brain compatible education, its strategies, and indicators of success and implementation.	Principal, Teachers, Superintendent	HET trainer/coach	Included in Element A above	LCAP and Title II A Teacher Quality
Collaboration and work on Common Core Backwards Standards Map and how this ties with instructional materials available/developed, strategies, and content. Observing teachers and providing feedback.	Principal, Teachers, Superintendent		Included in Element A above	
Incorporating Science and Social Studies content standards into the regular day instruction through Project GLAD (Guided Language Acquisition Design). Teachers will use GLAD to develop instructional materials that connect instruction to the CCSS.	Principal, Teachers, Superintendent	GLAD Coaches/trainers	Included in Element A above	
Purchase and use NWEA MAP on-line assessment for school-wide assessment in the Fall, Winter, Spring, and Summer of each year.	Principal, Teachers, Superintendent	NWEA MAP Contract for use with training	\$5,434	LCFF Base
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
C. YPSA will extend learning time by:				
Providing 90 minutes of technology-based instruction as part of the regular school day to provide additional practice with common core state standards through the use of technology devices. This program will be called Achievement Through Technology (ATT).	Principal, Teachers, Academy Council Members	No Cost	Included in staffing cost below	
Continuing to properly staff the ATT program.	Principal, Teachers, Academy Council Members	19 ATT support staff members	\$171,809	LCFF Base

Incorporating study trips into the curriculum so that students gain first-hand and hands-on experience that is relevant to the standards-based unit students are learning about. All teachers are required to do a pre-visit trip to the "being there" experience site to build vocabulary, language, and experience.	Principal, Teachers, parents , Academy Council Members	Transportation, admission	Included in Element A above	
Continuing Hmong language development for all First through Sixth grade students during the core teacher's prep time.	Principal, Academy Council, HLD Teachers,	Instructional Materials	Included in Element A above	
Continuing intervention for Kindergarten – 1 st Grade students from 1:00 – 2:00 daily.	Principal, Academy Council, Kinder Teachers, Superintendent (2015 – 2016 school year)	Provide tutoring services	\$3,498	LCFF Base
Each grade level will participate in doing one social action project each year. Scholars will use their knowledge acquired through the study of their unit and create a social action project to inform, influence, and change themselves, their fellow scholars, their families, and their communities.	Principal, Teachers, Academy Council Members	Projects, materials	Cost Included in Section A	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
D. YPSA will increase access to technology by:				
Purchasing/replacing technology hardware/software.	Principal, Teachers (May-June of each year)	Maintenance, trouble-shooting	\$5,000	LCFF Base
Allocating 90 minutes per day for technology use in all 1 st through 6 th grade. Classroom teachers can make use of these technology devices as seen fit throughout the instructional day.	Principal, Teachers, ATT support staff, Superintendent, Academy Council (Review May-June of each year)	18 ATT Support Staff, ATT supervisor, trainings	Cost Included Above in Section C	
Having keyboarding skills be made as part of technology use for all third through sixth grade students.	Principal, Teachers, ATT Support Staff (Ongoing)	Keyboarding apps & licensing	\$3,000	LCFF Base
Purchase a new set of laptops for the new 6 th grade classroom to be added in 2015-2016.	Principal	Laptops, software, hardware	\$15,000	LCFF Base
Using technology in the classroom. All 4 th , 5 th , and 6 th grade scholars will integrate research and presentation using technology and multimedia to identify a career and the level of education necessary to obtain such career. A career fair will be organized to bring in different career presenters to showcase their careers. Scholars will be showcasing their own future career of their choosing.	Principal, Teachers, Scholars (Ongoing)	Software and Hardware	Cost Included Above	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. YPSA will provide staff development and professional collaboration aligned with standards-based instructional materials by:				
Holding a monthly principal-teacher collaboration schedule, where the principal meets with grade level teams to reflect on data, instruction, and strategies.	Principal, Teachers (August – June of every year)	No Cost		
Providing an uninterrupted 1-hour per day collaboration time scheduled for grade level teams to collaborate on student work, data analysis, and instructional strategies. One collaboration per month will be across grade levels (Kinder and 1 st , 2 nd and 3 rd).	Principal, Teachers (August – June of every year)	No Cost		
Restructuring the daily professional development and collaboration hours to include lesson studies, data analysis, and coaching sessions with instructional coaches and principal	Principal, Teachers (August – June of every year)	Experts or Coaches, Materials and supplies	Included in Section A above	
Bringing in, throughout the year, professionals coaches to train and coach teachers on strategies, provide lesson demonstrations, observe and provide feedback, and collaborate with grade levels to build teacher capacity and knowledge of content and standards-based instructional strategies and materials.	Principal, Teachers, Coaches, Superintendent, GLAD (August – June of every year)	GLAD Trainers Efficacy Trainers GLAD Coaches HET Coach CCSS Coach Release time for teachers Substitute Teachers	Included in Section A above	
Integrate body-brain teaching and learning throughout the instructional day to engage all scholars and all subgroups. All support staff will receive the foundational trainings on LIFESKILLS, concepts and principles of HET.	Principal, Teachers (August – June of every year)	Materials, Prep time, and cost of trainers	\$2,000	LCFF Base
Registering all teaching staff to attend the HET Summer Institute.	Principal, Teachers, Superintendent, Office (April of each year)	Cost of PD, travel, lodging, food	Included in Section A above	
Visiting Hmong Language Programs and other Hmong-based charters in Minnesota and/or Wisconsin	Superintendent, Principal, Teachers	Flight, Hotels, meals, rental		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
F. YPSA will involve staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) through:				
Weekly bulletins issued to staff on information and updates for the current week and month.	Principal (Weekly July – June of every year)	Cost of printing		
Continuing the home-visit program to include instructional strategies to support parents at home working with their students. Put together home-visit kits to include a flip-clipboard, with items needed for assignments and projects at home	Teachers, Principal	Cost of home visitor and materials	\$10,000	LCFF Base
Trimester parent newsletters providing information on school-wide activities, lifelong guidelines and life skills. These newsletters include parent strategies on building developmental assets for children, and information about school meetings, functions and events.	Principal, Office Staff (Aug. 2015 – Ongoing Monthly)	Cost of printing and time		
Updated information on the school marquee and school website.	Principal, Office Staff, Yard staff (Aug. 2015 – Ongoing Monthly)	Yard staff member to take down and put up		
Recorded telephone messages sent to parents and staff on upcoming school functions and meetings.	Principal, Office Staff (Aug. 2015 – Ongoing Monthly)	Cost of printing		
Annual LCAP Community Meeting(s).	Principal, Superintendent, Office Staff	Cost of printing		
School General Public Lottery - to be conducted the first Tuesday in May of each year.	Principal, Superintendent, Office Staff (May of each year)	Cost of printing, organizing the event		
Parent Assemblies for Back to School Night and Open House	Principal, Teachers, Office Staff			

Provide parent workshops on Parent Engagement, LIFESKILLS, Strategies to help Scholars at Home, and other related topics to build parent capacity, once a trimester.	Principal, PTA, Teachers, Parents	Cost of food, Childcare, and materials	\$1,000	LCFF Base
Trimester "Parents on the Move" meetings to update parents on instruction, assessment, and program. This is also a time to provide parents with announcement, address questions and concerns, and get feedback.	Principal, Office Staff (Aug. 2015 – Ongoing Monthly)	Cost of printing an time		
Monthly Academy Council meetings (School Site Council, English Learners Advisory Committee) to address school-wide curriculum, instruction, and assessment until programs are more established or less meetings are determined appropriate.	Principal, Office Staff (Aug. 2015 – Ongoing Monthly)	Food and drinks	\$2,400	LCFF Base
Monthly Parent Teacher Association (PTA) meetings	Principal, PTA, Teachers, Parents			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. YPSA will provide auxiliary services for students and parents (including transition from preschool, elementary, and middle school) by:				
Meeting with pre-school parents from the pre-school programs to give information about YPSA charter.	Principal (February of each year – On-going)	No Cost	-	
Providing school tours to pre-school parents and on-coming students and their parents to show exactly what the school is doing and what students are learning.	Principal, Nurse, Office Staff (Scheduled in as needed)	No Cost		
Conducting home visit to connect with families on programs, services, and updates on an as-needed basis for any child who is identified as Basic and Below.	Principal, Teachers (Planned and scheduled for all students Basic and Below)	Teachers visiting	Included in Element A above	
Establish and acquire legal guidance on Scholar Council Bylaws and a process for scholar leaders to campaign for positions, creating opportunities for scholars to practice LIFESKILLS and leadership skills.	Principal, Teachers, Scholar Council Members	Bylaws guidance	No Cost	
Provide monthly awards assemblies to recognize scholar achievement and success. This will also be an opportunity to recognize attendance and award scholars who are consistent in coming to school on time. Purchasing a portable speaker system for recognizing outstanding merits & school performances (attendance, academics, LIFESKILLS, etc...)	Principal, Teachers, Front Office Staff	Materials	\$6,000	LCFF Base
Working with middle schools to provide information for parents. Presentations by middle school will be provided to sixth grade students and parents.	Principal, 6 th Grade teachers, parents (December – January of each year)	Setting up and taking down, organization of schools	No Cost	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
H. YPSA will monitor program effectiveness through:				
Daily meeting and collaboration in grade level teams to analyze data and develop strategies to effectively meet student needs.	Principal, Teachers, Superintendent, Parents (July – June of every year)	Cost of printing, packets, Coaches or Trainers	Included in Element A above	
Daily grade-level team collaboration on lesson delivery, student performance, and the relevance of instructional strategies and materials.	Principal, Teachers, Superintendent (July – June of every year)	No Cost		
Daily principal walk-through observations and feedback on student-student and student-teacher engagement, instructional strategies, and overall program effectiveness.	Principal, Teachers, Superintendent (July – June of every year)	No Cost		
Bringing in professional trainers to observe, work with, and collaborate with teachers and staff once every month and as needed.	Principal, Teachers, Superintendent, Coaches	Cost of HET, GLAD, CCSS, ELD coaches	Included in Element A above	
Using quarterly MAP benchmark assessments to assess program effectiveness.	Principal, Teachers, Superintendent (End of trimester each year)	Cost of printing reports		
Conducting end of the year parent survey. Parent voice is important and provides valuable information on program effectiveness.	Principal, Teachers, Superintendent, Office staff, Parents	Cost of printing surveys and data entry		
Scheduling collaboration/academic conferences to disaggregate data and formulate school-wide and grade-level action plans to address student deficiencies.	Principal, Teachers, Superintendent	Stipend for teachers, Cost of binders, printing, food, and drinks	\$4,200	LCFF Base

