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# SAVANT PREPARATORY ACADEMY OF BUSINESS

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## CHARTER RENEWAL PETITION



**Submitted to:**  
**SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT**  
**BOARD OF TRUSTEES**  
**On December 9, 2020**

**Charter Renewal Term:**  
**July 1, 2021 – June 30, 2026**

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*SPAB* shall have an internal dispute resolution process to be used for all internal disputes related to *SPAB*'s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, board members, volunteers, and staff at *SPAB* will be provided with a copy of the Charter School's policies and dispute resolution process. The District will promptly refer all disputes not related to a possible

violation of the Charter or law or to the operation of the Charter School or the District’s oversight obligations to the Charter School for resolution according to its internal dispute resolution process. Should the District receive a complaint regarding <i>SPAB</i> that is referred to <i>SPAB</i> for investigation and/or resolution, <i>SPAB</i> shall provide the District with updates regarding <i>SPAB</i> ’s investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue. ....	111
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## **AFFIRMATIONS AND DECLARATION**

As the authorized lead petitioner, I, Eva Tillman, hereby certify that the information submitted in this charter renewal petition for a California public charter school named Savant Preparatory Academy of Business (“SPAB,” “Savant Prep,” or the “Charter School”), operated by Savant Preparatory Academy Inc (“SPA”), and located within the boundaries of the San Bernardino City Unified School District (the “District” or “SBCUSD”) and presently authorized by the District, is true to the best of my knowledge and belief; I also certify that this charter renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if SPAB’s charter is renewed, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall, on a regular basis, consult with parents, guardians, and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)(2)]
- The Charter School shall admit all students who wish to attend Savant Preparatory Academy of Business unless Savant Preparatory Academy of Business receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to Savant Preparatory Academy of Business shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School declares that SPA shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall adhere to all provisions of federal law relating to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers at Savant Preparatory Academy of Business hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to SPAB and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) Savant Preparatory Academy Inc. corporate entity, and for all purposes related to this Charter or the operations of SPAB, both the School and SPA, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of this Charter and any

attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

- Throughout this Charter and any attachments, exhibits, and/or appendices hereto, anytime that SPA/SPAB states that it will follow the requirements of a particular Section of the Education Code or other law, it means that SPA/SPAB will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act, as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall meet or exceed the minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail. SPA shall provide written notice to SBCUSD of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the SPA governing board. Should SBCUSD consider the proposed revision(s) to be a material revision to SPA’s governance structure or Charter, SPA may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should SPA adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to SBCUSD within three (3) business days of the adoption of such revision(s). SPA shall provide to SBCUSD copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.
- SPA will adhere to the Political Reform Act (Government Code section 81000, *et seq.*) and will adopt and promulgate a conflict of interest code that incorporates by reference the Fair Political Practices Commission’s standard conflict of interest code at 2 CCR section 18730.



- By the terms of this Charter, SPAB and SPA's Board members and employees are obligated to comply with the requirements of Government Code section 1090, *et seq.*, the Political Reform Act, the Brown Act, and the California Public Records Act as set forth in Education Code Section 47604.1. In the event that the laws/rules/provisions of Government Code section 1090, *et seq.* and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

### **Interpretation of Terms**

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to SPA and/or SPAB and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) SPA corporate entity, and for all purposes related to this Charter or the operations of the SPA, both the school and the corporate entity, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, anytime that SPAB states that it will follow the requirements of a particular Section of the Education Code or other law, it means that SPA will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

## **INTRODUCTION**

Savant Preparatory Academy of Business is proud to submit this charter renewal petition for a five-year charter for the term July 1, 2021 through June 30, 2026, consistent with the California Department of Education's determination that it is a "middle tier" charter school eligible for a presumptive renewal.

Savant Prep opened its doors in the fall of 2018 with a bold vision: to create an innovative school of business for the children of the Inland Empire in grades TK through 6, to nurture scholars to be financially literate, passionate about their purpose, and positioned to become entrepreneurial leaders in their community. Savant Prep is focused in particular on creating opportunity for students who have been historically counted out because of the color of their skin and their socioeconomic status; at Savant Prep, over 85% of students qualify for free and reduced price meals. At Savant Prep, students see themselves as future leaders and entrepreneurs. Through an academically rigorous program that meets students where they are, beginning in TK, Savant Prep works with its students to avoid and reverse the course of the achievement gap that its students face, and develop the academic and life skills critical for success in school and career.

In the two short years Savant Prep has served students, it is pleased to share the following highlights and successes: On June 18, 2020, Savant Prep hosted its 1<sup>st</sup> Annual "Shark Tank" event via Facebook Live, showcasing Savant Prep's business, math, and English Language Arts curriculum in action, and the incredible talents of scholars, as scholars applied the knowledge and skills they have developed at Savant Prep as young entrepreneurs. At the event, seven Savant Prep Scholars in 2<sup>nd</sup> and 3<sup>rd</sup> grade presented their businesses live on social media pitching viewers in different states to invest in their companies and/or purchase their products. Scholars sold products ranging from clothing, masks, personalized jewelry, and lip gloss. Since the 1<sup>st</sup> annual Shark Tank, one scholar's lip gloss line, "Lalli Popz Lip Dropz," has experienced incredible success. This particular scholar makes her own gluten free lip gloss, tubes the lip gloss in lollypop shaped tubes, and ships the product to her customers. The scholar has since launched her own website, and used social media to boost her sales and partner with other entrepreneurs. For example, this scholar has partnered with Uzuri Beauty, an online beauty supply company to sell her products, and also became the face of their children's hair care line. Savant Prep is so proud of its scholars accomplishments, and believes that its inaugural Shark Tank is a preview of the great successes to come for Savant Prep and its scholars in the next charter term.

During the past two years, Savant Prep has also created a dynamic and inclusive school culture that has welcomed families and fostered a strong sense of community. Since opening, Savant Prep has hosted formal monthly meetings with parents and coffee with the principal to solicit feedback, keep parents updated on events and school activities, and to engage with parents on school operations. As examples of parent engagement, Savant Prep's parents have repeatedly come together to arrange events such as a winter holiday toy drive, Mother's Day Tea, Father's Day Dance, Culture Day, an End of the Year Cookout, and Kindergarten Promotion event. This year, Savant Prep hosted a parenting class.

Since opening, Savant Prep has also supported and had a presence at many community events in San Bernardino, including the San Bernardino Community Block Party, the IECAAC's Dr.

Martin Luther King Breakfast, the San Bernardino Black Chamber of Commerce's Black History Expo, the National Black Grad Scholarship Banquet, and San Bernardino Cares Day (part of the San Bernardino Charter Consortium), The Links, Inc. Scholarship Breakfast, and the Young Visionaries Gala. Savant scholars and parents also volunteered to clean up Seccombe Lake and gathered at Perris Hill park to provide games and food to the community. Savant Prep families also attended an Eggstravaganza hosted by All Nations' Worship Assembly at a local high school.

Savant Prep is pleased to have hosted many community leaders on its campus to date, including visits from SBCUSD board members, SBCUSD's Superintendent, Dr. Dale Marsden, and Assistant Superintendent, Dr. Keenon Mitchell, members of the SBCUSD cabinet, and SBCUSD administrators. Savant Prep has appreciated the positive feedback it has received on its programs, and the support for its academic program.

In only its second year of operation, the 2019-2020 school year, Savant Prep's students and staff were forced to dramatically shift course as the global COVID-19 pandemic shuttered Savant Prep's classrooms. Savant Prep has been committed to making sure that all students continue to experience the care and commitment of the faculty and engage in a routine of daily learning. Four days a week, (Monday, Tuesday, Wednesday, and Thursday) scholars engage in six hours of synchronous learning led by a teacher with their classmates on a live video conference using their school-issued Chromebook. On Fridays, scholars engage in three hours of asynchronous learning in the morning, and teachers engage in professional development in the afternoon. In the 1<sup>st</sup> trimester of the 2020-2021 school year, Savant Prep had a 95% average daily attendance rate for student participation.

Propelled by the entrepreneurial spirit that defines Savant Prep, students and staff quickly pivoted and came together to learn *differently* in these trying times, transforming the challenges of the moment into opportunity. Savant Prep looks forward to its continue building out its program over the next charter term and continuing to be a source of support, stability, and hope for its students and families who have been empowered by Savant Prep in its two short years to date.

## **CHARTER RENEWAL CRITERIA**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), a chartering authority shall evaluate a charter school's eligibility according to the standard associated with its performance on the state and local indicators reported the California School Dashboard ("Dashboard"). In July 2020, the California Department of Education determined that based on available data for the last two years, that Savant Prep is a "middle tier" school for renewal purposes<sup>1</sup>, and subject to the renewal standard articulated in Education Code Section 47607.2(b) (the "Renewal Standard").

Section 47607.2(b) provides that:

- (1) ... [T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing . . . of the following:
  - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. . . .
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Renewal of a middle tier school may only be denied to the extent a chartering authority "mak[es] written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils." Section 47607.2(b)(6).

As a charter school that launched in the 2018-19 school year, Savant Prep does not have performance levels reported on the Dashboard for that year, and of course, due to the COVID-19 pandemic, there is no Dashboard at all for the 2019-20 school year. However, Savant Prep reports the following datapoints from 2018-19 for its suspension rate and chronic absenteeism rate (Dashboard metrics), which are favorable as compared to the District and the State, and indicate that Savant Prep is performing well in these areas.

	<b>Savant Prep</b>	<b>District</b>	<b>State</b>
<b>Suspension Rate</b>	0%	5.4%	3.5%
<b>Chronic</b>	7.6%	18.3%	12.1%

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<sup>1</sup> See <https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx> at row 790.

<b>Absenteeism Rate</b>			
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Savant Prep also met the standard on all local indicators on the 2018-19 Dashboard:

Basics: Teachers, Instructional Materials, Facilities	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met
Implementation of Academic Standards	Standard Met

Further, because Savant Prep launched with grades TK-2 in the 2018-19 school year, it had no students eligible to take the California Assessment of Student Performance and Progress (“CAASPP”) assessment, and no CAASPP assessment was administered in the 2019-20 school year; thus, Savant Prep is unable to address CAASPP performance in this renewal petition. However, as provided by the Renewal Standard, a chartering authority “shall consider” “verified data” of a charter school’s academic progress. Verified data is defined as assessments of academic performance as identified on “an approved list of valid and reliable assessments” set by the State Board of Education (“SBE”). Savant Prep therefore presents evidence of its students’ academic performance as measured on the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”), an assessment classified as verified data by the SBE.<sup>2</sup>

As demonstrated in the MAP data attached to **Appendix 1**, Savant Prep shows promise in increasing student achievement that is on track for *growth for each year in school*, notwithstanding the interruption to testing caused by the pandemic. Broadly, MAP measures progress by using a national student performance dataset to project, at the start of the year (the fall) how much growth a particular student should be expected to experience during the year based on their academic starting point, i.e., the extent of their academic strengths and deficiencies. At later periods in the year (e.g., the winter and the spring), MAP reports the extent of actual growth and whether students have met that projected growth.

SPAB acquired the MAP assessment system after the start of the 2018-19 school year and thus, the “fall” assessment was actually taken in January 2019. As depicted below, on a grade level basis, the results were promising, with students in grades K-2 either exceeding or close to meeting their projected growth targets in ELA and math, on average. This growth is particularly strong considering that it was achieved in SPAB’s first year of operation, and in a condensed period of time between January 2019 and June 2019, rather than between September 2018 and June 2019 as would be typical.

<b>18/19</b>	<b>Math</b>		<b>ELA</b>	
<b>Grade</b>	<b>Projected Growth</b>	<b>Observed Growth</b>	<b>Projected Growth</b>	<b>Observed Growth</b>
<b>K</b>	17.7	18	15.8	15

<sup>2</sup> See <https://www.cde.ca.gov/be/ag/ag/yr20/documents/nov20item14addendum.docx> at 3 (list of assessments qualifying as verified data) and <https://www.cde.ca.gov/be/ag/ms/documents/prs56nov2020.docx> (draft minutes approving the same).

<b>1</b>	16.3	16	16	12
<b>2</b>	14.4	13	13.4	16

Although MAP testing could not be conducted in the spring of 2020 due to the pandemic, the MAP data for the 2019-20 school year demonstrates that as of the winter, grades 1 and 3 had already outpaced their projected growth in math, and grades 2 and 3 had achieved the same in ELA. Savant Prep strongly believes that all of its grades would have realized their projected growth as of the end of the 2019-20 school year, but for the interruption caused by the pandemic.

<b>19/20</b>	<b><u>Math</u></b>		<b><u>ELA</u></b>	
<b>Grade</b>	<b>Projected Growth</b>	<b>Observed Growth</b>	<b>Projected Growth</b>	<b>Observed Growth</b>
<b>K</b>	10.9	7	9.4	5
<b>1</b>	10.2	11	10	6
<b>2</b>	9	8	8.9	12
<b>3</b>	7.7	9	7.2	11

**As demonstrated by this evidence of strong student performance, subject to the limitations of the pandemic, and the need that Savant Prep is meeting in the community through its innovative TK-6 business-focused program, as articulated throughout this Charter, Savant Prep meets the renewal criteria under Section 47607.2(b), and must be granted a renewal term of five years.**

## **ELEMENT 1: EDUCATIONAL PROGRAM AND EDUCATIONAL PHILOSOPHY**

Governing Law: *“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”* Education Code Section 47605(c)(5)(A)(i)

Governing Law: *“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”* Education Code Section 47605(c)(5)(A)(ii)

### **Mission**

The Savant Preparatory Academy of Business is designed to provide an enriched and innovative educational experience that is rooted in financial literacy and entrepreneurship. We aim to balance both experiential and academic learning in order to prepare children for the demands of the 21<sup>st</sup> century, equip students – referred to at SPAB as scholars – with skills necessary to compete globally, ensure that scholars are career, college, and business ready, and develop a growth mindset to encourage leadership and management capabilities. SPAB fosters family choice and offers students and families with educational options for an exemplary education.