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
I. YPSA will target services and programs to lowest-performing student groups through:				
Maintaining class sizes (K-6) at 20 students per class.	UCSC, Academy Council, Principal, Superintendent (May-June of each year)	No Cost		
Providing training on workshop and differentiation strategies so that individual student needs are being met.	Principal, Superintendent, Teachers, Coaches (July – May of each year and as needed)	Coaches and trainers	Cost included in Element A above	
Using Individualized Learning Plans to address specific student learning needs.	Principal, Teachers, Students	Printing of ILPs, Possible release time for teachers		
Implementing grade-level team collaboration on data assessment and strategies to meet the needs of low performing students.	Principal, Teachers	No Cost		
Using the Response To Intervention (RTI) model and working with parents to address specific students at Tier 3.	Principal, Teachers, Parents, Students	No Cost		
Contracting with the authorizing agency, Sacramento City Unified School District, and its special education staff to provide additional training to staff on how to address interventions.	Principal, Teachers, SELPA	Work with Special Ed. Teacher for training.	No Cost	
Providing EL students with instruction through body-brain compatible education and the natural approach to create engaging lessons. Lessons will be scaffolded and instruction will include strategies from Project GLAD and total physical response.	Principal, Teachers, Superintendent	Contract with ELD coach for support	Cost included in Element A above	

Providing additional support to new teachers with guided reading, GLAD, HET, CCSS, ELD, and Academic Efficacy. Build in time for observation and collaboration with grade level team.	Principal, Teachers, Superintendent, Trainers	Contract with coaches	Cost included in Element A above	
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
J. YPSA will address any additional services tied to student academic needs by:				
Working with parents and coming up with an agreed-upon plan, specific to their child's learning needs, and partnering with them to close any academic learning gaps.	Principal, Teachers, Parents (Aug. 2015 –June 2016 Ongoing)	No Cost		
Conducting home visits to build communication and relationships and connect with parents and students.	Principal, Teachers, Parents (Aug. 2015 –June 2016 Ongoing)	Home visit tool kits	Included in Section A	

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2020.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

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.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
A. YPSA will align instruction with common core standards by:				
Providing teachers with substitutes to revisit and refine the Math Common Core Backward Standards Map (BSM) focusing on an effective standards-based program that leads to student mastery of the Common Core State Standards (CCSS).	Teachers, Principal, Superintendent (May-June of each year)	Substitutes to cover core teachers for working on standards maps with principal one full day per year.	Cost is included in ELA Section	
Providing teachers with CCSS Math professional development and training to better understand how to align standards with curriculum and instruction. CCSS trainers will also observe, provide feedback, and collaborate with teachers on how to improve curriculum and instruction.	Teachers, Principal, Superintendent, CCSS trainers. (Monthly/Quarterly, each year as needed)	Contract with CCSS experts/coaches to provide training, coaching, and support. Substitutes to release teachers for work with trainers 3 full days per year.	Cost is included in ELA Section	
Calendaring in a daily collaboration hour for teachers to meet with grade-level teammates to examine, inquire, identify, and strategize ways to improve student learning. A collaboration schedule with	Teachers, Principal, Superintendent (Spring of every year)	Collaboration binders, tabs, copies	Cost is included in ELA Section	

<p>projected tasks, timeline, and results will be developed to support with curriculum and instruction, aligned with the CCSS in Math.</p> <p>Including a collaboration schedule that allows for mixed grade level collaboration (vertical and horizontal), aligning instructional practices and assessments to ensure that one builds on top of the other.</p>	<p>for the following year)</p>			
<p>Providing formal training on the Data, Feedback, Strategy (DFS) model to improve instruction with the incorporation of CCSS and the use of the California Assessment Student Performance and Progress (CAASPP).</p> <p>Modifying instruction based on student achievement data through the Data, Feedback, Strategy (DFS) model. Collaboration allows for teachers to look at students' work, and develop strategies to implement in the classroom to address common core state standards and learning.</p>	<p>Principal, Teachers, Superintendent, DFS Trainer (May – June of 2016 for the 2016-2017 school year)</p>	<p>DFS Trainer</p> <p>Collaboration time built in to the instructional calendar</p>	<p>Cost is included in ELA Section</p>	
<p>Revisiting and revising the HLD standards to include the CCSS and math concepts and standards.</p> <p>Developing awareness of math concepts and content through the use of Hmong language instruction.</p>	<p>Principal, Hmong Language Teachers, Superintendent (May-June of every year)</p>	<p>Hmong language materials, supplies, curriculum development</p> <p>Additional funds to support HLD standards alignment and curriculum development on Fridays (non-instructional days – 10 days)</p>	<p>Cost is included in ELA Section</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
B. YPSA will make use of common core standards-aligned instructional materials and strategies through:				
Consistent use of body-brain compatible strategies in all K-6 classrooms, ensuring that teaching and learning are connected to common core standards-aligned content. This will occur through professional development, coaching, observations, and collaborations with teachers.	Principal, Teachers, Superintendent	HET trainer/coach	Cost is included in ELA Section	LCAP and Title II A Teacher Quality
Curriculum development training from HET, and CCSS coaches aligned to the CCSS in Math.	Principal, Teachers, Superintendent	HET, CCSS coaches	Cost is included in ELA Section	LCAP and Title II A Teacher Quality
Specific training and coaching on the 10 Elements of Body-brain compatible education, its strategies, and indicators of success and implementation.	Principal, Teachers, Superintendent	HET trainer/coach	Cost is included in ELA Section	LCAP and Title II A Teacher Quality
Collaboration and work on Common Core Backwards Standards Map and how this ties with instructional materials available/developed, strategies, and content. Observing teachers and providing feedback.	Principal, Teachers, Superintendent		Cost is included in ELA Section	
Purchasing McGraw-Hill California Mathematics K-6 consumables / California Mathematics.	Principal, Teachers, Superintendent	McGraw Hill K-6 Math	\$13,000	Title II
Use of Moby Max, and other web-based applications to support learning of the CCSS.	Principal, Teachers, Superintendent	Purchase of Moby Max, and other web-based applications	Cost is included in ELA Section	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
C. YPSA will extend learning time by:				
Providing 90 minutes of technology-based instruction as part of the regular school day to provide additional practice with common core state standards through the use of technology devices. This program will be called Achievement Through Technology (ATT).	Superintendent, Principal, Teachers, Academy Council Members	18 ATT support staff members	Cost is included in ELA Section	
Hiring individuals to properly staff the ATT program.	Superintendent, Principal, Teachers, Academy Council Members	18 ATT support staff members	Cost is included in ELA Section	
Hiring a program manager to properly oversee the ATT program.	Superintendent, Principal, Teachers, Academy Council Members	ATT program manager	Cost is included in ELA Section	
Providing on-going training on collaboration and support for Achievement Through Technology (ATT) support staff.	Principal, Superintendent, Teachers, ATT Staff	Binders, Copies of programs and training packets	Cost is included in ELA Section	
Modifying the school calendar so students and staff are off four weeks in the summer. Operation of the school will be 8:00 – 5:00, Monday through Thursday, with no school on Friday. Retention of learning is increased by eliminating the long summer break. Kindergarten day will be 8:00 – 2:00.	Principal, Academy Council, Superintendent	No Cost		

Continuing Hmong language development for all First through Sixth grade students during the core teacher's prep time.	Principal, Academy Council, HLD Teachers, Superintendent	Instructional Materials	Cost is included in ELA Section	
Continuing with Dance, Tae Kwon Do, and PE to support our model of body-brain compatible education. Expenditures to include staffing and materials.	Principal, Teachers, Superintendent	Expenditures of Employees and instructional materials	\$148,900	LCFF Base
Continuing intervention for Kindergarten students from 2:00 – 2:30 daily, August – Mid December.	Principal, Academy Council, Kinder Teachers, Superintendent		\$3,498	LCFF Base
Providing intervention to struggling students through careful individualized learning plans and one-on-one interventions.	Principal, Teachers, Superintendent	Tutoring/Intervention Services for Students	\$12,620	LCFF Base

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
D. YPSA will increase access to technology by:				
Purchasing/replacing i-Pads for all students Kindergarten through 2 nd grade and laptops for all students, third through sixth grade	Superintendent, Principal, Teachers (May-June of each year)	Maintenance, trouble-shooting	Cost is included in ELA Section	
Allocating 90 minutes per day for technology use in all 1 st through 6 th grade. The 90 minutes of technology use will be supervised by ATT supervisors. Classroom teachers can make use of these technology devices as seen fit throughout the instructional day.	Principal, Teachers, ATT support staff, Superintendent, Academy Council (Review May-June of each year)	18 ATT Support Staff, ATT supervisor, trainings	Cost is included in ELA Section	
Purchasing/replacing document readers and LCD projectors for each classroom so that students and teachers can both interact through technology in grades Kindergarten – Sixth and Hmong Language Development Classrooms.	Superintendent, Principal, Teachers (May-June of each year)	Document readers/LCD Projectors	Cost is included in ELA Section	
Having keyboarding skills be made as part of technology use for all third through sixth grade students.	Superintendent, Principal, Teachers, ATT Support Staff (Ongoing)	Keyboarding apps & licensing	Cost is included in ELA Section	
Making technology use as part of a classroom workshop station or center.	Superintendent, Principal, Teachers (Ongoing)		Cost is included in ELA Section	
Increase internet bandwidth schoolwide to allow for wireless access to the internet for research and web-based applications	Superintendent, Principal (April – June 2015)	Technology Services	Cost is included in telephone expenses	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. YPSA will provide staff development and professional collaboration aligned with standards-based instructional materials by:				
Having a monthly principal-teacher collaboration schedule, where the principal meets with grade level teams to reflect on data, instruction, and strategies.	Principal, Teachers (August – June of every year)	Cost of time		
Providing an uninterrupted 1-hour per day collaboration time scheduled for grade level teams to collaborate on student work, data analysis, and instructional strategies. One collaboration per month will be across grade levels (Kinder and 1 st , 2 nd and 3 rd).	Principal, Teachers (August – June of every year)	No Cost		
Restructuring the daily professional development and collaboration hours to include lesson studies, data analysis, and coaching sessions with instructional coaches and principal	Principal, Teachers (August – June of every year)	Experts or Coaches, Materials and supplies	Cost is included in ELA Section	
Bringing in, throughout the year, professionals coaches to train and coach teachers on strategies, provide lesson demonstrations, observe and provide feedback, and collaborate with grade levels to build teacher capacity and knowledge of content and standards- based instructional strategies and materials.	Principal, Teachers, Coaches, Superintendent (August – June of every year)	Patty Harrington, GLAD Trainers Efficacy Trainers GLAD Coaches HET Coach Release time for teachers Substitute Teachers	Cost is included in ELA Section	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
F. YPSA will involve staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) through:				
Weekly bulletins issued to staff on information and updates for the current week and month.	Principal (Weekly July – June of every year)	Cost of printing		
Monthly parent newsletters providing information on school-wide activities, lifelong guidelines and life skills. These newsletters include parent strategies on building developmental assets for children, and information about school meetings, functions and events.	Principal, Office Staff (Aug. 2015 – Ongoing Monthly)	Cost of printing and time		
Monthly take down and put up of information on the school marquee.	Principal, Office Staff, Yard staff (Aug. 2015 – Ongoing Monthly)	Yard staff member to take down and put up	Include in cost of salary	
Recorded telephone messages sent to parents and staff on upcoming school functions and meetings.	Principal, Office Staff (Aug. 2015 – Ongoing Monthly)	Cost of printing		
End of year LCAP Community Meeting	Principal, Superintendent, Office Staff	Cost of printing		
School General Public Lottery - to be conducted the first Tuesday in May of each year.	Principal, Superintendent, Office Staff (May of each year)	Cost of printing, organizing the event		
Parent Assemblies for Back to School Night and Open House	Principal, Teachers, Office Staff			
Monthly "Parents on the Move" meetings to update parents on instruction, assessment, and program. This is also a time to provide parents with announcement, address questions and concerns, and get feedback.	Principal, Office Staff (Aug. 2015 – Ongoing Monthly)			
Monthly Academy Council meetings (School Site Council, English	Principal, Office Staff	Food and drinks	Cost is included in	

Learners Advisory Committee) to address school-wide curriculum, instruction, and assessment until programs are more established or less meetings are determined appropriate.	(Aug. 2015 – Ongoing Monthly)		ELA Section	
Monthly Parent Teacher Association (PTA) meetings	Principal, PTA, Teachers, Parents			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. YPSA will provide auxiliary services for students and parents (including transition from preschool, elementary, and middle school) by:				
Meeting with pre-school parents from the pre-school programs to give information about YPSA charter.	Principal (February of each year – On-going)	No Cost		
Providing school tours to pre-school parents and on-coming students and their parents to show exactly what the school is doing and what students are learning.	Principal, Nurse, Office Staff (Scheduled in as needed)	Cost of time		
Conducting home visit to connect with families on programs, services, and updates on an as-needed basis for any child who is identified as Basic and Below.	Principal, Teachers (Planned and scheduled for all students Basic and Below)	Teachers visiting	Cost is included in ELA Section	
Working with middle schools to provide information for parents. Presentations by middle school will be provided to sixth grade students and parents.	Principal, 6 th Grade teachers, parents (December – January of each year)	Setting up and taking down, organization of schools		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
H. YPSA will monitor program effectiveness through:				
Daily meeting and collaboration in grade level teams to analyze data and develop strategies to effectively meet student needs.	Principal, Teachers, Superintendent, Parents (July – June of every year)	Cost of printing, packets, Coaches or Trainers	Cost is included in ELA Section	
Daily grade-level team collaboration on lesson delivery, student performance, and the relevance of instructional strategies and materials.	Principal, Teachers, Superintendent (July – June of every year)			
Daily principal walk-through observations and feedback on student-student and student-teacher engagement, instructional strategies, and overall program effectiveness.	Principal, Teachers, Superintendent (July – June of every year)			
Bringing in professional trainers to observe, work with, and collaborate with teachers and staff once every month and as needed.	Principal, Teachers, Superintendent, Coaches	Cost of HET, GLAD, CCSS, ELD coaches	Cost is included in ELA Section	
Using quarterly MAP benchmark assessments to assess program effectiveness.	Principal, Teachers, Superintendent (End of trimester each year)	Cost of printing reports		
Conducting end of the year parent survey. Parent voice is important and provides valuable information on program effectiveness.	Principal, Teachers, Superintendent, Office staff, Parents	Cost of printing surveys and data entry		
Scheduling collaboration/academic conferences to disaggregate data and formulate school-wide and grade-level action plans to address student deficiencies.	Principal, Teachers, Superintendent	Cost of binders, printing, food, and drinks	Cost is included in ELA Section	LCAP

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
I. YPSA will target services and programs to lowest-performing student groups through:				
Maintaining class sizes (K-6) at 20 students per class.	UCSC, Academy Council, Principal, Superintendent (May-June of each year)	No Cost		
Providing training on workshop and differentiation strategies so that individual student needs are being met.	Principal, Superintendent, Teachers, Coaches (July – May of each year and as needed)	Coaches and trainers	Cost is included in ELA Section	
Using Individualized Learning Plans to address specific student learning needs.	Principal, Teachers, Students	Printing of ILPs, Possible release time for teachers		
Implementing grade-level team collaboration on data assessment and strategies to meet the needs of low performing students.	Principal, Teachers			
Using the Response To Intervention (RTI) model and working with parents to address specific students at Tier 3.	Principal, Teachers, Parents, Students			
Contracting with the authorizing agency, Sacramento City Unified School District, and its special education staff to provide additional training to staff on how to address interventions.	Principal, Teachers, SELPA	Work with Special Ed. Teacher for training.	ELA Section	
Providing EL students with instruction through body-brain compatible education and the natural approach to create engaging lessons. Lessons will be scaffolded and instruction will include strategies from Project GLAD and total physical response.	Principal, Teachers, Superintendent	Contract with ELD coach for support	Cost is included in ELA Section	
Providing additional support to new teachers with HET, CCSS, ELD, and Academic Efficacy. Build in time for observation and collaboration with grade level team.	Principal, Teachers, Superintendent, Trainers	Contract with coaches	Cost is included in ELA Section	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
J. YPSA will address any additional services tied to student academic needs by:				
Working with parents and coming up with an agreed-upon plan, specific to their child's learning needs, and partnering with them to close any academic learning gaps.	Principal, Teachers, Parents (Aug. 2015 –June 2016 Ongoing)			
Conducting home visits to build communication and relationships and connect with parents and students.	Principal, Teachers, Parents (Aug. 2015 –June 2016 Ongoing)	Home visit tool kits	Cost is included in ELA Section	

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

Required Activities (Per Sec. 3116(b) of NCLB, this Plan must include the following:	Description of how the LEA is meeting or plans to meet each of the required activities for English Learner (EL) Students and Immigrants (Title III)
1a. Describe the programs and activities to be developed, implemented, and administered under the sub grant;	<p>Yav Pem Suab Academy uses the body-brain compatible approach of Highly Effective Teaching (HET) combined with Guided Language Acquisition Design (GLAD). Both are consistent with the natural approach to second language acquisition.</p> <p>The student to teacher ratio in each classroom is 20:1, making learning more effective with less students and more one-on-one time. Vocabulary and language are built through the use of GLAD strategies and study trips that provide content-based, hands-on learning to build background knowledge.</p>
1b. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;	<p>YPSA will use the sub grant funds to meet the annual measurable achievement objectives by :</p> <ul style="list-style-type: none"> • Funding study trips and making “being there” experience available to all students. • Providing on-going professional development and coaching to support high-quality, standards-based instruction. • Funding GLAD training and professional development support in brain compatible education for teachers and administrator. • Purchasing materials and supplies to develop vocabulary and language. • Supporting the funding of a school nurse to assist with healthy habits, proper hygiene practices, and mental health support.
1c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement 	<p>YPSA is committed to monitoring the academic achievement of all EL students by:</p> <ul style="list-style-type: none"> • Monitoring quarterly benchmark assessments in English Language Arts and Mathematics. • Having the school’s Academy Council take part in monitoring and assessing the academic programs. • Daily principal walk-through observations. • Yearly CELDT Assessments as mandated by law.