### **Vision**

Savant Preparatory Academy of Business will be well renowned as the Inland Empire’s most contemporary and innovative school of business for children. SPAB will produce scholars who are financially literate, passionate about their purpose, and positioned to become entrepreneurial leaders in the community.

### **Educational Philosophy**

Savant Preparatory Academy of Business believes that when students discover what they are passionate about, they become intrinsically motivated to be successful and pursue their aspirations. When a school combines rigorous, standards-based academics with entrepreneurship and financial literacy training, students will find success in the future and become active members of society.

Entrepreneurship education is an innovative concept that is aligned with the 21<sup>st</sup> century skills being developed in model classrooms throughout California today. Teaching students how to create and manage their own businesses fosters the creativity, critical thinking, communication, and collaborative skills that will enable students to be future world leaders and competitors. Early exposure to entrepreneurship teaches life skills such as resourcefulness, managing risk, and financial literacy that will help students grow professionally and make real-life applications to the concepts learned in the classroom. Studies have found that entrepreneurship is more than just about launching and operating a business; it is a way of thinking, exploring various solutions, and finding opportunities to develop and grow.

## **What It Means to be an Educated Person in the 21st Century**

SPAB describes an educated person in the 21st century as having the following traits:

1. Academic Strength - An individual who has a wide range of general knowledge in all subjects, especially SPAB core subjects of English, Math, Science, Social Science, Business, and Technology.
2. Socially Responsible Individualism - An educated person understands that they are responsible for the advancement of their community and the world around them. The most effective business leaders have a unique understanding of their role in the community and support civic action. They see themselves as a contributing member of the community. Operating under this notion, an educated person will embrace a deliberate sense of duty to uplift their community.
3. Character Development -
  - a. Work Ethic
  - b. Honoring Commitments
  - c. Resiliency (internal vs. external locus of control)
  - d. Growth Mindset
4. Industrious - Educated persons are confident in their ability to impact the world around them.
  - a. According to Erik Erikson, students will be in the Industry vs. Inferiority developmental stage. “If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.” (McLeod, 2013)
  - b. Develop critical thinking skills that enable scholars to describe or explain, apply and analyze, evaluate and ultimately create a new body of work based on the knowledge that was attained.
  - c. Recognition that one must have a particular skillset to compete globally. This kind of thinking is enhanced by developing the skill set that lays the foundation for ensuring knowledge is retained and ultimately applied.

SPAB believes students possess two kinds of literacy in the 21st century: academic and social. These two kinds of literacy enable students to become self-motivated, competent, and lifelong learners. Our information-rich global society requires our students to be exposed to and comfortable with technology as a powerful tool for communication, learning, and 21st century careers.

Students not only need a strong academic foundation, but solid skills in critical thinking, problem solving, creativity, communication, leadership, and cooperation. Educated people in the 21st century need to be mentally and physically well-rounded, with a knowledge of their individual worth, as well as the worth of others. They need to understand the value of participating in the community around them for it to improve. 21st century students will need to be leaders who demonstrate patriotism, responsibility, honesty, courage, integrity, respect, kindness, and persistence. They need to realize their life affects the lives of others around them.



SPAB prepares students to excel in this challenging world by not only providing an exemplary education that goes beyond a typical academic program but a well- rounded education that focuses on self-esteem, character building, community service, and entrepreneurship. Teachers dedicated to teaching and having students participate in all subject areas. Students are also empowered by the use of technology as a powerful tool in their education and future lives.

### **How Learning Best Occurs**

There is a significant requirement for more powerful teaching and learning based on the demand of work and life in the 21st century. Today's jobs require specialized knowledge and skills, creativity and innovation, the ability to think critically, research ideas, and solve real world problems, and the ability communicate and collaborate effectively. The changing work landscape has demanded a change in how children are educated and what prepares them for a productive and successful life. Education today must go beyond teaching but should spark an intrinsic desire for innovation and creativity. Transmission of information that students learn will no longer be effective in the workplace. Traditional approaches will not develop critical thinkers who are competent in high order skills; therefore, education must focus on deeper learning, providing relevant real-world application. Research clearly suggests that student learning occurs best when students are actively engaged in authentic learning experiences (Caine & Caine, 1991). Further research dictates that students learn more deeply and perform better on complex tasks when students have an opportunity to engage in more "authentic" learning or projects and activities that require the students to use subject matter knowledge to solve real world problems. (Brown & Darling Hammond, 2008). This requires that students be involved in conversations about learning objectives, instruction, and assessment.

This occurs when:

- Staff use backward design to align assessment and instruction to the Common Core State Standards ("CCSS").
- Staff can use research-based and innovative instructional strategies based on an analysis of student achievement data.
- Instructional activities are integrated across content areas and meaningful to students, connecting what is being learned with the real world and with real-life experiences.
- Students are provided with relevant real-world challenges and problems to solve based on curricular knowledge.
- Instruction is student centered and educators serve as facilitators of the learning process.
- Students are aware of expected academic outcomes and are empowered to take responsibility for their own learning based on those expected outcomes.
- Students feel safe and supported by the school community.
- Students are motivated to excel and inspired by their academic experiences to seek life-long learning and self-improvement.
- Students are provided with opportunities to reflect on their learning and experiences.

Parents and families are an integral part of students' education. SPAB continues to create a learning environment that embodies the twelve key principles of brain-based research (Caine & Caine., 1998). Specifically, SPAB has determined that learning best occurs in an environment that:

- Is accepting of varied methods of demonstrating knowledge (Principle 1).
- Promotes physical and emotional health and well-being (Principle 2).
- Supports questioning, experimentation, self-expression, creativity and appropriate risk-taking (Principle 3).
- Encourages multi-disciplinary and cross-curriculum study (Principle 4).
- Is relevant and authentic (Principle 4).
- Is developmentally supportive (Principle 5).
- Is democratic and student-centered (Principle 5).
- Models and requires high-level thinking skills and communication skills, including synthesis and analysis (Principle 6).
- Models continued learning, interest and enthusiasm (Principle 7).
- Celebrates cultural and individual diversity (Principle 7).
- Models reflection and self-assessment (Principle 8).
- Is rich, demanding, and promotes depth of learning (as opposed to memorization only) (Principle 9).
- Creates opportunities for knowledge to be applied to real-world contexts (Principle 10).
- Is psychologically safe (Principle 11).
- Provides a variety of ways for students to engage in coursework and in the SPAB community (Principle 12).

SPAB applies the following practices to foster the learning environment described above:

- Student-centered curriculum with clearly articulated learning objectives that are aligned to rigorous state standards.
- Exploration that is rich, demanding, and promotes depth of learning.
- Integration of technology across the curriculum.
- Extended day intervention and enrichment programs.
- Collaborative investigations and demonstrations.
- Mini lessons that address specific skills within the context of larger projects.
- Giving guidance and adequate time to self-reflect and self-assess.
- Models and requires high-level thinking skills and communication skills, including synthesis and analysis.
- Teacher training on designing rigorous curriculum, meeting the needs of diverse learners, and creating a culturally sensitive, safe classroom climate.
- A code of conduct for all members of the school community (students, staff, and parents) founded on a set of core values that promotes individual and collective responsibility.

### **Savant Preparatory Academy of Business Five Pillars**

We believe that an excellent college-prep business education will set students up for success in entrepreneurship. According to an article in Forbes entitled, “The 5 Personality Traits of an Entrepreneur” the five most common personality traits that entrepreneurs possess are vision, passion, resilience, strong sense of self, and flexibility. These traits form the five pillars that all scholars adopt at Savant Prep in order to propel them forward as successful business owners.

1. **Vision** – Savant scholars are taught to see opportunity everywhere. Our scholars are innovative thinkers who are always looking for ways to create new ideas or improve on current processes, services, and/or products. Our scholars are able to look to the future to develop and initiate a plan to make life better for those to come.
2. **Passion** - While financial literacy is a key component of maintaining a successful business, our scholars at Savant will not simply work for money; they are driven by passion. At SPAB, students embrace the idea that a true scholar is a distinguished intellectual who is excited and passionate about learning. At Savant, scholars are passionate learners who realize that learning happens both inside and outside of the classroom. Even when things get tough, a successful entrepreneur will be fueled by their passion and idea that they are working for the greater good.
3. **Resilience** - An inevitable part of becoming an entrepreneur is experiencing failure. Sir Winston Churchill stated that, “Success is the ability to go from one failure to another with no loss of enthusiasm,” and that embodies the resiliency that Savant scholars possess. Some of the best learning takes place after failure, and Savant scholars embrace the opportunity to learn from their mistakes.
4. **Self-motivation** - Students at SPAB are confident in their strengths and are self-motivated to reach their full potential. SPAB students take the time to garner a strong sense of self and go the extra mile to show others that their ideas and talents are worth consumers’ time and money. At school, Savant students motivate themselves to reach the high expectations for academic achievement and conduct that make them model citizens and business owners in their future.
5. **Flexibility** - Students at SPAB realize that successful scholars and entrepreneurs must learn how to face and navigate challenges. When scholars receive new information or experience a change in their circumstances, they are prepared to make adjustments. At SPAB, scholars realize that, when things do not go as planned, they must be flexible, persistent, and ready to create new solutions in order to achieve their aspirations.

### **Students to be Served**

While open to all students in the state, Savant Preparatory Academy of Business targets students and families living in the San Bernardino City Unified School District. SPAB students are diverse in culture, language, ethnicity, and socio-economic background.

Savant Preparatory Academy of Business focuses on serving students who come from economically disadvantaged families and may be significantly behind in reading and math. SPAB is open to all students and will actively recruit a diverse student population. In the third year of operation, Savant has enrolled 176 students from transitional kindergarten to fourth grade, and continues to gradually expand in subsequent years to eventually serve 325 students in transitional kindergarten through 6th grade by the year 2022-2023. SPAB strives, through recruiting efforts, to achieve a balance of racial and ethnic students, special education students, and English Learner students who will reflect the general population within the territorial jurisdiction of the San Bernardino City Unified School District. This Charter School also has, as part of its unique focus, a specific mission to recruit and serve the lowest-performing students in the region.

To be clear, SPAB will serves all students who choose to enroll and is fully prepared to serve English Learners, at-promise students, special education students, and high achieving students.

SPAB continues to be inclusive of students with a wide range of talents and abilities and utilizes differentiation and specific interventions to serve all students who enroll at SPAB. The vast majority of SPAB students come from economically disadvantaged families with 85% of the students eligible for free or reduced-price meals as part of the National School Lunch Program. Our most recent demographic data from the 2019 CALPADS report is captured in the tables below:

<b>Ethnicity</b>	<b>Number (percentage)</b>
African American	<b>132 (91%)</b>
Hispanic	<b>8 (5%)</b>
Asian	<b>0 (0%)</b>
American Indian or Alaska Native	<b>0 (0%)</b>
Native Hawaiian or Other Pacific Islander	<b>0 (0%)</b>
Two or More Races	<b>3 (2%)</b>
Caucasian	<b>2 (1%)</b>
Total	<b>145</b>

<b>Total Enrollment</b>	<b>Male</b>	<b>Female</b>
<b>145</b>	<b>71</b>	<b>74</b>

<b>Economically Disadvantaged (Free or Reduced-Price Meals)</b>	<b>Special Education</b>	<b>English Learner</b>
<b>124</b>	<b>0</b>	<b>1</b>

The Charter School founders continue to make significant connections with local community organizations that help with recruitment, and, in some cases, have become service providers to SPAB since the Charter School opened. As addressed in further detail in Element 7, below, SPAB is committed to working to ensure that the diversity of its student population reflects the community where SPAB is located.

### **Curriculum and Instruction**

As explained above, SPAB believes in the Five Pillars. The Five Pillars are our educational philosophy. SPAB operates a site-based program with an instructional model focused on highly disciplined school culture and direct instruction leading to small group, differentiated instruction. Our approach is to implement standards-aligned instructional materials with fidelity. We follow

the assessment and curriculum pacing calendar in the instructional materials. With the implementation of CCSS, our instructional model has evolved to emphasize classrooms that are more student centered and are characterized by the use of ratio strategies, small groups, and blended learning using Chromebooks. We consider following our instructional materials in a disciplined fashion as part of our commitment to excellence. We aim to balance both experiential and academic learning in order to prepare children for the demands of the 21<sup>st</sup> century, equip students with skills necessary to compete globally, ensure that scholars are both career, college, and business ready, and develop a growth mindset to encourage leadership and management capabilities.

SPAB ensures that scholars demonstrate mastery of all state content standards, including the CCSS for math and English Language Arts (“ELA”), the Next Generation Science Standards (“NGSS”), the English Language Development (“ELD”) Standards, the History Social Science Framework, and all other applicable content standards (hereinafter, collectively “State Standards”). SPAB teachers clearly articulate and post the State Standards in each classroom and integrate the State Standards into all lesson plans and classroom activities.

SPAB adheres to the State Standards through the following strategies:

- SPAB adopted State Standards-aligned curriculum materials in ELA, Math, Science and Social Studies (listed in Table I: Core Instructional Materials for K-6),
- SPAB purchased Chromebooks for blended learning and assessments in alignment with the State Standards,
- SPAB provides ongoing outreach to parents to increase understanding of CCSS, the Smarter Balanced Assessment Consortium (“SBAC”) Assessment of ELA and Math, and NGSS. SPAB provides teachers with ongoing, intensive professional development and extended planning time to implement the use of the curriculum, Chromebooks, and instructional strategies aligned to the State Standards.

## SPAB Curriculum

**Table I: Core Instructional Materials**

Subject	Core Materials	Intervention Materials
Math	Engage New York	<p><b>Zearn</b> Zearn is an online intervention site that supplements math content through independent digital lessons and small group instruction. This program offers over 100 independent digital lessons for each grade that enables students to learn new concepts and review old ones at their own pace.</p> <p><b>Tenmarks</b> Tenmarks is an online, standards-based program that complements the Engage New York math curriculum. This program provides scaffolded lessons, guided practice, inquiry-based performance tasks, assessments, and intervention to help students reach mastery.</p>

		<p><b>Xtra Math</b> Xtra Math is an online intervention site that focuses on the mastery of basic addition, subtraction, multiplication, and division fact fluency.</p> <p><b>Prodigy</b> Prodigy is an engaging, online math intervention site that has content for grades 1-8. This program uses the information gathered from a diagnostic assessment to place students in an individualized learning program that helps students reach mastery.</p>
ELA	Wonders	The Wonders' curriculum comes equipped with intervention materials such as leveled readers, ELD workbooks, fluency, and reinforcement activities that help students at many different levels achieve mastery.
Science	Wonders	<p><b>Inspire Science California</b> / Inspire Science is a Pre-K-12 science curriculum that sparks students' curiosity through fascinating real-world phenomena. Students investigate, problem solve, argue, discuss scientific phenomena to make sense of the work from their perspective. The Inspire Science experience is organized around the 5E Instructional Framework. The compelling resources housed in this familiar framework empower teachers to provide equitable science experiences for all learners through flexible approaches and research based best practices.</p>
Social Studies	Houghton Mifflin Harcourt	<p><b>IMPACT: California Social Students K-12</b> California Social Studies is a student-centered program designed to help teachers make an impact in the classroom, and to inspire students to make an impact on the world around them. The curriculum allows students to engage in the lives of the people who made history, allows them to experience relevancy through active learning, and empower them to develop empathy and critical thinking skills. Students will gain the tools they need to understand their place in the world, to take action in society, and to succeed in college, career and civic life.</p>
Business	Never too Young: Personal Finance for Young Leaders	

## English Language Arts

### *Philosophy:*

The ELA Program at Savant Preparatory Academy of Business focuses on developing fundamental skills that encourage students to delve deeper into informational and literary texts. Students are able to make connections to real-life concepts through each language arts unit and apply reading and analytical processes across all disciplines. Teachers use their strong knowledge of literacy skills to help students meet grade level standards and improve their lives for the future. The Wonders curriculum that Savant has adopted is designed to seamlessly move students forward through whole group lessons, intervention support, and English Language Development instruction. Through research-based practices, intentional technology implementation, and powerful tools for data collection and analysis, Wonders supports Savant's efforts to guide students towards success.

***Instructional Framework:***

The Wonders curriculum is designed to follow CCSS. CCSS defines what students should understand and be able to do as readers and writers by the end of each grade; transitional kindergarten classes at SPAB utilize modified kindergarten standards to create a developmentally appropriate for SPAB's youngest scholars. SPAB's instructional framework for ELA corresponds to the following College and Career Readiness ("CCR") anchor standards:

1. **Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity
2. **Writing**
  - Text Types and Purposes
  - Production and Distribution of Writings
  - Research to Build and Present Knowledge
  - Range of Writings
3. **Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
4. **Language**
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

The CCR and grade-specific standards for ELA are complementary—the former providing broad standards, the latter providing additional specificity. Together they define the skills and understandings that all students must demonstrate in ELA.

Each unit in the Wonders curriculum is organized by units that are designed around "Big Ideas" and weekly lessons that address a weekly concept, essential question, and a science and/or social studies standard. Wonders is equipped with resources that include a read aloud, reading/writing

workshop, literature anthology, leveled readers, vocabulary units, phonics and spelling activities, fluency passages, and research and inquiry performance tasks.



## Mathematics

### *Philosophy:*

The Mathematics Program at Savant Preparatory Academy of Business is built upon a growth mindset that supports students as they transform their belief about how mathematics works. Just as adults see math everywhere, students at SPAB begin to establish those same connections, building a foundation for persistence in developing math proficiency that will carry over into all aspects of their lives, especially as it relates to entrepreneurship and financial literacy. Savant Preparatory Academy of Business encourages students to appreciate the struggle that is often attendant to gaining mastery of math concepts, because by helping them persevere through this process of learning challenging concepts, students learn to think critically and become active problem-solvers. The math curriculum at SPAB is developmentally appropriate and thus encourages a high level of student engagement while demanding higher order thinking in math. Teachers follow an inquiry-based model of instruction that includes cooperative learning, direct instruction, labs, hands-on investigations, manipulatives, engineering principles, and authentic tasks. Through these experiences, students develop academic vocabulary, as well as a means to take risks, share their thinking, and make mistakes.

This approach in the math program is consistent with the following foundational CCSS math principles:

- **Focus** – Teachers build units of study around the “major work” found in the CCSS for math, building a strong foundation of conceptual understanding, procedural skill and fluency, and ability to apply both to problems.
- **Coherence** – The Charter School ensures that learning progresses from transitional kindergarten through sixth grade in a way that builds on the foundation of previous years, linking major topics across the grades as well as to areas of thematic study across content areas.
- **Rigor** – Students develop with equal intensity their conceptual understanding, procedural skill, and fluency. They are pushed to use these within the math classroom, in their entrepreneurial courses, as well as across content areas through thematic units of study.

### *Instructional Framework:*

In grades transitional kindergarten through sixth, the school year in mathematics begins with “The First Ten Days.” This brain-based model engages students in structured and stimulating activities, designed to support students in feeling poised to tackle the challenges that will face them over the year within the CCSS math curriculum.

The core of the math curriculum utilizes the workshop model, including a mini-lesson, guided practice, independent practice, and a closing/sharing exercise. While the workshop generally follows this sequence, steps can be inverted to place a focus on inquiry with a guided exploration preceding the mini lesson. During the mini lesson, the concepts, skills, and expectations are clearly articulated by the teacher. The teacher’s role during this time is to provide direct instruction as concepts are introduced, skills are modeled, and instructions are provided. During guided practice, the teacher invites students to participate in the learning at hand, highlighting the various approaches to problem solving and encouraging student sharing, articulation, and

ownership while also using cognitive coaching to push thinking and clarify misconceptions. Finally, students are provided time for independent practice. During this time, teachers examine student work, provide small group instruction, conference with students, and provide additional skills that build upon the learned concept. Students are able to work on their own trajectory of learning and extend their thinking and application with games, fact practice, and use of manipulatives. At the end of the lesson, students are brought back together for a closing and sharing. This is a time for the teacher to check for understanding, provide just-in-time feedback via cognitive coaching to remediate any misconceptions, as well as link the days learning to that of the next lesson or the unit as a whole.

Through use of the workshop model, students learn to justify their thinking as teachers act as a facilitator of learning. Students learn to clearly articulate their thinking through discussions rich with mathematical language, sharing their observations and misconceptions. Finally, students begin to make connections as they explore the math strands and experience multiple ways to solve the problems.

The Charter School actively works to integrate math across content areas as appropriate, focusing on projects that highlight the application of mathematics within daily tasks and entrepreneurial concepts, such as earning and spending money. Instruction in upper elementary grades focuses on skills that build on abstract thinking and reasoning, such as, thinking hypothetically, embracing cause and effect, and logically processing concepts in concrete and abstract terms.

## **Science**

### ***Philosophy***

Savant Preparatory Academy of Business believes that students should be engaged in developmentally appropriate science curriculum that encourages a high level of student engagement while demanding higher-order thinking. Toward this end, the science curriculum utilizes an inquiry-based model of instruction that includes cooperative learning, direct instruction, labs, hands-on investigations, manipulatives, engineering principles, and authentic tasks. Throughout these experiences, students utilize science journals to become active researchers and reflective thinkers. They also develop academic vocabulary and are encouraged to take risks, share their thinking, and make mistakes.

### ***Instructional Framework***

The science program includes a scientific inquiry approach that allows all students to utilize an online learning platform, facilitated by hands-on exploration and teacher modeling to help students think and act like scientists. Savant Preparatory Academy of Business will implement NGSS using Wonders, a research-based science curriculum for grades PreK-12. The Wonders curricular framework includes scopes and sequences for physical sciences, life sciences, and earth and space science. Each Wonders unit follows a similar design to provide multiple exposures to scientific concepts. Every module in each grade level uses the 5E+IA lesson model, which emphasizes student learning through hands-on science, and also includes intervention and acceleration resources.

## **Social Studies**

### **Philosophy**

Savant Preparatory Academy of Business creates classrooms where students appreciate the importance of studying historical events and the ethos that if we do not learn from our past, it will become our future. Students engage in social studies learning from a variety of sources. Savant Preparatory Academy of Business believes social studies in an ever growing, ever evolving study of human life and the events that have built our society into what it is today. Students develop knowledge of social studies content that will affect them for a lifetime.

### **Instructional Framework**

Social studies units at SPAB are developed around Big Ideas, centered in the history and social studies discipline and aligned with the History-Social Science Framework for California Public Schools. Students engage in a social studies block on a daily basis, in which they explore big ideas in an authentic and hands-on setting. Students learn about the qualities of the characters, cultures, and social issues throughout history as they are exposed to a variety of authors and writers. Savant Preparatory Academy of Business' approach to social studies emphasizes reading skill development and reinforcement, skilled lessons that promote participation, hands-on engagement, technology integration, and the ability to reach all learners, which are found within Houghton Mifflin Harcourt's curriculum philosophy.

## **Integrated Business Curriculum**

### ***Philosophy:***

Savant Preparatory Academy of Business believes that students greatly benefit from education about money management and entrepreneurship. SPAB enlightens, equips, and engages students through exposure to the world of financial literacy. Through an integrated business curriculum that is incorporated within other core subject areas, scholars receive an invaluable opportunity to understand how their personal choices will make a difference throughout their lives in their education, career, and money management.

### ***Instructional Framework:***

SPAB implements a business and financial literacy curriculum to teach all students about entrepreneurship. In grades TK-2, students learn about the fundamentals of money and savings, so that by grades 3-6 they have the foundational knowledge to create a business plan. The business plan will include:

1. Executive summary
2. Business description
3. Products and services
4. Sales and marketing
5. Operations
6. Management team
7. Development
8. Financial summary

Each of these components promote the 21<sup>st</sup> century skills of collaboration, critical thinking, communication, and creativity, and are aligned to CCSS in math and ELA.

SPAB encourages students to begin thinking about their futures at an early age. Savant scholars will not only be college and career ready, but equipped with the skills to be business owners and creators of future jobs.

At the end of the 2019-2020 school year, 3<sup>rd</sup> grade students participated in Savant Prep's 1<sup>st</sup> Annual Shark Tank. Scholars presented their business ideas to parents and community members. Students created a pitch and developed visual elements designed to engage their audience and potential buyers. This experience helped students learn how to articulate their ideas, clearly, and develop the skills necessary to be successful as students and in their future careers or businesses.

The structure of the business education program is consistent across all grade levels. Units are developed from different concepts that support the teaching of financial literacy. Each unit contains activities that help students make connections with the information being taught. The lessons provide students with clear topic objectives, opportunities for reflection, and help build confidence that financial security and entrepreneurship are truly attainable for themselves.

### **Academic Instruction**

Savant has established its TK-6 program based on the research and writing of Carl Glickman. His ideas express that effective teachers use a plethora of instructional practices, reflection, and observation to foster student learning. According to Glickman, "Effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson . . . Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly (Glickman, 1991, p. 6).

Therefore, Savant Preparatory Academy employs five instructional strategies across curriculums that helps teachers achieve learning objectives and students reach academic proficiency in all areas. These five strategies are characterized as:

1. **Direct-** This strategy is highly teacher centered and includes lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
2. **Indirect-** This strategy is student centered and includes inquiry, induction, problem solving, decision making, and discovery.
3. **Interactive-** This strategy is reliant upon on discussion and sharing among students and teachers. This strategy is extremely on collaborative projects.
4. **Experiential-** This strategy is learner centered and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Personalized reflection about an experience and the formulation of plans to apply learnings to other contexts are critical factors in effective experiential learning. Experiential learning greatly increases understanding and retention in comparison to methods that solely involve listening, reading, or even viewing (McNeil & Wiles, 1990). Students are usually

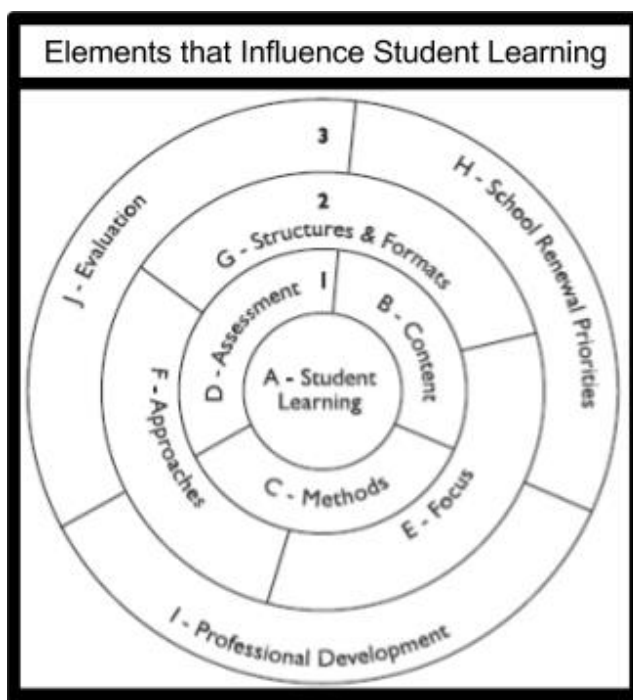
more motivated when they actively participate and teach one another by describing what they are doing.