<p>objectives described in Section 3122;</p> <ul style="list-style-type: none"> ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); 	<ul style="list-style-type: none"> • Maintaining class sizes (K-6) at 20 students per class. • Providing training on workshop and differentiation strategies so that individual student needs are being met. • Using Individualized Learning Plans to address specific student learning needs. • Having grade-level team collaboration on data assessment and strategies • Targeting and providing interventions for the lowest-performing student groups in grades first, second, and third. One teacher will serve as Intervention Teacher for these students. Individual Learning Plans will be established to address individual student learning needs. • Holding weekly teacher-principal collaboration. • Issuing trimester report cards to families.
<p>1d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>YPSA will promote parent and community participation in EL student programs by:</p> <ul style="list-style-type: none"> • Holding monthly parent meetings addressing student learning and programs. • Holding Academy Council meetings once a month to discuss, analyze and make recommendations and decisions on programs and its effectiveness.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Students at YPSA will receive the following educational experience and support:</p> <ul style="list-style-type: none"> • Unit study-trips that are standards based and content –related. • Hands-on language experience through study trips and “being there” experiences. This builds vocabulary, oral language, and reading and writing skills. • Instruction that is delivered by trained GLAD and HET teachers, providing vocabulary support, pictorials, and charts that nurture language development. • Pictorial inputs charts, chants, and poems with visuals to further stimulate learning and memory. • Graphic organizers and charts to help students with processing. • Small cooperative learning groups for support with language and vocabulary development. • Context embedded to support student with beginning English language development. • Context reduced to challenge students with higher English language skills.

	<ul style="list-style-type: none"> • Content-based language development to support development of cognitive academic language development (CALP). • Primary language support is used to clarify and build learning and understanding. • Individual learning plans catered and focused on individual student language learning goals. • SDAIE strategies that focuses on Bloom's Taxonomy of Higher Order Thinking for questioning and responding. • Use of Hmong language to support Hmong English language learners.
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting</p>	<p>YPSA will provide high quality professional development for classroom teachers, principal, and other school or community-based personnel through the use of the brain-compatible approach. 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>i+1</i> 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. Professional development will focus on the following:</p> <ul style="list-style-type: none"> • Data-based evaluation to assess, monitor, and differentiate instruction. • Brain-body education, which takes into account that learning occurs best in an enriched environment where there is absence of threat, content is meaningful, feedback is immediate, movement is used to enhance learning, and the importance of time, collaboration, and choice. • Standards-based backward mapping and instructional design. • Frontloading and deconstructing standards • Guided Language Acquisition Design (GLAD) • Efficacy Education focusing on data, feedback, and strategies (DFS) • Response to Intervention (RTI) training to address early interventions for struggling EL students • Lifelong guidelines and Lifeskills to nurture student growth in character education • Positive student affirmations • School-wide call and response (Power Teaching) to focus on teaching and learning. • The power of study trips, making each study trip meaningful and connected to content. • Bloom's Taxonomy of Higher Order Thinking

impact on teacher performance in the classroom.		
Description of how the LEA is meeting or plans to meet each of the allowable activities for English Learner (EL) Students and Immigrants (Title III)		
Allowable Activities	Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	If yes, describe: The schools' academy council will meet on the first Tuesday of each month to : <ul style="list-style-type: none"> • Review data to monitor student progress • Analyze and monitor instructional program • Determine effectiveness of instructional program • Evaluate standards-based assessment These meetings will provide an opportunity for school-community articulation to monitor, analyze, and focus on instructional effectiveness and adjust instructional strategies as needed.
5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: In light of small class sizes, 20:1, each student will have his or her own learning plan with specific goals. Student leaning plans are reviewed quarterly with parents. Teachers will differentiate instruction to meet individual EL student needs. Daily collaboration is focused on instructional strategies to meet the needs of students. Struggling students will receive intervention as part of the school day. Program objectives are reviewed during weekly grade-level collaboration with principal.
6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: All EL students will be involved in Achievement through Technology (ATT) from the hours of 3:30 – 5:00 everyday. Students during this time will be working on technology devices (i-Pads for K-2, and laptops for 3-6) to support their learning and acquisition of language and math standards. Accordingly, YPSA is an independent charter school with a Hmong language and culture piece; all EL students will learn Hmong language development as part of the school day to reinforce skills and concepts in English. Students will also be receiving instruction in dance, Tae Kwon Do, PE, and Music.

		YPSA will also partner with other community-based organizations to host and or provided support to parents as partners in education. YPSA is currently working with KVIE, Channel 6, to offer parents informational workshops on the importance of early literacy. Free books have been provided to parents through KVIE, Channel 6. To compliment this, EL parents also asked for parenting classes. YPSA has partnered with La Familia Counseling to bring in Parenting Classes. The current parenting workshops run for 13 weeks.
7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: To further improve English language proficiency and academic achievement for EL students, all core teachers have been trained and will be using the following as part of their daily practice: <ul style="list-style-type: none"> • Differentiated instruction to evaluate the effectiveness of instruction. • Brain-body education, which takes into account that learning occurs best in an enriched environment where there is absence of threat, content is meaningful, feedback is immediate, movement is used to enhance learning, and the importance of time, collaboration, and choice. • Standards-based backward mapping and instructional design. • Frontloading and deconstructing standards to have a strong focus on what students need to learn. • Guided Language Acquisition Design (GLAD) • Efficacy Education focusing on data, feedback, and strategies (DFS) • Response to Intervention (RTI) training to address early interventions for struggling EL students • Lifelong guidelines and Lifeskills to nurture student growth in character education • Positive student affirmations • School-wide call and response (Power Teaching) to focus on teaching and learning. • The power of study trips, making each study trip meaningful and connected to content. • Bloom's Taxonomy of Higher Order Thinking questions and sentence stems. • For students that are not fluent, fluency will be accelerated by combining brain-compatible approach and natural approach to create engaging lessons. Lessons will be scaffolded and instruction will include strategies from Project GLAD and total physical response.
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> o To improve English 	Yes or No Yes	If yes, describe: RIF YPSA recognize the importance of parents as partners in education, and we are currently partnered with two organizations to provide support to our parents. <ul style="list-style-type: none"> • YPSA is currently working with KVIE, Channel 6, to offer parents informational workshops on the importance of early literacy. Two teachers have gone through training with KVIE and are

<p>language skills of LEP children; and</p> <ul style="list-style-type: none"> ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 		<p>providing the workshops to EL parents. Free books have been provided to parents through KVIE, Channel 6.</p> <ul style="list-style-type: none"> • YPSA has also partnered with La Familia Counseling to bring in Parenting Classes. La Familia has been providing information and training to our parents through these classes. The current parenting workshops run for 13 weeks. The focus of these trainings has been to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. • Monthly parents meetings (Parents on the Move, PTA, Academy Council)
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Each child kindergarten through second grade receives his or her own i-Pad and children from third through sixth grade receive their own laptops. All devices are able to connect to the internet via wireless access. Students are trained to use the technology devices to research and access additional practice through web-based applications purchased by the school</p>
<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Activities would include the following:</p> <ul style="list-style-type: none"> • Other professional development related to topics of student achievement for EL students. • Parent training or conferences to better support our partners in education.

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	<p>Each student will have his or her own individual learning plan (ILP) that shows weaknesses, strengths, goal, and strategies.</p> <p>All EL students will take the CELDT to determine their level of language proficiency and provide data for differentiation or intervention.</p>	Securing sub for CELDT testing	<p>\$3,500</p> <p>(Included in Section A)</p>
Goal 2B: AMAO 2 - English Proficiency	<p>Keep the student to teacher ratio in every classroom at 20:1 allows for more targeted language instruction.</p> <p>Teacher collaboration time is built in to support student data analysis and to come up with best practice strategies to engage students in meaningful content.</p>	Built in	
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	<p>CCSS Maps are designed to support AYP in ELA. Students go on being-there experiences to build vocabulary and background knowledge as an integral part of language learning.</p> <p>Student performance will be assessed using the CAASPP and CELDT.</p>	Being-there experiences – 1 trip per unit, per grade level	<p>\$100,358</p> <p>(Included in Section A)</p>

Goal 2C: AMAO 3 – AYP in Mathematics	CCSS Maps are designed to support AYP in Math. The purchasing of McGraw Hill math will be used to help facilitate learning of math concepts. Student performance will be assessed using the CAASPP and CELDT.	Purchasing of McGraw-Hill Math K-6 Consumables and replacement of student text	\$13,000 (Included in Section A)
Goal 2D: High Quality Professional Development	All teachers of English Learners will be participating in English Language Development (ELD), body-brain compatible education (HET), and Guided Language Acquisition Design (GLAD) trainings to enable them with the skills and strategies to work with EL students and develop language proficiency.	ELD Trainer HET Trainer GLAD Trainer	\$17,990 \$19,100 \$10,000 (Included in Section A)
Goal 2E: Parent and Community Participation	Parent meetings are held once a month to address student learning and programs. Other meetings are held to discuss, analyze, and make decisions of programs and its effectiveness. Academy Council meetings are made available once a month for more in-depth discussions on curriculum, instruction, data, and school operation.	Food and drinks for parent meetings	\$2,400 (Included in Section A)
Goal 2F: Parental Notification	Monthly newsletters will be generated to give parents an overview of the activities of each month and to plan for the next. Information will be sent out to inform parents about upcoming events. Automated telephone messages will	Cost of printing	\$500 (Included in Section A)

	follow to remind parents.		
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	Not Applicable		
Goal 5A: Increase Graduation Rates	Through our character education program, LIFESKILLS and Lifelong Guidelines are taught and practiced with students. The goal is to develop students who are responsible and contributing members of society. Not applicable at this time		
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ <u>0.00</u> IMM \$ <u>0.00</u>