5. **Independent-** This strategy focuses on fostering the development of individual student initiative, self-reliance, and self-improvement. It is very flexible and can be used in conjunction with other strategies and supplemental technological programs.

SPAB will work on “the idea that a focus on classroom teaching and learning is part and parcel of overall school renewal efforts” (Glickman, 2002). **Figure 1** shows the various classroom and school contexts for improving student learning and achieving the overall mission of SPAB.

In educational planning, we consider that every year in school represents a range. The use of our innovative instructional schedule allows SPAB to differentiate instruction and meet the needs of all learners.

**Figure 1**



The use of Glickman’s idea of a minimum maximum curriculum, in which students receive additional time to master the basics before high school or continue to work on more specialized or deeper content, ensures that SPAB students have mastered the basics for success for high school and beyond. Some of SPAB’s staff development during the last three years has been used to develop these grade level continuums and to integrate research based-instructional practices such as differentiated instruction, service learning, cooperative learning, and curriculum mapping. These practices are used to increase student access to the curriculum and to promote collaboration in learning. These practices and staff development support student success mastery of CCSS, as assessed through the SBAC.

The goal for all students at SPAB is to realize academic success and mastery of the State Standards. As such, students and parents know and understand the schoolwide academic and social expectations. Families are encouraged to provide 40 volunteer hours a year in or out of the classroom (but are not required to do so, and students are not penalized if their parents do not do so) and to be involved in their children's education. SPAB's curriculum develops successful students who are ready for high school, students who monitor their academic goals, accept responsibility, possess self-esteem, are organized, exhibit positive attitudes, and have an enthusiasm for learning.

### **Technology and Blended Learning**

Blended learning is a formal education program in which students learn at least in part through content and instruction delivered via digital and online media, with some element of student control over time, place, path, or pace, i.e., instruction is individualized and self-paced. SPAB teachers incorporate blended learning into their classrooms, as centers, using a rotation model. Savant provides students with Chromebooks at a 1:1 ratio in all grade levels. Students engage in blended learning experience on the following platforms:

- Online content from CCSS-aligned instructional materials for ELA and math through IXL
- Readworks personalized learning software

### **Distance Learning**

We are committed to making sure that students continue to experience the care and commitment of our faculty and the routine of daily learning, even in the event of school closure. We must acknowledge that our approach to distance learning cannot replicate the magic that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in person feedback, community and extracurricular events, and so on). However, we do contend that quality learning can occur from a distance.

In the event of extended school closure, Savant will continue instruction on a distance learning platform. We endeavor in our Distance Learning Plan ("DLP") to accomplish three goals for grades TK-6 within a flexible framework:

- Live student-teacher contact time
- Online content delivery
- Online monitoring of student progress/student assessment

It is our intent with the DLP that we continue to live our mission, vision, and strategic plan, which together assert that, in order to prepare our students to respond to an everchanging world, learning must remain responsive, adaptive, personalized, and relationship based. The act of creating this DLP provides us with a unique opportunity to reinforce what we assert through our founding documents.

### **Technology Systems to Support Distance Learning**

Savant Prep will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in an emergency situation. The table below describes these systems:

	Audience	Description and Access
Email	Savant Prep Staff	Email will be used for all major communications and announcements. Faculty will use email to communicate, although they will use other platforms to interact with their students as well.
Remind	Parents	Remind will be used as the main source of communication between parents and teachers. Administration will send general messages as needed through this portal.
Google GSuite	All Students	Google GSuite (including Gmail, Docs, Classroom, etc.) will continue to be the platform used by all teachers.
Zoom	Savant Prep Staff, Students, Parents	Zoom is an online video conferencing platform that allows for live group meetings, hosted by teachers, staff, and the administrative team.
Public Website	General Public	Savant Prep will maintain general information on its closure status for the public at <a href="http://savantprepacademy.com">savantprepacademy.com</a> .

All families will take a survey prior to the beginning of distance learning to determine the needs of technology per household. Students will be issued Chromebooks and chargers if needed. Savant Prep will also provide internet “hot spots” to families who lack internet access at home. Students will be able to access all educational software and websites as necessary through their school-issued Chromebook.

### **Distance Learning Guidelines for Teachers**

Savant Prep understands that the transition to distance learning will not be simple or easy. Educators will need to think differently about how to communicate, give instruction, provide feedback, design lessons and assignments that are authentic and meaningful, and how to ensure students continue to collaborate and communicate with others. The following guidelines provided below are intended to help teachers across all divisions reflect on challenges they will confront in shifting to distance learning.

- At Savant Prep, we know our students and they know we care
  - SPAB’s commitment is to nurture relationships and demonstrate deep care for our students and one another. Before diving into the curriculum, teachers take the time to assess their students’ mental, physical, and emotional wellbeing. How are they doing? How are their families?
- Savant Prep teachers evaluate their students’ conditions for distance learning

- While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers should remember that each family's circumstances will vary, and they should avoid assumptions about limitations or restrictions students are facing. Teachers ask their students and/or their parents whether their online access is reliable and what devices the student has at their disposal. Teachers open a dialogue with students and families and avoid assumptions that all students' circumstances are the same.
- Stick with the familiar
  - Especially in the first weeks after starting with the distance learning plan, teachers continue using existing communication channels and learning management systems. In other words, teachers stick with what is familiar to their students. Teachers know that while many students will thrive with distance learning, others will struggle. In the event that the school remains closed for a longer period of time, it may become necessary to explore new or different learning platforms that provide different experiences.
- Less is more
  - One challenge confronting teacher will be how to best streamline content and elevate the most essential learning for students. In other words, teachers need to take a less-is-more perspective, including the pacing of lessons and volume of assignments and assessments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.
- Seize the moment; embrace new opportunities and possibilities for students
  - Years or decades from now, how will students remember the emergency that resulted in school closure? While distance learning should attempt to bring some normalcy and routine to students' lives, Savant Prep's teachers do not ignore the opportunities resulting from school closure either. Teachers might require students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments can help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students
- Design asynchronous learning experiences
  - When school is closed and students are learning from various locations, teachers can still connect them asynchronously (not all students at the same time, not in real time). For example, teachers can use familiar discussion forums/thread or tools like Flipgrid to allow for student responses and dialogue during a set time period, knowing that students might not all be online at the same exact time.
- Design synchronous learning experiences
  - When it comes to student engagement and learning, relationships matter as much online as they do in person. During times that Savant Prep's campus is closed, students will be able to gather for synchronous learning via Zoom. Collaboration



remains important and there are many ways teachers can foster it through synchronous (all students at the same time in real time) learning.

- Think differently about assessment
  - Assessment is one of the most challenging adjustments for teachers new to online learning. Distance learning should be seen as an opportunity for students, individually or collaboratively, to complete writing assignments, design infographics, make video presentations, or complete oral assessments via video chat. Teachers are encouraged to think differently about the frequency and end goal of assessment instead of forcing a traditional assessment method that does not fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work.

### Approximate Time Frames for Learning

	Synchronous Learning	
Weekly	360 minutes	English Language Arts
	360 minutes	Mathematics
	60 minutes	Business
	60 minutes	Science/Social Studies
	Asynchronous Learning	
	480 minutes (weekly)	<ul style="list-style-type: none"> <li>● Independent reading</li> <li>● Completing classwork/homework</li> <li>● Additional skills practice through resources</li> </ul>

# DISTANCE LEARNING

2020-2021 Class Schedule



Students are expected to be on time and attend class everyday. If there is an emergency or sickness, please send your teacher a message in Remind. Three consecutive absences result in being dropped from Savant Prep.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:30	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
9:30-11:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:00-12:00	Independent Work	Independent Work	Independent Work	Independent Work	Late Finishers
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	Business	Social Studies Science	Business	Social Studies Science	Teacher Prep
2:00-3:00	Independent Work	Independent Work	Independent Work	Independent Work	Teacher Prep
3:00-4:15	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

## Innovative Instructional Schedule

Teaching and learning at SPAB is a choice that faculty, staff, students, and parents make voluntarily. It requires an extraordinary commitment of time, patience, and hard work. SPAB scholars have a longer school day and a longer school year, giving them more time to master academic content. SPAB utilizes a modified traditional schedule in which scholars attend school in three trimesters. SPAB offers full day transitional kindergarten and kindergarten. Operating under the belief that kindergarten sets the foundation for learning and attitudes toward school, SPAB's kindergarten program focuses on integrating students into a positive school culture, building habits for success, and developing positive attitudes toward learning, as well as academic skills. See **Appendix 2** for the bell schedule and **Appendix 3** for the academic calendar.

## Field Lessons

Field lessons are an important opportunity for students to receive direct experiences beyond the text and classroom discussions. Field lessons are always an extension of standards-based classroom learning. Field lessons provide rich, in-depth experience with the outside world that cannot be provided by just classroom activities. Certain field lessons are a common part of the SPAB experience for all scholars:

- Each scholar in TK-6 Visits the San Bernardino County Museum in Redlands, California, a museum that provides the community with exhibits and collections in cultural and natural history.
- Each scholar in TK-6 visits a 4-year university annually.
- Each scholar in TK-6 visits the California Science Center, which provides an innovative model for science learning that focuses on NGSS.

### **Plan to Support the Learning Needs of All Students**

At Savant Preparatory Academy of Business, all students are held to high expectations and are provided with differentiated scaffolds and supports to ensure that they progress at their optimal rate of development. Toward this end, Savant Preparatory Academy of Business supports students who are not meeting outcomes, students who are exceeding outcomes, and subgroups of students who require specialized instruction including but not limited to English Language Learners and Students with Special Needs.

The differentiation and supports built into the Savant Preparatory Academy of Business design will provide these students with the scaffolds, supports, and/or extensions necessary to meet or exceed the Charter School's expected exit outcomes. Through SPAB's Multi-Tiered System of Support ("MTSS"), teachers use data from formative and summative assessments to assign students to tiers in which students achieve targeted, individualized, instruction. Below are descriptions of the tiers and the supports SPAB provides. It is important to note that these tiers are fluid, and the intent is that students move at least one, if not two, tiers above their current classification over the course of the school year.

### **Definitions of Terms Used in MTSS Chart**

Multi-Tiered System of Support – A multi-tiered approach to the early identification of and support of all students' needs.

#### **Tier Descriptors<sup>3</sup>**

- Exceeded Standard – The student demonstrates advanced progress toward mastery of the knowledge and skills in mathematics/ELA and literacy needed for likely success in future coursework.
- Met Standard – The student demonstrates progress toward mastery of the knowledge and skills in mathematics/ELA and literacy needed for likely success in the future coursework.
- Nearly Met Standard – The student may require further development to demonstrate the knowledge and skills in mathematics/ELA and literacy needed for likely success in future coursework.
- Not Meeting Standard – The student needs substantial improvement to demonstrate the knowledge and skills in mathematics/ELA and literacy needed for likely success in future coursework.

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<sup>3</sup> These descriptors draw from the SBAC Achievement Level Descriptors.

## Multiple Tiered System of Support

Tier	Curriculum Support	Teacher Support
Exceeded Standard (Advanced 90-100%) Tier I	<p>Modified (on-grade-level) assignments to go deeper into a standard.</p> <ul style="list-style-type: none"> <li>• Rigorous on-grade-level activities to promote critical thinking.</li> <li>• Extended projects.</li> <li>• Curriculum resources for ELA/ELD in Wonders               <ul style="list-style-type: none"> <li>○ Advanced Readers</li> <li>○ Researched-based core Instruction</li> <li>○ Built on CCSS</li> </ul> </li> <li>• Includes scaffolds for reading complex text</li> <li>• Includes differentiated instruction</li> <li>• Curriculum resources in Engage New York               <ul style="list-style-type: none"> <li>○ Advanced learners' activity</li> <li>○ Enrich Book</li> <li>○ Extend the Project</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction and/or independent study with like peers to extend learning in on-grade-level material.</li> <li>• Targeted enrichment activities to enhance student strengths.</li> <li>• Accelerated rate of introducing on-grade-level material.</li> <li>• Potential work in the next grade level learning objectives.</li> <li>• Greater flexibility and independence with teacher-provided material.</li> </ul>
Met Standard (Benchmark 80% and above) Tier I	<ul style="list-style-type: none"> <li>• Core curriculum materials that maintain students learning on-grade-level objectives.</li> <li>• Flexible assignments and activities that are both challenging and satisfying in students' grade level.</li> <li>• Beginning independent practice.</li> <li>• Curriculum resources in Wonders for ELA/ELD               <ul style="list-style-type: none"> <li>○ On-level readers</li> <li>○ Research-based core instruction</li> <li>○ Built on CCSS</li> <li>○ Includes scaffolds for reading complex text</li> <li>○ Includes differentiated Instruction</li> </ul> </li> <li>• Curriculum resources in Engage New York</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction with like peers to clarify concepts and skills early in order to maintain on-grade-level progress.</li> <li>• Targeted on-grade-level activities to promote depth of knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Standards practice book</li> </ul>	
Nearly Met Standard (Strategic 70-79%) Tier 2	<ul style="list-style-type: none"> <li>• Embedded materials to support students up to one grade level below the student's current grade level.</li> <li>• Flexible assignments and activities that are both challenging and sensitive to a student's academic gaps in grade level proficiency.</li> <li>• Leveled tests/assessments.</li> <li>• Curriculum Resources in ELA/ELD</li> <li>• Research-Based strategic intervention</li> <li>• Extra support for CCSS</li> <li>• Accessible text to build student independence.</li> <li>• Leveled Readers for struggling readers</li> <li>• Curriculum resources in Engage New York <ul style="list-style-type: none"> <li>• Strategic intervention guide</li> <li>• Intensive intervention guide</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction with like peers to review concepts and skills for on-grade-level material.</li> <li>• Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level skills and knowledge.</li> <li>• Decelerated rate of introducing on-grade-level material.</li> <li>• Academic intervention with classroom teacher for small group instruction focused on key standards.</li> </ul>
Not Meeting Standard (Intensive 69% and below) Tier 3	<ul style="list-style-type: none"> <li>• Embedded materials for students up to two grade levels below the student's current grade level.</li> <li>• Flexible assignments and activities that are sensitive to a student's academic gaps in the current grade level prerequisites.</li> <li>• Leveled tests/assessments.</li> <li>• Curriculum resources in ELA/ELD in Wonders <ul style="list-style-type: none"> <li>○ Reading Toolkit intensive intervention for students far below level.</li> <li>○ Intensive intervention begins at first grade</li> </ul> </li> <li>• Curriculum resources in Engage New York <ul style="list-style-type: none"> <li>○ Strategic intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction with an instructional aide to build foundational skills for on-grade-level material.</li> <li>• Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level material.</li> <li>• Referencing and instructing in previous years grade level learning objectives</li> <li>• Academic intervention for small group instruction focused on key standards with classroom teacher.</li> </ul>

	guide ○ Intensive intervention guide ○ Other school adopted curriculum resources.	
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Savant Preparatory Academy of Business utilizes a variety of assessment data to monitor student progress. This includes, but is not limited to, analysis of student work, projects and products, portfolios, teacher created assessments, NWEA, CAASPP, and teacher observations.

### **Plan for Students Who Are Low-Achieving**

Identification of academically low-achieving students is based on student academic performance as demonstrated by reading/language arts and mathematics NWEA results that are administered three times a year. Student performance criteria is defined based on common, schoolwide assessment measures in literacy and mathematics. Students performing at less than 70% mastery are identified as performing either below, or significantly below grade level. Parent(s)/guardian(s) of low-achieving at-promise students receive written notification no later than the tenth week of enrollment for grades 1-5 students, and the twentieth week of enrollment for kindergarten students.

A learning contract is developed for each academically low-achieving student. The teacher convenes and conducts a conference with the student's parent(s)/guardian(s) to document their child's at-promise status and develop the learning contract. The contract includes the intervention programs and strategies that the teacher(s) and the Charter School intend to provide to help the student succeed, what the student and parent/guardian will work on at home, and how the teacher will keep the parent/guardian informed about their child's progress. The parent/guardian, student, and teacher(s) sign the contract, indicating their understanding of each party's responsibilities and potential outcomes. Such interventions include daily guided reading, early literacy support, targeted support program, focus on SDAIE methodologies, and special education supports as identified in an Individualized Education Program ("IEP") or Section 504 plans.

Based on the Response to Intervention ("RTI") model, SPAB utilizes a Three-Tiered Model for identifying and supporting students with needs for specific learning and behavioral supports. The model monitors student progress with different levels of intervention intensity. Before a low performing child is referred for special education services, that student is offered intense, individualized academic intervention. The student's progress is evaluated and recorded to evaluate whether the implemented interventions yielded adequate academic growth.

- Step 1: Use of clear criteria and assessment tools to assess a child's ability.
- Step 2: If the child is significantly behind, initiation of scientifically based instruction, closely monitored by the child's teachers.
- Step 3: If the child fails to respond to scientifically validated programs, that is if the child is intervention resistant, inception of more child centered evaluations to determine why the child is not reading on grade level, and consideration of whether the child needs special education services.

SPAB takes a systematic approach to closing the achievement gap by targeting multiple resources and interventions towards low performing students. Students who are not meeting grade-level benchmarks are provided additional interventions. The interventions focus on building and supporting basic reading, writing, and math skills for success in the regular grade-level curriculum. Additionally, the interventions provide opportunities for students to re-learn concepts taught during the school day.

Academically low-achieving students are expected to demonstrate at least the equivalent of one and a half years of growth per year in as indicated by assessments aligned to CCSS in math and ELA. However, low-achieving students may require additional time and resources to meet expected levels of proficiency. Therefore, in addition to in-class differentiation of instructional activities, low-achieving students are provided with supplementary intervention courses until they attain the expected level of proficiency. When additional interventions are needed, the Charter School's staff are proactive in coordinating support services.

A key component of addressing the needs of at-risk students (students not proficient in ELA arts or mathematics grade level standards) at SPAB is early intervention. SPAB focuses on closing the achievement gaps before they become too large (DuFour, 2002; Haycock, 2001). Instructional activities vary to accommodate different learning styles and to draw out students' various strengths. Students simply needing additional assistance in particular subjects or skill areas may receive additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives have a forum for identifying and discussing issues in an advisory capacity or in a one-on-one session with staff.

Services for academically low achieving students begin with a diagnostic assessment of student abilities and needs. Depending on identified needs, students receive one or more of the following interventions according to various research-based interventions. SPAB closely monitors each intervention and its impact to ascertain progress for each student. Benchmark assessments, in concert with formative assessments and parent teacher feedback, is used by SPAB teachers as a means of ongoing evaluation of student academic progress.

Strategies used to identify educational needs:

- Classroom-based: instructional activities are modified to accommodate different learning styles to draw out students' various strengths.
- Students' needing additional assistance subjects or skill areas obtain additional help from peers, staff, tutors, and mentors.
- A Student Success Team ("SST") meeting is conducted with a student's parent/guardian and SPAB personnel if a student is still not meeting grade-level standards.
- SPAB provides intervention classes that take place during, before, or after school, depending on student needs, staff availability, and scheduling demands.
- SPAB implements tiered instruction to ensure all learners' needs are met; in the case of low achievement a student might move down a level, and thus receive the additional academic supports and interventions commensurate with that level.
- One-on-one support.

- Afterschool intervention/tutoring classes.
- Parent training/workshops to support their child's academic growth.
- Instructional software.
- Re-teaching.
- Differentiated instruction.

### **Student Success Team**

The Charter School also uses its SST to identify and support the academic and behavioral needs of its students. The work of the SST is consistent with the 2004 reauthorization of Individuals with Disabilities Education Improvement Act ("IDEA") which provides that prior to referring a student for special education services, schools may "use a process which determines if a child responds to scientific, research-based intervention." If the teacher or those closely associated with an at-risk and/or academically low achieving student determines that the student needs further intervention and support, the parent(s)/guardian(s) of the student are contacted and included in the SST's development of strategies and a plan to meet the specific learning needs of the student.

The SPAB SST meeting includes the following twelve-step process:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified, and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem identified by the SST continues after 60 days, revisions to the plan may be made, or the SST may refer the student for a special education or Section 504 assessment.

### **Retention and Promotion Policy**

The policy of SPAB is to ensure the academic success of every student. Students are expected to meet grade-level standards and receive the necessary instructional support to enable them to be successful. The decision to promote or retain is based on consistently applied criteria for standards-based academic performance. SPAB strongly discourages retention in the elementary grades. SPAB recognizes that retention must be considered if the student has not met the criteria and has not participated in the required intervention supports. The Principal makes the decision concerning student promotion or retention in kindergarten following consultation with the teacher and parent/guardian. Retention in kindergarten can only be done with parent/guardian consent.



### **Plan for Students Who are Academically High Achieving**

Teachers at SPAB use strategies such as differentiated instruction, cubing (students get cubes with different tasks on each side that help students analyze a concept from different perspectives), tic-tac-toe (a choice board with nine different differentiated tasks that students may choose from as long as the tasks chosen are in three adjacent or diagonal boxes), independent learning contracts, and rubrics to differentiate content, process, and product for ALL students. It is a continuous process of learning about students' needs and interests and using that knowledge to guide instruction. These strategies allow SPAB to serve the needs of high achieving students in particular by providing them with opportunities for enrichment, additional challenge, and learning extensions.

Classroom teachers sustain a relaxed yet challenging environment by encouraging responsibility and autonomy, supporting students' different needs, and emphasizing students' strengths, including by supporting and building on the strengths of high achieving students. In addition, sharing responsibility for the classroom climate with students helps to ensure that it is productive and comfortable for everyone. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner, including expectations that support further growth for high achieving students.

High achieving students are identified by teachers and administration based on assessment data, academic performance, and observation. Parents receive progress reports three times a year during parent-teacher conferences, which allows SPAB to communicate to parents that their students are high achieving. In between these reporting periods parents will receive two additional progress reports. Teachers also communicate to parents of the differentiated instruction that is occurring in the classroom to support their student achieving above grade level. Parents may also be given suggestions on alternative assignments, projects, and/or assignments that the scholar can complete outside of the classroom. In all cases, parents and educators work together at SPAB to ensure that high achieving students are being challenged to continue to grow academically.

Strategies to meet the needs of high achieving students include:

- Classroom organized for flexibility and openness. Teacher concentrates on creating and selecting learning opportunities for students, guiding them, and working with them to assess their progress while giving choices and fostering independence.
- Using "anchor activities" that students can complete with little supervision-tasks such as writing journal entries or working on a portfolio which provides time for the teacher to work directly with other students (Feldhusen, 1993; Tomlinson, 1999).
- Involving the students in creating classroom procedures and rules and in organizing their time helps them to build important skills in decision making, negotiating, and planning.
- Content with greater depth and higher levels of complexity
- A discovery approach that encourages students to explore concepts
- Focus on solving complex, open-ended problems
- Opportunities for interdisciplinary connections
- Use of Bloom's Taxonomy

- Advanced curricula
- Flexible pacing
- Project-based learning
- Learning centers
- Developing divergent and creative thinking based on the cognitive affective model
- Students will work on higher standards at a more in-depth level

### **Plan for English Learners**

Savant Preparatory of Academy of Business complies with all applicable state and federal laws regarding services and the education of English Learner (“EL”) students including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of the students and parents.

### **Reclassification of English Learners**

SPAB has developed a policy and procedures for EL reclassification based on the four criteria set forth in Education Code section 313(f).

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810, i.e., ELPAC.
- Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery.
- Parental opinion and consultation.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

SPAB reclassifies any student who meets the above criteria as RFEP. Parents or guardian are notified of their scholar’s reclassification, and school records will be updated. Upon reclassification of any English Learner to RFEP, SPAB continues to monitor the scholar’s progress for four years.

Savant Prep will follow the recommendation of the California Department of Education to closely monitor students for four years after they have exited English Learner status and have been reclassified to fluent English proficient status. We will use weekly assessment data and benchmarks to monitor student growth across all content areas. SPAB will ensure student engagement in the standard instructional program at the same level of their never-EL peers. Students who show signs of regression will participate in small group intervention and strategic Multi-Tiered System of Supports monitoring to ensure that students have not exited prematurely.

All data will be recorded on the Individualized Learning Plan specifically designed for EL students.

### Strategies for English Language Learners

English Learners participate in the SPAB core curriculum, with strategic support focused on English Language Development (“ELD”) provided through both integrated ELD and designated ELD as described below.

English Learner instructional materials include:

- Access to core curriculum through Specially Designated Academic Instruction in English (“SDAIE”).
- Lessons that address the beginning, early intermediate, intermediate and early advanced levels of English-language proficiency at every grade level.
- Teacher edition and student materials are focused and efficient to ensure English Learners acquire proficiency in English as quickly and effectively as possible.

In addition, SPAB’s standards-based curriculum also meets the needs of English Learners with an emphasis on academic language, vocabulary and concept development, sentence structure, grammar, organization and delivery of oral communication, and speaking applications. Curriculum materials and professional development training provides guidance to teachers on how to instruct English Learners to master the ELA content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork. Teacher and student Wonders curriculum materials assist English Learners in developing proficiency in the English language and the concepts and skills contained in the CCSS in ELA. Emphasis is placed on:

- Instruction in the skills that are transferable from student’s primary language to English non-transferable skills
- Acquisition of academic vocabulary
- Phonological, morphological, syntactical, and semantic structures of English

The curriculum adopted by SPAB for ELA and math includes both embedded instructional materials for English development and instructional practices provides support for students to allow them to successfully participate in and progress through the daily lessons from the core programs with their peers.

### Home Language Survey

The Charter School administers the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

### English Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat

developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Plan for Special Education Including Children with Disabilities**

The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code section 47641(b). The Charter School and the District may negotiate a “pass-through” model within this designation, which is described further below.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area (“SELPA”) policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

### ***Serving Students with Special Needs – School of the District***

Savant Preparatory Academy of Business recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the District and/or a SELPA to ensure that a free and appropriate education (“FAPE”) is provided to all students with exceptional needs.