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <p>I. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Upon registration of the student, the parents will fill out a home language survey. Students whose home language is other than English are assessed for English language proficiency using the CELDT. The assessment gives the school language proficiency scores about students so that curriculum and instruction can be aligned to meet the needs of EL students.</p> <p>Each student will have an individual learning plan that outlines what his or her goals are and what strategies will be used to accelerate their learning.</p> <p>Through the use of brain-compatible education and project GLAD (Guided Language Acquisition by Design), instruction is frontloaded and there are multiple opportunities during a lesson for students to practice the new vocabulary words as well as the new learning. Lots of graphs, pictorials, charts, and real objects will be used as part of instruction.</p> <p>EL students who meet the following criteria will be considered for re-classification:</p> <ul style="list-style-type: none"> • CELDT overall level of Early Advanced (4) or above with no sub scores lower than the Intermediate Level • CAASPP English Language Arts and Mathematic • Grade level curriculum embedded assessments of 80% or greater. • Parent consultation to agree or disagree with recommendation. <p>Students with active individualized education plans (IEPs) will be honored. Goals and strategies will be targeted so that learning objectives can be met through collaboration with parents and the school's commitment to its individual learning plans.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>YPSA is an independent charter school and parents are notified that the school is an alternative and a choice for parents and students. Since charter schools do not have boundaries, parents are given the choice to enroll or disenroll their children and select another school of residence.</p> <p>Parents are given the opportunity to visit and tour the program before any decisions are made about enrollment or program.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Initial notification of new students enrolled at YPSA will take place immediately upon completion of the assessment process. Annual notification will take place within 30 days of the beginning of school.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>A parent notification will go out to parents within 30 days of receipt of the Title III Accountability Report.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No No	If yes, describe: YPSA is not planning to receive Title III, Immigrant Funding in 2012-13.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No No	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No No	If yes, describe:

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No No	If yes, describe:

Performance Goal 3: *All students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Urban Charter Schools Collective has been successful in recruiting and hiring highly qualified teachers. • 100% of our core teachers meet the federal definition of highly qualified. • Staff members using common Lifelong Guidelines and LIFESKILLS to consistently build the school culture, a culture of character and values. This language is rooted in the work of Karen Olsen, Sue Pearson, and Susan Kovalik. • Students using the Lifelong Guidelines and LIFESKILLS that they've been taught to monitor their own decision-making, choices, and actions. • Academic Efficacy language being used. Such concepts as "Strongside and Weakside" and "Keeping Your Power" help redirect students' thinking and putting the responsibility back on them. • Monday morning messages to consistently reinforce the "Think You Can, Work Hard, and Get Smarter" concept. The goals of Monday morning messages are (1) to inspire students to think, believe, and achieve to their greatest and (2) to remind students of why it's important that they come to school and take ownership of their learning. • Monday morning movements school wide and in the classrooms every Tuesday, Wednesday, and Thursday. Research in body-brain education and action-based learning through the work of Jean Blaydes concludes that movement enhances learning and improves 	<ul style="list-style-type: none"> • There is a need to fully implement the charter as described in the charter petition. • There is a need to look at and adopt a comprehensive literacy plan that supports the backwards standards map. The plan shall include listening, speaking, reading, and writing as well as purchase of all materials and professional development. • There is a need to review and expand school-wide policies and procedures. • There is a need to continue current professional development and bring in other professional development such as writing. • There is a need to review the school-wide assessment, which include authentic assessments and samples. • There is a need to develop and intervention program to support students who are not yet doing grade level work. • There is a need to develop a program to support students who are doing exceptionally well and need to be challenged. • There is a need create a school-wide climate and culture with regards to all staff members being consistent with instructional practices and strategies.

<p>cognition, memory, social skills and behavior, and academic achievement.</p> <ul style="list-style-type: none"> • Students and teachers using movements to enhance learning, such as gestures and Total Physical Response (TPR) activities to help with learning of concepts and/or skills. • Soft music being played in the background during non-direct teaching. Music that is 65 beats or lower helps calm the heart-rate, maintain a healthy learning environment, and increases mental processing. • All students and staff members operating in an environment absence of threat. Students are able to perform better in a safe and predictable environment with consistency and structure in place. A sense of belonging is created when students can come to school, put their trust in the adults, and learn alongside their peers. • All learning environments reflect a healthful, inviting, and comfortable setting providing an immersion area with many resources from which students can learn. The enriched learning environment is clutter-free and provides a warm, calm, earth-tone look. • Students collaborating and sharing in their “Learning Clubs”. All classrooms are structured where students are given multiple opportunities in a given lesson to turn and talk with their Learning Clubs about a particular learning opportunity before sharing with the larger group. • Students going on “<i>Being There</i>” experiences. We call this “fieldtrips” in the traditional setting, but for Yav Pem Suab Academy, it’s the experience that counts. Intelligence is defined as a function of the experiences that we accumulate. • Students learning the Hmong language. To native Hmong speakers, Yav Pem Suab Academy provides a more formal Hmong language learning experience, enabling students to strengthen their primary language and at the same time, build their second language. To non-native speakers of the Hmong language, learning a second language provides the experience necessary to appreciate another language and culture. The goal of the Hmong language development 	
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<p>program is to enable all students the ability to communicate in Hmong orally and in writing with each other.</p> <ul style="list-style-type: none">• Students learning physical activities and performing arts. Students are involved in dance, PE, and Tae Kwon Do. All their subjects carefully take into consideration the whole child and the process of performance. Yav Pem Suab Academy moves students from whole group to small group to individual development. It is in this manner that students are nurtured and groomed to perform in front of the world.• Each student having his or her own technology device (i-Pads for every kindergarten through 2nd grade and laptops for every 3rd through 6th grade student). Within the day and from 3:30 to 5:00 p.m., students use the devices to connect to learning opportunities through technology. Learning and getting smarter occurs in more ways than we know. Technology is a tool that cannot be ignored and left alone.	
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Performance Goal 3: All students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)
 (Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic common core state standards and student academic achievement standards, state assessments, and the curricula and programs tied to the standards:				
All teachers and principal will receive professional development in common core state standards and how to backward plan to meet the needs of all students.	Principal, Superintendent, Teachers	CCSS Trainer	\$31,441 August 2015 – June 2016 (Cost included in ELA Section 1).	LCFF Base
All grade level teachers will review and edit their common core standards Maps with specific attention to standards, curriculum, instruction, resources, vocabulary, being-there experience, LIFESKILLS, and social action projects.	Principal, Superintendent, Teachers	Substitutes to release teachers for revision and additions	\$3,887 (Cost is included in ELA Section)	LCFF Base
Provide HET training to all staff. 90% of all teachers will fully understand, be able to explain, and implement HET. Attention and planning will be given to the philosophies and elements of HET. The 10 Elements of HET are Absence of Threat, Meaningful Content, Enriched Environment, Adequate Time, Immediate Feedback, Movement, Choices, Collaboration, Mastery/Application, and "Being There" Experience.	Teachers, Principal, Superintendent, Office (Summer of each year as needed)	Cost of registration, training, lodging, meals, travels, etc.	\$51,485 (Cost is included in ELA Section)	LCFF Base

Contract with an HET/ Curriculum and Instruction coach to support the implementation of HET through observations, coaching, and lesson studies. Teachers will demonstrate knowledge of how the brain works and how to execute instruction in a body-brain compatible manner.	Teachers, Principal, Superintendent, HET coaches (Monthly coaching, ongoing training and support)	Contract with HET coaches/experts to provide trainings, coaching, and support	\$19,100	Title I & II
Provide Common Core Professional Development for all core general education teachers in English Language Arts/ Math and provide follow-up professional developments to support teachers.	Teachers, Principal, Superintendent, CCSS trainers. (Monthly/Quarterly, each year as needed)	Contract with CCSS experts/coaches to provide training, coaching, and support. Substitutes to release teachers for work with trainers 3 full days per year.	\$31,1441	LCFF Base
Provide English Language Development (ELD) training to instructional staff. The professional development and follow-up support will provide teachers with ELD framework and tools to support English Learners.	Teachers, Principal, Superintendent, ELD trainer/coach (Monthly as needed)	Contract with ELD expert to provide ELD training and support to instructional staff	\$17,990	LCFF Base & Title III
Providing Guided Language Acquisition Development (GLAD) training for all instructional staff for instructional strategies and curriculum development that connect to the CCSS and the ELPS. Trainers will be providing lesson demonstrations, observations, feedback, and collaboration to ensure teacher success in instruction and curriculum development	Principal, Teachers, Superintendent, GLAD Trainers (May and June of each year for the following year)	GLAD Trainers Substitutes to release teachers to attend training	\$20,000 (Starting 2016-17)	LCFF Base