SPAB shall initially be deemed, by default, a public school of SBCUSD for purposes of special education, pursuant to Education Code section 47641(b). However, SPAB reserves the right to apply and become an independent Local Education Agency (“LEA”) member in a SELPA for purposes of special education. In this case, SPAB will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code section 47641(a) either on its own or

with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

The Charter School acknowledges that it is a party to a memorandum of understanding with the District governing the provision of special education services (“MOU”) that per its own terms will continue indefinitely and thus would be operative into the Charter School’s 2021-26 charter term, (**Appendix 4**). The specific manner in which special education and related services is provided and funded is thus set forth in the MOU, delineating the respective responsibilities of the Charter School and the District. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. The Charter School thus incorporates the terms of the MOU as though fully stated herein as a reasonably comprehensive description of how the Charter School will ensure that special education services are provided for its students.

### ***Serving Students with Special Needs – “Pass-Through Model”***

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the District and SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow District and SELPA policies and procedures, and shall utilize District and SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

### **Staffing**

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

### Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

### IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### Non-Public Placements/Non-Public Agencies



The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

#### SELPA Representation

The Charter School understands that the District shall represent it at all SELPA meetings.

#### Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA, as distributed through the District.

#### **Section 504 of the Rehabilitation Act**

Savant Preparatory Academy of Business recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPAB. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A Section 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is

responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those who are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability and is eligible for services under Section 504 is made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Administration will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## **Professional Development**

Providing teachers and school leaders with the ongoing professional development, coaching and planning time they need to be successful in implementing our instructional program to fidelity is part of the SPAB model. Savant Preparatory Academy provides educators professional development coordinated by the Director of Curriculum and Instruction. A teacher can expect to:

- Participate in Summer Symposium, an all staff multiple day professional development program focused on SPAB culture and initiatives;
- Participate in Summer School PD, an all staff multiple day professional development program focused on classroom culture and intellectual preparation to execute curriculum materials;
- Participate in the ABEN Summer Institute, a program where all staff are informed and inspired with pedagogical resources;
- Participate in professional development on early release day, Wednesday, that focuses on classroom culture and intellectual preparation to execute curriculum materials;
- Receive professional development and coaching on CCSS-aligned instructional materials;
- Have daily and weekly planning time;
- Be assigned a Mentor Teacher to provide coaching and model lessons.

## **Charter School Annual Goals and Actions to Achieve State Priorities**

Pursuant to Education Code section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code section 52060(d), can be found in the Charters School's Local Control and Accountability Plan ("LCAP") (**Appendix 5**).

Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## **ELEMENT 2: MEASURABLE STUDENT OUTCOMES**

Governing Law: *"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school."* Education Code Section 47605(c)(5)(B).

The Charter School has established clearly defined schoolwide and student subgroup outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

The Charter School will pursue school-wide and subgroup outcome goals, as measured by multiple and varied interim assessments that are aligned to state and federal standards, including CCSS, and reflect proficiency measures required by the CAASPP, as well as grade-level applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is defined as:

- The subgroup consists of at least 30 pupils each of whom has a valid test score.
- For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

Pursuant to Education Code section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code section 52060(d), and can be found in the Charter School's LCAP (**Appendix 5**).

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The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

### **ELEMENT 3: METHOD OF ASSESSMENT OF STUDENT OUTCOMES**

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

The Charter School shall conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the LCAP (**Appendix 5**) for a description of the assessments the Charter School shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

As a supplement to the Charter School’s LCAP, the following description summarizes SPAB’s approach to assessment and the types of assessments utilized by the Charter School to measure student progress. SPAB recognizes that assessment is a critical element for student success and teacher planning in all grades. Assessment data will provide the necessary information to create strategic instructional programs to meet student needs. This may include various formative, informal, and summative assessments. We will also use authentic assessments to measure standards’ mastery and social development. We recognize the importance of both formative assessments, which will allow for adjustment to educational strategies, as well as, summative to evaluate effectiveness of our programs. The following list provides some formative and summative assessments that will be used:

- Student work samples.
- Collaborative/cooperative group opportunities will allow students and teachers to monitor and evaluate their progress, set priorities and goals, create options, and enable students to take responsibility for pursuing their goals.
- Assessments given regularly to determine placement and mastery of standards in math, writing, and reading.
- State mandated standardized tests.
- Frequent teacher and publisher developed assessments to guide instruction.
- Anecdotal records such as running records to track student reading performance. These notes will highlight particular qualities and strengths that students show during school instruction and activities. Many of these records will be placed in the student’s portfolio.
- Student conduct records in the student database.
- Parent surveys collected each fall and spring.
- ELPAC given to all English Learners at the beginning of each school year and monitoring of their progress using the ELD standards.
- Official reports, such as progress reports and report cards, will document students’ learning progress.

### Methods of Measurement

Assessment	Frequency	Grade Levels
CAASPP (ELA and math)	Annually	3-6
California Science Test	Annually	5
ELPAC	Annually (IA and SA)	TK-6
NWEA MAP	Three times annually	K-6

### Use and Reporting of Data

Data will be used for continued improvement. Teachers will use the collection of data for analysis of student achievement on a continuous basis. Reports will help determine which students need more aggressive support, acceleration, intervention, and/or remediation. Assessment and data will drive our instruction. In addition, SPAB will use the California Accountability Model and School Dashboard report to monitor growth and create goals for the upcoming year.

Data will be used for reporting pupil achievement. In addition to formal assessments, teachers will use classroom-based observations and assessments as part of the grading process. Students will receive a standards- based report cards at three intervals throughout the school year during parent conferences. The report will also include business education progress grades and attendance data. Parents will receive progress reports twice during each reporting period.

Data will be used to create the School Accountability Report Card (“SARC”) that reports school performance to the community. The SARC will be produced on a yearly basis and will clearly identify the academic performance of students by sub-groups as required in the template supplied by the California Department of Education.

SPAB agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight pursuant to Education Code section 47607. Also pursuant to Education Code section 47604.3. SPAB shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from SBCUSD, the County Office of Education, and the State Superintendent of Public Instruction and shall consult with the foregoing entities regarding any inquiries.

## **ELEMENT 4: SCHOOL GOVERNANCE STRUCTURE**

Governing Law: *“The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”* Education Code Section 47605(c)(5)(D)

### **Legal Status**

SPAB is an independent, directly funded charter school, operated by Savant Preparatory Academy Inc, a California non-profit public benefit corporation, pursuant to California law. The Charter School shall be governed pursuant to the corporation’s Articles of Incorporation and Corporate Bylaws adopted by the SPA Board of Directors (“Board” or “Board of Directors”), as subsequently amended from time to time, and consistent with this charter and the requirements of the Brown Act, Education Code Section 47604.1(c), Government Code Section 1090, and the California Political Reform Act of 1974.

The Charter School’s Articles of Incorporation, Conflict of Interest Code, and Corporate Bylaws<sup>4</sup> are provided in **Appendix 6**. The SPA Board acts as the fiscal agent of SPA to the fullest extent of the law.

The Charter School shall operate autonomously from the District, with the exception of the contracted services as negotiated between the district and the Charter School. Pursuant to Education Code section 47604(d), the District in performing its oversight of the Charter School shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities by law.

### **SPA Board of Directors**

The Charter School is governed by SPA’s Board of Directors in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The SPA Board will see to it that all provisions of charter school legislation will be followed. The SPA Board monitors the school budget monthly. A state-approved external auditor will be contracted to assure standards of fiscal responsibility. The SPA Board contracts with a business manager, who will provide back office services.

### **Board Composition**

Strong governance, community support, and committed leadership are vital to fulfill the mission of Savant Preparatory Academy of Business. SPAB and SPA will be governed and operated by and operated by a high capacity and diverse team of educational, civic, and business leaders. SPA strives to identify and encourage community members to serve as board members who have

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<sup>4</sup> SPA has prepared revised bylaws to conform with the content of this charter petition and California legal requirements, attached as **Appendix 6** (“Revised Bylaws”). SPA intends that the Revised Bylaws will be operative as of the beginning of the charter term commencing July 1, 2021, unless the District approves the Revised Bylaws for adoption prior to that time. Consistent with the terms of the Charter School’s charter for the term July 1, 2018 through June 30, 2021, SPA separately submitted the Revised Bylaws to the District for review and approval by letter dated December 9, 2020.



expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, nonprofit governance, public affairs and governmental affairs, business, and legal affairs.

### **Selection Process/Terms**

The SPA Board elects its members according to the procedures set forth in its Bylaws. The SPA Board consists of a minimum of three (3) and a maximum of five (5) voting members as outlined in the Bylaws. Members are selected for their expertise in educational leadership, business, school operations, and project management finance, fundraising, community development, and real estate. Consistent with its Bylaws, the Board shall include at least one parent representative (a parent of a current student) and one community representative. SPA shall ensure in its corporate Bylaws that one SPA Board representative is reserved for a parent of a student currently attending a charter school operated by SPA, subject to any other the limitations set forth in the SPA Bylaws.

The parent/guardian representative is selected with input from SPAB parents/guardians. Per Education Code section 47604(c), the authorizing school district may designate a representative to the SPA Board. If the District chooses to do so, the Charter School may appoint an additional parent or community member if necessary, to ensure that the Board is maintained with an odd number of directors.

Board member terms are for two (2) years.

Potential SPA Board members are identified, reviewed, and nominated for membership by the Board of Directors then in office. The Board shall, by majority vote, select from a pool of qualified candidates, both parents and community members, who demonstrate they possess the requisite skills needed for the effective oversight of the Charter School. The full Board elects new members by majority vote at the annual meeting, every year or on an as needed basis to fill vacancies. Members are elected for two (2) terms, running from July 1 through June 30 regardless of the date of their appointment, and shall hold office until expiration of their term unless they do not fulfill their obligation as members of the Board. The Board also develops and administers or contracts a program of orientation and training for newly elected members.

After serving two (2) consecutive terms, an individual must take one year off before serving on the Board again.

### **Board Responsibilities**

The Board of Directors will meet regularly, at least once a month and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation of the Charter School including but not limited to the following:

- Upholding the mission and vision of the Charter School.
- Overseeing the implementation of the charter.
- Providing notice and holding meetings in compliance with the Brown Act and Education Code Section 47604.1(c).

- Creating external or subcommittees as needed, including but not limited to a nominating committee and an audit committee.
- Ensuring compliance with applicable law.
- Approving and monitoring the implementation of all operational policies.
- Approving and monitoring the SPAB annual budget and budget revisions.
- Monitoring the Charter School's fiscal practices.
- Act as a fiscal agent, including receipt of funds for the operation of the Charter School, solicitation, and receipt of grants and donations.
- Approving and monitoring service contracts with outside service providers.
- Actively pursue fundraising on an ongoing basis, with the objective of raising operating and capital funds.
- Solicit and receive grants and donations consistent with the mission of Savant Preparatory Academy of Business
- Approving and monitoring the instructional programs and materials.
- Approving personnel policies, and overseeing and approving all hiring, promotion, discipline and dismissal of school personnel upon recommendation of the Principal.
- Hiring, supervising, evaluating, disciplining, and dismissing the Principal.
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk related matters.
- Approving all expenditures over 1% of the total school budget.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly measure progress of both student and staff performance based on reports and evaluations.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Meet as such times and places as required by SPA's Bylaws.
- Review requests for out-of-state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit.
- Shall conduct an annual meeting at the end of each fiscal year. Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Adopt an independent study policy for students that will miss school for an extended period of time.
- The ethnic and cultural diversity of the communities served by Savant Preparatory Academy of Business shall be reflected and honored in all the activities of the Board and its committees.

The SPA Board may initiate and carry on any program or activity or may otherwise act in the manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### **Board Professional Development**

Directors shall participate in annual trainings necessary to remain informed and maintain the requisite capacity to be effective. Such training includes but is not limited to Brown Act training, employment law/Labor Code training, Special education training, review of legal updates as provided by legal counsel, and participation in charter school conferences and symposiums as provided throughout California.

### **Brown Act Compliance**

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and Education Code Section 47604.1(c), shall take place at least every month, reserving the right to cancel meetings during the summer and winter breaks. Notices, agendas, and minutes of meetings will be posted, and retained in the SPA files. These records will be accessible for public and District review upon request. The Board of Directors and SPA staff will be trained at least annually on the requirements of the Brown Act.

SPA shall keep adequate and correct minutes of the open sessions of the SPA Board.

SPA and any and all related and/or affiliated entities will abide by the California Public Records Act. Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail. SPA shall provide written notice to SBCUSD of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the SPA governing board. Should SBCUSD consider the proposed revision(s) to be a material revision to SPA's governance structure or Charter, SPA may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should SPA adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to SBCUSD within three (3) business days of the adoption of such revision(s). SPA shall provide to SBCUSD copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any

other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

SPA will adhere to the Political Reform Act (Government Code section 81000, *et seq.*) and will adopt and promulgate a conflict of interest code that incorporates by reference the Fair Political Practices Commission's standard conflict of interest code at 2 CCR section 18730.

Savant Preparatory Academy shall at all times comply with the terms and requirements of the Free Schools Guarantee of the California Constitution, Article IX, Section 5, in all aspects of the EA program.

SPA will comply with all federal, state, and local laws, regulations and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health and safety. The school will secure general liability insurance, workers' compensation and unemployment insurance.

### **Conflict of Interest Code**

By the terms of this Charter, the Charter School and SPA are obligated to comply with the requirements of Government Code section 1090, *et seq.*, the Political Reform Act, the Brown Act, and the California Public Records Act to the same extent as if the Charter School were a non-charter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code section 1090, *et seq.* and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control. As such, the Corporation shall not enter into a contract or transaction that violates Government Code section 1090, *et seq.*, the Political Reform Act of 1974, Corporations Code requirements for the operation of a nonprofit corporation, or constitutes a conflict of interest in violation of the Corporation's conflict of interest code. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has material or financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

It is understood that the San Bernardino City Unified School District shall have the right of access to all SPA records to carry out their oversight responsibilities, and that the records of the SPA are subject to the California Public Records Act and to record requests pursuant to Education Code section 47604.32.

### **Contracts – CMO, EMO or Back Office**

SPA shall include the following language in all contracts for the provision of any back office, administrative or consulting services by an educational management organization ("EMO") or charter management organization ("CMO") for the charter school in excess of \$10,000.

*The CMO, EMO or back office provider retained by SPA and SPA will, upon request of the SBCUSD representatives, SBCOE staff and/or FCMAT, respond to and provide copies of any and all documents related to the operations of the school in the possession and control of the*

*CMO, EMO or back office services provider. Additionally, the CMO, EMO and/or back office provider will respond to any and all reasonable inquiries in the same manner as the charter school, as provided in Education Code section 47604.3. If the CMO, EMO and/or back office provider fail to provide the requested information to SBCUSD, SBCOE and/or FCMAT, the charter school will take affirmative steps to terminate the contract between the charter school and its operating organization SPA and the CMO, EMO and/or back office provider.*

### **School Administration**

Savant Preparatory Academy of Business recognizes the empirical evidence that proves that teachers have a direct influence on student achievement. To do their job effectively, teachers must be properly supported by an organized and highly efficient school administration. Studies show that, in order for administrators to help teachers become quality educators who will positively impact student performance, there must be an integration of instructional and transformational leadership practiced at the site (Marks & Printy, 2003). To be sure that the leadership at Savant encourages teacher development, we have deemed it necessary to have three administrative positions to ensure that the instructional, behavioral, and financial needs of the Charter School are met in a way that best support the teachers and staff.

The administrative team at Savant Prep consists of the Principal, who will manage the day-to-day affairs of the Charter School, any behavioral incidences, and maintain the relationship between the Charter School and stakeholders; the Director of Curriculum and Instruction, who will be responsible for developing and implementing professional development for teachers and researching quality instructional practices and resources; and the Director of Operations, who will be sure that the Charter School stays in healthy financial standing by managing the business operations of the school office, including by overseeing the Charter School's backoffice provider.

### **The Principal**

The Charter School's Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports directly to the Board, and is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Principal of Savant Preparatory Academy of Business shall manage the day-to-day operations of the Charter School. The Principal will provide input to the Board for all hiring and evaluation of faculty and staff and all personnel discipline. The Principal will also be responsible for the implementation of all SPA Board policies and procedures, including, but not limited to, organization of all instruction, academic support, and health and counseling services for transitional kindergarten through eighth grade.

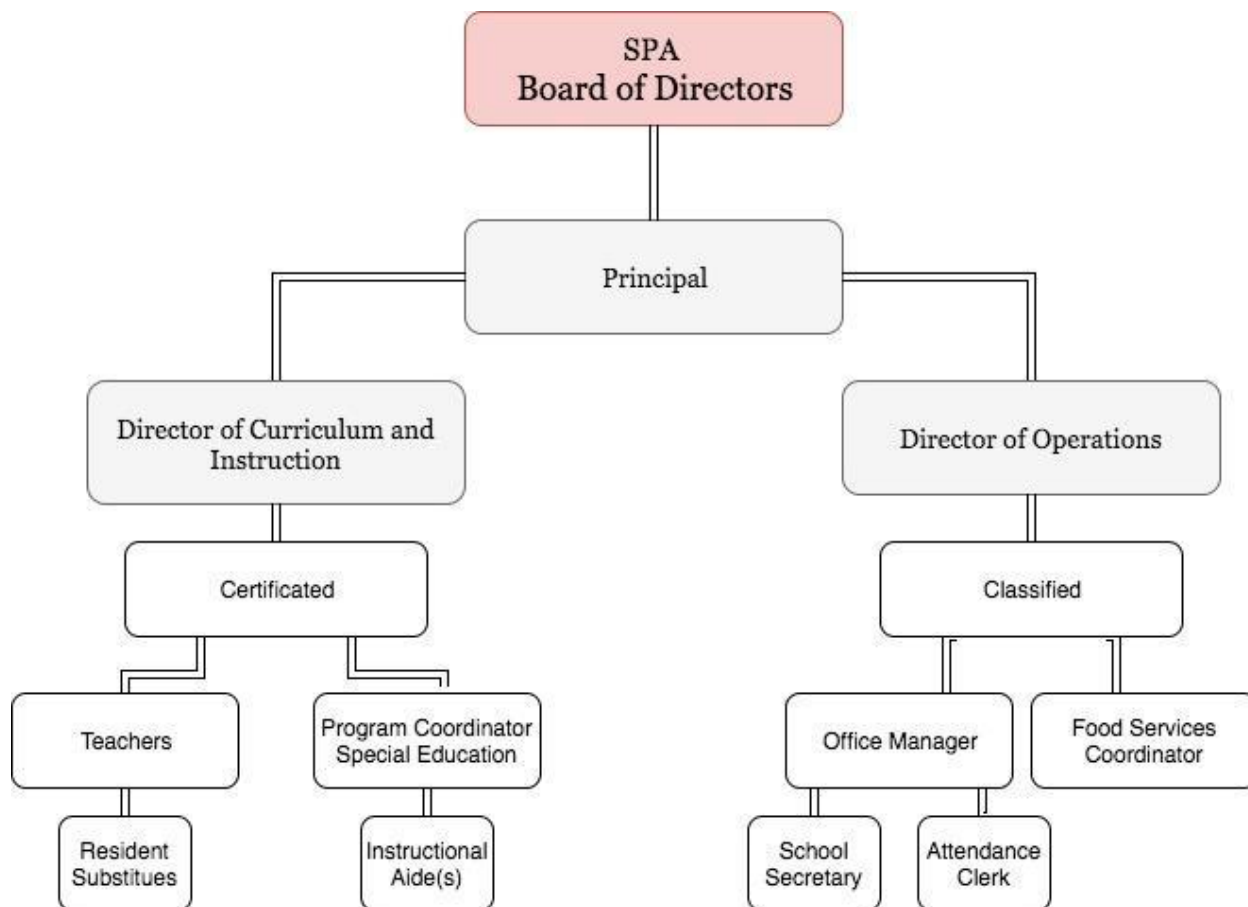
### **SPA Director of Curriculum and Instruction**

The Director of Curriculum and Instruction is responsible for providing professional development for teachers at SPA's charter schools including in the use of state-adopted instructional materials and data-drive instruction.

**SPA Director of Operations**

SPAB's Director of Operations is responsible for planning, coordinating, and supervising the day-to-day business operations of the school office, including supervision of SPAB's backoffice provider, and serves as administrative aide to the Principal. The Director of Operations shall perform assigned tasks as directed by the Principal and shall be required to undertake some or all of the tasks as addressed in Element 5.

## Organizational Chart



## Parent Involvement in Governance

An important objective of Savant Preparatory Academy of Business is to empower parents as educational partners. Parents should feel that their voice and participation at the Charter School influences the development of Savant Preparatory of Business and its components. Parents will continue to have the opportunity to participate in a variety of meaningful ways at Savant Preparatory Academy of Business, and their presence on campus and assisting teachers in the classroom will continue to be most important. Parents will continue to be members of the School Site Council (“SSC”) and participate in SSC meetings.

In order to ensure significant parent involvement, Savant Preparatory Academy of Business shall encourage the development of parent-based groups. These groups are responsible for recruiting parents in the activities of Savant Preparatory Academy of Business for the purpose of strengthening the community. All parents and guardians are continuously encouraged to attend parent meetings. Although involvement is strongly encouraged, SPAB shall provide notice to parents/guardians that parental involvement is not a requirement for acceptance to, or continued enrollment at SPAB.

## **Parent Involvement**

The Charter School empowers parents/guardians as educational partners. Parents/Guardians should know that their voice and participation at the Charter School influences the development of the total school and its components. Parents/guardians will have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important. As noted above, SPA's Board is required to include at least one parent board member. Parents and guardians are also encouraged to attend and participate in SPA Board meetings.

## **School Site Council**

To ensure parent/guardian participation in school governance, SPAB shall continue to maintain an SSC which serves in an advisory capacity to the SPA Board and is open to all parents/guardians and staff. The SSC shall be comprised of SPAB parents, educators and staff. The SSC will advise the SPA Board through the Principal on the operations of the Charter School, staff, teachers, and students. It reviews and provides input on policies and procedures for expulsions, curriculum, fundraising, and governance. The SSC is comprised of the Principal, one staff representative, two teacher representatives, and four elected parents.

If the number of English Language Learners increases to or exceeds twenty-one students, the Board will establish an English Learner Advisory Committee (ELAC).

## **Means of Engaging Parents in School Governance**

Parents/Guardians are encouraged to become active in developing their student's learning plan and the Charter School's curriculum, evaluation process, and other programs. Informal parent/guardian meetings will be established on campus. They will be used for parent/guardian education meetings, sharing resources, and parent/guardian organizing efforts for school improvement and community leadership. Outreach efforts include newsletters, Internet and email communications.

Notice is given to the parents/guardians of the following:

- The times and dates of all parent/guardian meetings and all Board meetings for the year
- Special classroom and school-wide events to be held during the year
- The process for time and labor donations to the Charter School
- The process for "phone tree/email communication" for all classrooms
- Access to the SPAB website
- The procedure for verifying parent/guardian participation at all school and school-related events to enable families to meet their annual hourly participation goals;
- How to access and monitor their student's progress reports online
- Procedure for communications during an emergency and location of students for pick-up during any emergency

## **Parent Committees**

Each year, parents have the opportunity to participate in ad hoc committees that plan school events and activities. SPAB intends to create opportunities for parent to engage in these types of committees during the charter term and explore other opportunities to create standing committees for parents.





## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

Governing Law: “*The qualifications to be met by individuals to be employed by the charter school.*” Education Code Section 47605(c)(5)(E)

SPAB is dedicated to hiring the most dedicated and knowledgeable staff. SPAB will seek to hire teachers with different areas of expertise who have the credentials as required by law. Specifically, SPAB shall comply with Education Code section 47605(l), which states in pertinent part:

*Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.*

The following are a list of key personnel to be employed by the Charter School along with corresponding qualifications:

### **Lead Teacher**

The most important characteristic of teachers at Savant Preparatory Academy of Business will be their care for students, enthusiasm, willingness to work hard and responsibility for student learning. The primary function of the Lead Teacher is to work with parents, administrators and other teachers to improve scholars’ experience and meet teaching objectives, all while teaching their own classes and mentoring new and inexperienced teachers. The ideal Lead Teacher wholeheartedly believes in and is passionate about the mission and commitments of Savant Preparatory Academy of Business and exhibits this through their development, reflection, execution of school culture, implementation of student rigor and proven results of student success.

### **Qualifications**

- Master’s degree or higher in specific content or the field of Education
- Shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment.
- Solid knowledge of subject matter, including CCSS and subject-specific frameworks and assessments
- Expertise in SPAB instructional resources, pedagogical methods, and evidence based best practices
- Exhibits strong leadership and collaboration skills

- Effective communication and interpersonal skills
- Demonstrates the ability to model evidence-based instructional practices in classrooms
- Skilled in diagnosing and resolving instructional challenges
- Demonstrates the ability to create, implement, monitor and evaluate professional development
- Demonstrate the ability to positively impact systematic change within the campus
- Skilled in technology, including software such as the Microsoft Office Suite

### **Teacher**

The most important characteristic of teachers at SPAB will be their care for students, enthusiasm, willingness to work hard and responsibility for student learning. The ideal teacher wholeheartedly believes in and is passionate about the mission and commitments of Savant Preparatory Academy of Business and exhibits this through their development, reflection, execution of school culture, implementation of student rigor and proven results of student success.

### **Qualifications:**

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred Shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- Solid knowledge of subject matter, including CCSS and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate (MS Office)

### **The Principal**

The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports directly to the Board, and is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Principal of Savant Preparatory Academy of Business shall manage the day-to-day operations of the Charter School. The Principal will provide input to the Board for all hiring and evaluation of faculty and staff and all personnel discipline. The Principal will also be responsible for the implementation of all SPA Board policies and procedures, including, but not limited to, organization of all instruction, academic support, and health and counseling services for transitional kindergarten through eighth grade.

The Principal shall perform assigned tasks as directed by the Board and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;

- Give reports to the SPA Board of Directors;
- Manage school finances to ensure financial stability;
- Participate in and design professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the charter school;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or SPA Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the security of the school building;
- Encourage and support teacher professional development;
- Provide all necessary financial reports as required for proper attendance reporting;
- Manage student discipline, and, as necessary, participate in suspension and expulsion process.
- Participate in IEP meetings as necessary.

**Specific qualifications include:**

Education and Experience

- Holds a master's degree from an accredited university.
- One to five years of experience teaching in a specific subject area or general grade level.
- Minimum of five (5) years of professional related experience, including three (3) years of school-based or district administrative and supervisory experience or any combination thereof.