Contract with cultural competency/sensitivity trainers to provide training to staff. Staff members will use this knowledge to work with scholars and families from different cultures.	Principal, Consultant	Consultant Fees	\$10,000	Title I
Contracting with the authorizing agency, Sacramento City Unified School District, and its special education staff to provide additional training to staff on how to address interventions.	Principal, Teachers, SELPA	Work with Special Ed. Teacher for training.	No Cost	
Provide instructional staff with substitutes for lesson studies and work with HET coaches and Principal to sharpen instructional strategies and work with HET and CCSS. Ensure consistent use of Body-brain compatible strategies school-wide to enhance learning and improve achievement through the 10 elements through daily observations and feedback provided by the principal.	Teachers, Principal, Superintendent, HET coach (Monthly coaching, lesson study and demonstrations)	Contract with HET coaches/experts to provide trainings, coaching, and support Substitutes to release teachers for work with trainers 3 full days per year.	\$3,000 (\$1,000 per day) (Cost included in ELA Section 1). \$10,500 annually (Sub rate @ \$165/day. 1 sub per 1 teacher (21 core teachers)) (Cost included in ELA Section 1).	
Provide instructional staff with English Language Development (ELD) training and coaching to improve instructional strategies that align with body-brain compatible education, the CCSS, and the new English Language Proficiency Standards (ELPS) to support English Learners.	Teachers, Principal, Superintendent, ELD trainer/coach (Monthly as needed)	Contract with ELD expert to provide ELD training and support to instructional staff	\$26,000 (\$2,000 per day X 13 days. 11 days for observation, coaching, feedback, collaboration. 2	

			days for PD) (Cost included in ELA Section 1).	
<p>Provide formal training on the Data, Feedback, Strategy (DFS) model to improve instruction with the incorporation of CCSS and the use of the California Assessment Student Performance and Progress (CAASPP).</p> <p>Modify instruction based on student achievement data through the Data, Feedback, Strategy (DFS) model. Collaboration allows for teachers to look at students' work, and develop strategies to implement in the classroom to address common core state standards and learning.</p>	<p>Principal, Teachers, Superintendent, DFS Trainer (May-June of 2016 for 2016-2017 school year)</p>	<p>DFS Trainer</p> <p>Collaboration time built in to the instructional calendar</p>	<p>\$5,000 (Cost included in ELA Section 1).</p>	<p>LCFF Base</p>
<p>Provide Guided Language Acquisition Development (GLAD) training for all instructional staff for instructional strategies and curriculum development that connect to the CCSS and the ELPS. Trainers will be providing lesson demonstrations, observations, feedback, and collaboration to ensure teacher success in instruction and curriculum development</p>	<p>Principal, Teachers, Superintendent, GLAD Trainers (May - June of each year for the following year)</p>	<p>GLAD Trainers</p> <p>Substitutes to release teachers to attend training</p>	<p>\$20,000 (\$1,500 per participating teacher. 10 teachers) (Cost included in ELA Section 1).</p> <p>\$9,900 (\$165/day per sub X 6 days X 10 subs) (Cost included in ELA Section 1).</p>	<p>LCFF Base</p>

Increase the use of GLAD strategies for all teachers by having GLAD coaches support through observation, feedback, and collaboration with curriculum and instruction related to the CCSS. School-wide implementation of 13 – 15 strategies that are directly connected to common core state standards.	Principal, Teachers, Superintendent, GLAD Trainers (May and June of each year for the following year)	GLAD Trainers	\$10,000 (\$1,000 per day for 10 days of support) (Cost included in ELA Section 1).	
Use the NWEA MAP Benchmarks to assess and monitor student learning and teaching practices. Provide Instructional staff with NWEA MAP training.	Principal, Teachers, Superintendent	NWEA MAP Contract for use with training	\$5,434 (Cost included in ELA Section 1).	LCFF Base
Visit Hmong Language Programs and other Hmong-based charters in Minnesota and/or Wisconsin	Principal, Teachers, Superintendent, Office (September – October 2015)	Cost of, flight, lodging, meals, rental, etc...	\$6,000 (Cost included in ELA Section 1).	LCFF Base
Contract with the authorizing agency, Sacramento City Unified School District, and its special education staff to provide additional training to staff on how to address interventions through RTI and work with students who have specific learning disabilities.	Principal, Teachers, SELPA	Contract with SELPA to do training	No Cost	
Allocate budget to support newly credentialed teachers through the BTSA program.	Principal, Teachers, BTSA	BTSA Support Providers, Teachers	\$21,524	LCFF Base

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:				
<p>YPSA uses the brain-compatible approach of Highly Effective Teaching (HET), through the work of Susan Kovalik and Associates, combined with Guided Language Acquisition Design (GLAD), which has been CDE recognized and approved. Both are consistent with the natural approach to second language acquisition by Dr. Stephen Krashen and Jim Cummins, both experts in field of language acquisition.</p> <p>These professional development activities have been focused on strategies that are researched-based and proven to improve student achievement in the past; we will continue to focus on these activities for future growth targets.</p>	Principal, teachers, Superintendent, Trainers	GLAD HET Efficacy	Cost Identified Above	
<p>YPSA instructional staff will participate in common core state standards training from well-qualified trainers and coaches from the Sacramento County Office of Education and/or other leading experts in common core.</p> <p>With the adopted common core state standards, our efforts in getting well-qualified trainers to provide our staff with professional development and coaching will greatly keep us focused on standards-aligned curriculum, instruction, and strategies. An improvement in our knowledge and skills will lead to an improvement in academic achievement.</p>	Principal, teachers, Superintendent, Trainers	Common Core Experts/trainers	Cost Identified Above	

<p>Instructional staff with English Language Development (ELD) training and coaching to improve instructional strategies that align with body-brain compatible education, the CCSS, and the new English Language Proficiency Standards (ELPS) to support English Learners.</p> <p>English learners have been an underperforming subgroup in the state of California. We have contracted with Jo Gusman from New Horizons in Education to provide professional development, training, and coaching to our instructional staff. With this plan and implementation, our English learners will be better engaged in learning. As a result, academic achievement will improve.</p>	<p>Teachers, Principal, Superintendent, ELD trainer/coach (Monthly as needed)</p>	<p>Contract with ELD expert to provide ELD training and support to instructional staff</p>	<p>Cost Identified Above</p>	
<p>Provide formal training on the Data, Feedback, Strategy (DFS) model to improve instruction with the incorporation of CCSS and the use of the California Assessment Student Performance and Progress (CAASPP).</p> <p>Modify instruction based on student achievement data through the Data, Feedback, Strategy (DFS) model. Collaboration allows for teachers to look at students' work, and develop strategies to implement in the classroom to address common core state standards and learning.</p> <p>Interpreting the data is an important part of education. Our instructional staff needs to be able to study and decipher the data, reflect on what feedback the data provides, and look for better options and strategies to improve achievement in students. The Data, Feedback, Strategy model from the Academic Efficacy Institute and the work of Dr. Jeff Howard and others in Professional Learning Communities will be used to help our instructional staff detail our study of how students are doing and how we can move them to the next level of achievement.</p>	<p>Principal, Teachers, Superintendent, DFS Trainer (May-June of 2016 for 2016-2017 school year)</p>	<p>DFS Trainer</p> <p>Collaboration time built in to the instructional calendar</p>	<p>\$5,000 (Cost included above)</p>	<p>LCFF Base</p>
<p>The student to teacher ratio in each classroom is 20:1, making learning more effective and providing each student with more one-on-one time. Individual learning plans with specific student needs are identified and targeted. Differentiation is used to meet the individual needs of students.</p> <p>Although little research is done to support the 20:1 ratio, YPSA believes in providing students and teachers an environment most compatible to maximizing learning and teaching.</p>	<p>Principal, teachers, Superintendent</p>	<p>No Cost</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				
Grade level teams will meet with principal to analyze student data and study relevant student work during the collaboration and professional development part of the school day. The grade level team will identify at least 3 key strategies to implement for 6-8 weeks. At the end of 6-8 weeks, grade level teams and the principal will meet to revisit and discuss the effectiveness of the strategies and make adjustments as needed to further impact student learning.	Principal, Teachers (During Collaboration and Professional Development time each day – Ongoing throughout the school year)			
The principal will be monitoring individual student learning plans (ILP), weekly lesson plans, and staff development outcomes. Student ILPs will have individual goals, strategies to be used, and check-in points for all stake holders. Lesson plan format to be determined.	Principal, Teachers			
The effectiveness of the activities will be determined by measureable growth in student academic achievement as measured by the trimester benchmark assessments using the NWEA MAP Assessment and the California Assessment of Student Progress and Performance (CAASPP). These assessments will be used to provide instructional staff with data to help develop curriculum and build instruction to eliminate the achievement gap.	Principal, Teachers	NWEA MAP Contract for use with training	\$5,434 (Cost included in ELA Section 1).	LCFF Base
Provide on-going professional development to train teachers in identifying, analyzing, and using appropriate data to inform and change teaching strategies to impact student learning and increase student achievement.	Principal, Teachers Superintendent (Aug. 2012 – Ongoing)			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:				
Develop an annual master calendar that lists all professional develop with date and time throughout the year.	Principal, Staff, Superintendent,	Cost of time	No Cost	
Maintain a coordinated and consistent professional development calendar that is accessible to all stakeholders.	Principal, Staff, Superintendent,	Cost of time	No Cost	
Work with school Academy Council and instructional staff to determine professional activities.	Principal, Staff, Superintendent, Academy Council Members	Cost of time	No Cost	
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met.				
An on-going professional development calendar will be used to schedule activities ensuring adequate time for planning and coordinating.	Principal, Superintendent, teachers	Cost of time	No Cost	
A system will be in place to determine compensation for teachers to attend professional development that is outside of their regular work day.	Principal, Superintendent, teachers	Cost of time	No Cost	
All professional development activities are designed to instruct teachers to better implement the core content and use strategies to help student learn.	Principal, Superintendent, teachers		No Cost	

Teacher professional development will relate to the use of collaboration time to focus on improving teaching and on analysis and assessment of student learning.	Principal, Superintendent, teachers		No Cost	
Staff development will focus on full implementation of the charter requirements.	Principal, Superintendent, teachers		No Cost	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
Technology will be integrated to support common core standards-based instruction in every classroom.	Principal, Teachers, Superintendent, Academy Council	Purchasing of applications	Cost included above	
Training will be provided for technology-related professional development. Teachers will incorporate and include technology into their lessons.	Principal, Teachers, Superintendent, Academy Council		Cost included above	
i-Pads have been purchased for every student in Kindergarten through 2 nd grade, and laptops have been purchased for every student in Third through Sixth grade. Teachers will be provided with the basic trainings of programs and applications to support student learning.	Principal, Teachers, Superintendent, Academy Council		Cost included above	
Moby Max, IXL, and other educational related applications will be purchased to support curriculum and instruction, improving teaching, learning, and technology literacy.	Principal, Teachers, Superintendent, Academy Council		Cost included above	
Training will be provided to teachers and staff on entering and retrieving student data for review and interpretation such as the use of Data Director, NWEA, and Data Quest.	Principal, Teachers, Superintendent, Academy Council	Trainings	Cost included above	
Hiring of a technology specialist/technician to provide technology support.	Principal, Teachers, Superintendent, Academy Council	Contracting of technology specialist	\$25,200	LCFF Base

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.)				
The bandwidth of the school has been increased to allow easy access to web-based programs and applications, making learning accessible to all students and teachers.	Superintendent, Principal (April – June 2015)	Technology Services	Cost is included in ELA Section	
Each teacher has a laptop and a desktop, allow for teachers to plan and take their work home if needed. All students either have i-Pads (K-2) or laptops (3-6), allowing them to access to information on the web at the touch of their fingertips.	Principal, Academy Council, BOM (November – June 2015)	Technology Services	Cost is included in ELA Section	
Students have educational programs downloaded on their i-Pads and laptops to provide them with additional practice with learning.	Principal, Academy Council, BOM (November – June 2015)	Technology Services	Cost is included in ELA Section	
Teachers and students have access to classroom LCD projectors and document readers, increasing their access and use of technology.	Principal, BOM (November – June 2015)	Purchase of equipment	Cost is included in ELA Section	
On-going professional development in technology will allow for growth in teacher ability and skills. This would further develop student exposure and proficiency in technology.	Principal, Academy Council, BOM (November – June 2015)	Technology Services	\$2,500	LCFF Base

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:				
The professional develop activities will directly be related to the educational elements of the charter school. Professional development will be consistent with body-brain compatible education, ELD, CCSS, LIFESKILLS, Academic Efficacy, Project GLAD, Multiple Intelligences, and Action-based Learning.	Principal, Teachers, Superintendent, Academy Council		Cost included above	
The principal, in his or her daily observations of the curriculum and instruction will work with the instructional staff to identify other professional development activities that will support and be consistent with the charter.	Principal, Teachers, Superintendent, Academy Council	Cost of time		
The school's Academy Council, which is made up of the principal, 50% staff and 50% parent/community members, participate in discussions on program effectiveness and needs. Each year, Academy Council will reviews the professional development plans and make recommendations as needed.	Principal, Teachers, Superintendent, Academy Council	Meeting Snacks	Cost included above	
The needs of the school are brought forth for discussion, recommendation, and action. Staff needs assessments as well as school-wide needs assessments are weighed, and both staff and parents or community members take an active part in contribution voice and guidance for the school.	Principal, Teachers, Superintendent, Academy Council	Cost of time	No Cost	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. 				
<p>Trainings provided at YPSA will enable teachers to meet the above focused areas by having:</p> <ul style="list-style-type: none"> • All teachers and principal take part in professional development on common core standards-based backward mapping. • All teachers and principal involved and engaged in GLAD training, Efficacy training, and body-brain compatible education training. • On-going coaching and professional development in GLAD strategies that correlates to the common core backward standards map. • On-going coaching and professional development in body-brain strategies and methods to develop academic achievement. • On-going professional development and daily collaboration on data, feedback, strategy (DFS). • On-going professional development on effective instructional strategies for ELs and students who are struggling. • On-going professional development on writing applications and strategies for beginning and struggling writers. • Daily principal walk-through observations for content and instructional strategies. • Monthly "Parents on the Move" meetings to involve parents in decision make through being informed and involved. • Academy Council meetings, once a month, to focus on student achievement, data analysis, and monitoring of programs. • Parent-teacher conferences 4 times per year. • Conduct home visits as needed to connect with families. 	<p>Principal, Teachers, Superintendent, Academy Council (Aug. 2015 – Ongoing)</p>	<p>Professional Development & Training</p> <p style="text-align: right;">Home visit toolkits</p>	<p>Cost included above</p>	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119 (qualifications for teachers and paraprofessionals under NCLB):				
<ul style="list-style-type: none"> • Urban Charter Schools Collective and YPSA recruitment efforts will focus on candidates meeting "Highly Qualified" requirements. • Specific efforts will be made to recruit and retain bilingual and bicultural staff. • Teacher interview process will require candidates to meet NCLB highly qualified requirements. 	Superintendent, Principal, Academy Council, teachers (July 2015 - Ongoing)	Cost of time	No Cost	

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Character Education through Susan Kovalik’s Lifelong Guidelines and LIFESKILLS. • Principal Monday Morning Message with focus on Lifelong Guidelines and Lifeskills, positive student affirmations, and reinforcing positive choices and behaviors. • Positive student affirmations school-wide. • Effective classroom meetings (town hall meetings) • Calm and soft music in the background during group work to inspire thinking. • PE, Dance and tae kwon do classes 50 minutes twice weekly, plus 30 minutes recess daily. • Movement incorporated into teaching as a part of brain-body compatible education. • Full time school nurse for injury/illness triage and treatment, health education for students, staff and parents, health surveillance, screening and assessment, management of chronic conditions in the school setting, safety coordination • Active Safety Committee, monthly safety inspections and work orders/repairs as needed. Emergency policies with drills as indicated by CDE. 	<ul style="list-style-type: none"> • There is a need to conduct a safety survey of staff and parents. • The health and safety policies-need to be revisited. Training and procedures need to be provided to school staff. • There is a need to continue the services of a full time school nurse. • Data regarding student, staff and family perceptions of school climate. • Increased parent engagement • Focus on <i>skills and measurements</i> for social emotional learning. • There is a need to continue the services for social emotional learning provided by the school counselor. • Potential for indicated interventions for students with higher need for social emotional learning skills • New attendance and behavior policies-need more training and procedures with school staff • Issues with special education service delivery from contracted SELPA

<ul style="list-style-type: none"> • Salad bar options at lunch daily • Crossing guards at all intersections adjacent to school • Staff supervision of front lawn during dismissal • Staff monitor of school hallways post dismissal • LIFESKILLS and Lifelong Guidelines, monthly recognition assemblies • Self-efficacy • Highly Effective Teaching (HET) • School-wide Monday Morning Message and Movement in multi-purpose room, reinforcing LIFESKILLS and Lifelong Guidelines • Classroom Town Hall meetings • Parenting classes by local family resource center on school site • Classroom and school-wide celebrations of achievement and culture • Fields days, barbeques, staff vs student sporting events • Family dances • Reclassification ceremonies • Culture celebrations • Project GLAD • Individual Learning Plans • Response to Intervention 	
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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

- A full time nurse is hired to do hearing, vision, and dental screening. Referrals are made to health providers to support student health and learning.
- The nurse either provides or seeks out professionals to provide training to staff on First Aid, CPR, Mandatory Reporters' Mandates, etc...
- The nurse provides information and resources to families with social and emotional needs such as parenting classes and family counseling.
- A part-time school counselor is hired to support students with more social emotional needs. As part of the job, the counselor will also teach programs that support peer mediation and conflict/resolution.
- The staff will continue its professional development on Lifelong guidelines and Lifeskills.
- A health and career faire day is calendared to provide information and opportunities for students and families to interact with health and welfare providers.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ul style="list-style-type: none">• YPSA has had no incidents of suspected or known alcohol, tobacco or other drug possession or use amongst the students.	<ul style="list-style-type: none">• Data- California Healthy Kids Survey for 5th and 6th grades

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _/_/_/ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: YPSA does not have CHKS data	5 th _ % 7 th _ %	5 th _ % 7 th _ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %
The percentage of students that have used marijuana will decrease biennially by: YPSA does not have CHKS data	5 th _ % 7 th _ %	5 th _ % 7 th _ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %

<p>The percentage of students that feel very safe at school will increase biennially by:</p> <p>YPSA does not have CHKS data</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th — % 11th — %</p>	<p>7th — % 9th — % 11th — %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 10% from the current LEA rate shown here.</p> <p>YPSA does not currently have truancy data.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>_____ %</p>	<p>_____ %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: _ / _ / _ Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p> <p>YPSA does not have CHKS data</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p> <p>YPSA does not have CHKS data</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p> <p>YPSA does not have CHKS data</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p> <p>YPSA does not have CHKS data</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

<p>LEA Specified Performance Measures</p> <hr/> <p>(Process to Collect Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<ul style="list-style-type: none"> • Long instructional school day includes Achievement through Technology (ATT). • Conflict Mediation/Resolution: Character education guidelines in LIFESKILLS and Lifelong Guidelines • Early Intervention and Counseling: full time school nurse to identify students at risk and link to resources • Part-time school counselor to work with students identified as at-risk and work with families. • Environmental Strategies: yard duties placed at “hot spots” for bullying and misbehavior, supervision of school front lawn and parking lot after school by enrichment staff, crossing guards • Family and Community Collaboration: monthly parent meetings (Parents on the Move), weekly parenting classes offered by local community resource center on school site, PTA, Academy Council with parent members, cultural events, nursing student interns from California State University, Sacramento, parents members on Safety Committee, multiple presentations from community organizations and members such as Rotary Club, Sacramento Area Vector Control, KVIE- 		

<p>PBS, UC Davis Institute on Race and Health, among many others.</p> <ul style="list-style-type: none"> • Mentoring: Informal mentoring by school staff • Peer-Helping and Peer Leaders: Buddy Programs linking older and younger students; student government consisting of fourth, fifth, and sixth grade students • Positive Alternatives: all events are drug, alcohol and violence free • School Policies: attached • Service Learning/Community Service: currently participating in Pennies for Patients, social action projects. • Student Assistance Programs: none • Tobacco Use Cessation Programs: none 		
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Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

YPSA is a new school this year and has not purchased or implemented science based ATODV program curriculum. The YPSA Safe School Committee is currently researching bullying prevention programs.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
None						

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs: YPSA extended its school day to include enrichment curricula of sports, tae kwon do, dance, music, computer and technology use, and Hmong language.	K-6	K-6
✓	Conflict Mediation/Resolution: YPSA uses character education guidelines as outlined by Susan Kovalik and Associates-Five Lifelong Guidelines. The school counselor also teaches and supports students using peer mediation and conflict/resolution strategies.	all	K-6
✓	Early Intervention and Counseling: YPSA has a full time school nurse to identify students at risk and link families to resources. YPSA also has a part-time school counselor to address any social-emotional needs of the students we serve.	all	K-6
✓	Environmental Strategies: YPSA has yard duties placed in strategic areas where bullying has been identified by students. The school is in a relatively safe, residential area without local business and advertising promoting tobacco and alcohol. YPSA has an active Safe School Committee.	all	K-6
✓	Family and Community Collaboration: YPSA has monthly parent meetings (Parents on the Move), PTA, an Academy Council consisting of staff and parents, and school and cultural events that bring students, staff, families and community together. YPSA has frequent study trips to support the academic curricula and increase exposure to the community and world at large.	all	K-6
	Media Literacy and Advocacy: YPSA has an	all	1 st – 6 th

✓	Achievement through Technology program implement in all 1 st – 6 th grade classrooms. The skills taught enhances students' awareness and knowledge about media literacy.		
	Mentoring: YPSA does not have a mentoring program at this time.	NA	
✓	Peer-Helping and Peer Leaders: YPSA has a student government consisting of fifteen fourth, fifth and six grade students.	all	K-6
✓	Positive Alternatives: YPSA only sponsors drug, alcohol and violence free events (elementary school).	all	K-6
✓	School Policies: Attachment (School handbook). The Urban Charter Schools Collective has established policies to govern YPSA activities.	all	K-6
✓	Service-Learning/Community Service: YPSA is currently participating in the Pennies for Patients community service program.	all	K-6
	Student Assistance Programs: YPSA does not have a student assistance program.	NA	
✓	Tobacco-Use Cessation: YPSA is an elementary school and does not have a tobacco cessation program.	NA	

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	Youth Development Caring Schools Caring Classrooms YPSA has a strong character culture as noted above and all staff knows every student by name. The school culture also emphasizes relationships .It has a student government and has participated in a community public speaking contests.		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

YPSA is a new school this year and has not assessed or implemented promising or favorable programs.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
None						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

YPSA does not have CHKS, CSS or CSSA data.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Yav Pem Suab Academy will continue to participate in the Healthy Kids Survey for fifth graders and use the data to guide program planning. The school will also choose at least one alcohol, tobacco, other drug, and/or violence prevention program to implement. Yav Pem Suab Academy will formulate attendance and discipline policies and track the data for program planning and evaluation. The school will also utilize school based surveys and feedback for program planning and evaluation. Timing of evaluation of effectiveness of the programs will depend upon the programs implemented.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Yav Pem Suab Academy is a one school LEA, and it does not receive Title IV funds to support with SDFSC or TUPE.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Yav Pem Suab Academy is a one school LEA, and it does not receive Title IV funds to support with SDFSC.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

At the current time, YPSA is not receiving any SDFSC funds, Title IV, Part A, to support a safe and drug free school program.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parent involvement and notification will occur through usual school channels of flyers, automated telephone messages, newsletters, parent meetings, PTA, and Academy Council.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Yav Pem Suab Academy is an elementary school and does not have a plan to provide services to pregnant or parenting minors.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Yav Pem Suab Academy does not have any TUPE grant funded positions.

Position/Title	Full time equivalent
None	

Performance Goal 5: *All students will graduate from high school.*

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Not Applicable				
5.2 (Dropouts)					
5.3 (Advanced Placement)					

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	YPSA has 87.4% Free or Reduced Lunch (2013-2014).
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	YPSA has 87.4% on Free or Reduced Lunch, and it is the only school operated by Urban Charter Schools Collective (UCSC).

Additional Mandatory Title I Descriptions
(continued)

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<p>The Academy Council (School Site Governance committee) will establish a comprehensive needs assessment of the entire school that includes staff, students, and parents.</p> <p>YPSA will provide high quality professional development for classroom teachers, principal, and other school or community-based personnel through the use of the brain-compatible approach. 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). Professional trainers include brain-compatible education trainer Susan Kovalik and Associates, Project GLAD, and other expert Consultants.</p> <p>All core teaching staff are "highly qualified" as defined by NCLB. Two hours of professional development and collaboration are built into each instructional day, where teachers undergo collaboration and receive on-going professional development.</p> <p>Parents are an important part of decision making, and they take an active role in Academy Council, PTA, monthly parent meetings, and collaboration with teachers. Individual learning plans are developed for every child, where the parents are a contributing member of the plan. They commit themselves to using some strategies discussed</p>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>during the collaboration to help their children with learning at home. Parents also chaperone on study trips on a regular basis. Study trips occur every unit and in every grade level.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>YPSA will provide high quality professional development for classroom teachers, principal, and other school or community-based personnel through the use of the brain-compatible approach. 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). Professional trainers include brain-compatible education trainer Susan Kovalik and Associates, Project GLAD, and other expert Consultants.</p> <p>All core teaching staff are "highly qualified" as defined by NCLB. Two hours of professional development and collaboration are built into each instructional day, where teachers undergo collaboration and receive on-going professional development.</p> <p>Parents are an important part of decision making, and they take an active role in Academy Council, PTA, monthly parent meetings, and collaboration with teachers. Individual learning plans are developed for every child, where the parents are a contributing member of the plan. They commit themselves to using some strategies discussed during the collaboration to help their children with learning at home. Parents also chaperone on study trips on a regular basis. Study trips occur every unit and in every grade level.</p>

Additional Mandatory Title I Descriptions
(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>All classes at YPSA have a student-to-teacher ratio of 20:1. Individual learning plans are developed for every child. The plan includes actions to be taken by the teacher, student, and parent(s). This collaboration between teacher and parent occurs every trimester and on an as needed basis if needed sooner. Students who are at risk of failing receive differentiated instruction at his or her level either in small group or one-on-one to work on skills and concepts that proves to be a challenge.</p> <p>Students are being assessed using state, district, and grade-level, curriculum embedded assessments to determine whether or not students are mastering content standards.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>All services available at YPSA are also services provided to homeless children. At the current, YPSA does not have any identified homeless children. When such becomes the case, a plan, which includes a LEA liaison will be put together to make sure that children are receiving the adequate services.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>All children receive the services described above. Either a group home staff or "foster parent" will be communicated to determine level of commitment and support.</p>

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>YPSA is a one school LEA and has not been identified as a PI school. YPSA is finishing its fifth year of operation and going into the second term (another five years). Our school's API according to the last California Standards Test (CST) in 2013 was 800. We've focused our energy into one-on-one and small group interventions during workshop time. Accordingly, a technology program, Achievement through Technology (ATT) was created to give students individual practice of common core state standards through teachers identifying and assigning specific lessons for each student.</p>

Additional Mandatory Title I Descriptions
(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>YPSA has not been identified as PI. YPSA is finishing its fifth year of operation and going into the second term (another five years). Our school's API according to the last California Standards Test (CST) in 2013 was 800. Absent of and API or AYP, YPSA has not been a PI school. As such, we do not intend on becoming a school is PI status. We've focused our energy into one-on-one and small group interventions during workshop time. Accordingly, a technology program, Achievement through Technology (ATT) was created to give students individual practice of common core state standards through teachers identifying and assigning specific lessons for each student.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	

Additional Mandatory Title I Descriptions
(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>All core teaching staff are "highly qualified" as defined by NCLB. Two hours of professional development and collaboration are built into each instructional day, where teachers undergo collaboration and receive on-going professional development. YPSA has a 20:1 student to teacher ratio which is very attractive for both parents and teachers.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>Back to School Night will continue to be held to give parents an orientation to the school, its vision and mission, the staff, and its curriculum and instructional design.</p> <p>Annually, there will be multiple opportunities for parents to participate in parent involvement orientation meetings which will give parents guidelines and expectations to being involved in their children's education</p> <p>Monthly parent meetings will be held to update parents on on-going activities and events. The goal of these meetings is to provide parents with information and at the same time, give them voice in decision making. Through these meetings, parent committees have been formed such as PTA, Gardening Committee, Multicultural Committee, etc...</p>

	Furthermore, these meetings result in parent-education classes as well as other parent literacy related workshops.
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Additional Mandatory Title I Descriptions
(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>YPSA is a K-6 independent charter that has a pre-school/Head Start program on site. Programs at YPSA are unique as it builds on the multiple intelligences and provides subjects during enrichment that builds competence in a second language (Hmong), art (Monart), dance, tae kwon do, music, physical education and/or sports. Furthermore, YPSA believes in building character through lifelong guidelines and life skills. The staff is trained and uses the same language to help students “keep their power” and “stay on their strong-side”.</p> <p>YPSA increases its effectiveness through providing study trips for students. Every unit, the students get to go on a study trip to see and sometimes touch and experience what they are actually learning and studying in class. These “being there” experiences build vocabulary and background knowledge for the students and provides a rich and meaningful learning experience.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Have consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

Lee Yang
Print Name of Superintendent


Signature of Superintendent

June 30, 2015
Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2. **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/mse/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Name	Intended program outcomes and target grade levels. See research for proven effectiveness						Website
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					B, C
Good Behavior Game	1 to 6				x		B, C, E
High/Scope Perry Preschool Project	Pre-K				x		A, B, D
I Can Problem Solve	Pre-K				x	x	B, C,
Incredible Years	K to 3						A, C,
Keep A Clear Mind	4 to 6	x	x				C,
Leadership and Resiliency	9 to 12					x	
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C,
Family Effectiveness Training	Families						C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families			x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families					x	C
Houston Parent-Child Development Program	Parents						C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance). Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	<i>Research Summaries Supporting Each Activity:</i>
Activities	
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x			x	A
Be a Star	K to 6						C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x		x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B