License or Certification

- Holds or is eligible for a clear Administrative Services credential issued by the California Commission on Teacher Credentialing.

**Director of Curriculum and Instruction**

The Director of Curriculum and Instruction is responsible for providing professional development for teachers at SPA's charter schools including in the use of state-adopted instructional materials and data-drive instruction.

## General

- Implements the appropriate actions delineated Savant as part of the Charter School's long-range goals and curriculum design and delivery.
- Promotes with all staff the valuing of every student's right to be treated with dignity and respect.
- Promotes with all students the valuing of every staff member's right to be treated with dignity and respect.
- Assumes responsibility for assigned classified and/or certificated employee evaluations: includes valid and constructive suggestions for improvement of instruction and follows through with these suggestions.
- Maintains ongoing two-way communication with all segments of the school community regarding Savant's long-range goals as well as day-to-day operations.
- Coordinates and provides direction/supervision for all assigned activities and programs.

## Curriculum

- Ensures high quality curriculum design and delivery.
- Ensures the alignment of the written, taught and tested curriculum.
- Develops, implements and evaluates curriculum and matters related to the Charter School's instructional program.
- Coordinates curriculum development.
- Provides for an on-going process of assessing student needs.
- Plans/designs the appropriate staff development to support/reinforce the mission of the Charter School and the continued professional growth for faculty and staff.
- Demonstrates leadership and support of the educational and administrative philosophies of the Charter School.

## **Specific qualifications include:**

### Education and Experience

- Holds a master's degree from an accredited university.
- Has successful experience or high-quality preparation in curriculum design, e.g., developing curriculum, articulating curriculum with other schools, and coordinating curriculum at the school or district level.
- Has successful experience or high-quality preparation in overseeing the delivery of curriculum, e.g., high quality instruction coordination of curriculum within and across grade levels and/or departments.
- Has successful experience or high-quality preparation in use of feedback data in the improvement of the design and delivery of curriculum and education programs.
- Has successful experience as an education leader, preferably as an administrator.

### License or Certification

- Holds or is eligible for a clear Administrative Services credential issued by the California Commission on Teacher Credentialing.

### **Director of Operations**

SPAB's Director of Operations is responsible for planning, coordinating, and supervising the day to day business operations of a school office, and serves as administrative aide to the Charter School Principal. The tasks to be completed in this position may include, but are not limited to:

- Supervising SPAB's backoffice provider.
- Supervising the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
- Supervising the preparation of student enrollment and attendance report.
- Supervising the maintenance of student records, including assessment results, test scores, discipline citation, medical reports and records, and other documents.
- Supervising requisitions, receives, and distributes/stores classroom, school office and work room materials and supplies; maintains ongoing inventory; processes packing slips
- Preparing and processes field trip requests
- Supervising the preparation and maintenance of purchase orders and other expense records; approves logs, and monitors expenditures; reconciles site records with monthly school office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year
- Planning, assigning, training, and evaluating classified staff in accordance with SPAB's standards, timelines, and procedures
- Arranging for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims
- Supervising the preparation of the annual performance audit
- Preparing and processing facility use agreement forms in using established SPAB procedures
- Perform other duties as assigned by SPAB Principal

### **Specific qualifications include:**

#### **Education:**

- Bachelor's in Business Administration, Organizational Management, or related discipline desired

#### **Experience**

- Three years broad, varied, and increasingly responsible experience with budgeting, computer information systems, and organizational procedures. Charter school experience desirable

### **Resident Substitute**

In the absence of the classroom teacher, the substitute is responsible for providing instruction and managing the learning environment. The position reports to the principal or director of curriculum and instruction on a daily basis. If there are no teacher absences, the resident substitute will still report to the school site and complete any other duties as assigned. The tasks to be completed in this position may include, but are not limited to:

- Reviewing with the principal or director of curriculum and instruction the plans and schedules to be adhered to during the school day
- Maintaining the established routines and procedures of the Charter School and classroom to which assigned
- Following the lesson plans provided by the absent teacher
- Interacting in a professional manner with students and parents
- Encouraging, monitoring, and promoting student progress
- Maintaining student confidentiality
- Assuming the responsibility for overseeing pupil behavior in the classroom, during lunch, activity periods, and out-of-class settings
- Providing a brief report in writing on the day's activities at the conclusion of each day for the teacher
- Working cooperatively with all school personnel
- Following all policies, rules, and procedures to which teachers are subject and which good teaching practice dictates
- Adhering to the established policies and regulations of the Board.
- Performing other duties as required

### **Qualifications:**

#### Skills

- Must have knowledge or familiarity with the subject(s) to be taught; knowledge of the principles and methodologies of effective teaching.

#### Education

- Hold a Commission on Teacher Credentialing teaching credential or 30-Day Substitute Teacher Permit
- Hold a bachelor's degree from a regionally-accredited college/university (degree must be posted)
- Passed a basic skills exam (e.g., CBEST, etc.)

### **Non-Certificated Staff**

Savant Preparatory Academy shall seek non-certificated candidates that embrace the mission and vision of SPAB and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Non-certificated candidates must possess adequate professional training and/or experience.

### **Food Service Coordinator**

Coordinates with the food service vendor and SPAB staff to ensure that meals are provided to students, consistent with applicable policies and food safety guidelines.

#### **Qualifications:**

Experience, Education and Skills Qualifications:

- Graduation from high school or equivalent
- Experience working with children is desirable
- Training and certification in food handling safety

Employment Standards Knowledge of:

- Knowledge of SPAB school rules and safety regulations
- Knowledge of cultural diversity and acceptance of different ethnicities and cultural backgrounds
- Knowledge of principles and procedures of basic record keeping.
- Knowledge of English usage, spelling, grammar, punctuation, and communication.
- Knowledge of oral and written communication techniques
- Knowledge of basic safety standards of child health and safety
- Knowledge of interpersonal skills using tact, patience, and courtesy.

### **Lead Recreation Aide**

Performs lead support functions in the monitoring of student activities and behavior on the school campus during class breaks, lunch periods, and before and after school; monitors school grounds, parking lots, and building areas; assist with minor office duties.

#### **Qualifications:**

Experience, Education and Skills Qualifications:

- Graduation from high school or equivalent
- Experience working with children is desirable

Employment Standards Knowledge of:

- Knowledge of SPAB school rules and safety regulations
- Knowledge of cultural diversity and acceptance of different ethnicities and cultural backgrounds
- Knowledge of principles and procedures of basic record keeping.
- Knowledge of English usage, spelling, grammar, punctuation, and communication.
- Knowledge of oral and written communication techniques
- Knowledge of basic safety standards of child health and safety
- Knowledge of interpersonal skills using tact, patience, and courtesy.

### **Recreation Aide**



Performs support functions in the monitoring of student activities and behavior on the school campus during class breaks, lunch periods, and before and after school; monitors school grounds, parking lots, and building areas; assist with minor office duties.

**Qualifications:**

Experience, Education and Skills Qualifications:

- Graduation from high school or equivalent
- Experience working with children is desirable

Employment Standards Knowledge of:

- Knowledge of SPAB school rules and safety regulations
- Knowledge of cultural diversity and acceptance of different ethnicities and cultural backgrounds
- Knowledge of principles and procedures of basic record keeping.
- Knowledge of English usage, spelling, grammar, punctuation, and communication.
- Knowledge of oral and written communication techniques
- Knowledge of basic safety standards of child health and safety
- Knowledge of interpersonal skills using tact, patience, and courtesy.

**Secretary**

Under the direction of Principal or designee, provide assistance with varied and responsible secretarial and clerical support services to assist the supervisor with administrative and clerical detail; organize office activities and coordinate flow of communications for the assigned supervisor.

**Qualifications:**

- **KNOWLEDGE OF:** Modern office practices, procedures and equipment. Telephone techniques and etiquette. Record-keeping techniques, filing systems and information management. Financial and statistical record-keeping techniques. Correct English usage, grammar spelling, punctuation and vocabulary. Interpersonal skills using tact, patience and courtesy. Oral and written communication skills. Operation of office machines including a computer terminal.
- **ABILITY TO:** Perform varied and complex secretarial and clerical support duties. Work independently with little direction. Type at 50 words net per minute from clear copy. Operate a variety of office machines including typewriter, calculator, transcription equipment, copiers and computer terminal and printer. Utilize word processing and other computer software. Compose materials independently or from oral instructions. Maintain a variety of filing systems. Establish and maintain effective working relationships with others. Read, interpret, apply and explain rules, regulations, policies and procedures. Understand and follow oral and written directions. Add, subtract, multiply and divide quickly and accurately. Meet schedules and timelines. Work confidentially with discretion. Maintain records and prepare reports. Communicate effectively both orally and in writing.

- EDUCATION AND EXPERIENCE: Any combination equivalent to: graduation from high school and two years of increasingly responsible clerical experience involving the use of automated office equipment.

**Contracted Services**

SPAB contracts with a vendor for information technology services and support and a vendor for food services.

## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

Governing Law: *“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, SPAB will adopt and implement full health and safety procedures and risk management policies about our school site in consultation with its insurance carriers and risk management experts. These procedures will be maintained in a school safety handbook and will be reviewed on an ongoing basis by the Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

### **Procedures for Background Checks**

Savant Preparatory Academy of Business will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. SPAB will comply with all State and federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of SPA will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints prepared for submittal by the employer to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis.

The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

**Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code section 49406.

**Immunizations**

All staff and students enrolled will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California code of Regulations Sections 6000- 6075.

**Administration of Medication**

Students will not be given any medications at school unless an Authorization for Medication Form is completed and signed by the child's doctor and submitted to the school office. Prescription medication must be brought to school in the original prescription bottle labeled with the child's name. Students should never bring medication in their backpacks, lunch pails or pockets under any circumstances. This includes cough drops, Tylenol, Tums, etc. The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Parents/guardians complete the appropriate form authorizing school staff to administer medication. Staff keeps detailed records and logs of all medication schedules and dispenses medications at the appropriate times. All medications are stored in secure storage cabinets or secure refrigerators.

**Feminine Hygiene Products**

SPAB shall stock at least 50% of its restrooms with feminine hygiene products (i.e., tampons and sanitary napkins for use in connection with menstrual cycles) at all times and without charge in accordance with Education Code section 35292.6.

**Vision, Hearing, Scoliosis Screening**

Students will be screened for vision, hearing and scoliosis per Education Code Section 49560, *et seq.*, as applicable to the grade levels served.

**Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

**Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grade 6 of human trafficking prevention resources.

**Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

**Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

**School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

**Emergency Preparedness**

Savant Preparatory Academy adheres to a Safety Plan that will be maintained at the school site and drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The SPAB Board has developed related procedures and policies. All SPAB staff will be trained accordingly, including appropriate "first responder" training or its equivalent.

**Bloodborne Pathogens**

Savant Preparatory Academy of Business shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board

shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol or disinfecting procedures.

#### **Drug Free/Alcohol Free/Smoke Free Environment**

SPAB shall function as a drug, alcohol and tobacco free workplace.

#### **Facility Safety**

SPAB shall comply with Education Code section 47610 by utilizing facilities that are compliant with the Field Act or the California State Building Standards Code, including provisions for seismic safety. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

#### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

Savant Preparatory Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. SPAB has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at SPAB (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Savant Preparatory Academy’s anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

## **ELEMENT 7: BALANCE OF RACIAL AND ETHNIC PUPILS, SPECIAL EDUCATION PUPILS, AND ENGLISH LEARNER PUPILS**

Governing Law: *“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school”* Education Code Section 47605(c)(5)(G)

SPAB makes every effort to recruit students of various racial and ethnic groups, special education students, and EL students so as to achieve a balance that is reflective of the general population residing within the boundaries of the District. SPAB maintains an accurate accounting of the ethnic and racial, special education, and EL student balance of students enrolled in the Charter School and extends outreach efforts to ensure that the racial and ethnic, special education, and EL student balance reflective of the general population of the District.

Elements of this outreach plan include:

- The SPAB registration packet is available in Spanish.
- The SPAB website offers a Spanish translation.
- Informational brochures are available in Spanish.
- SPAB will post advertisements in libraries, Boys & Girls Clubs, and churches in predominately ethnically diverse neighborhoods.
- SPA will recruit staff members who are fluent in Spanish.
- SPAB will research local organizations and groups that support parents of students with disabilities and identify opportunities to promote SPAB to their membership, e.g., through presentations or information distributions.
- SPAB will research local periodicals that are read by non-English speaking populations and by parents of students with disabilities, and place advertisements for SPAB as appropriate and feasible.
- SPAB will reach out to parent groups centered on students of disabilities online, including through social media groups, and welcome them to our campus.
- An enrollment process with a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in San Bernardino City Unified School District, including materials in languages other than English to appeal to English Learner populations, and additionally materials to recruit students with disabilities.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.

- Outreach meetings, reaching prospective students and parents. Savant Prep keeps a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications.
- Collaboration with community-based organizations to support outreach efforts.
- SPAB will research the optimal methods of reaching students and parents of various racial and ethnic groups, special education students, and EL students in the San Bernardino region and test their effectiveness.

Brochures advertising basic school information and enrollment procedures are available on an ongoing basis. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted regularly, along with community presentations to assure racial and ethnic, special education, and EL student balance. We are confident these approaches, combined with SPAB's improved media profile in the community, will result in a student body that is racially and ethnically balanced, as well as balanced with respect to its population of EL students and special education students.



## **ELEMENT 8: ADMISSION POLICIES AND PROCEDURES**

Governing Law: “*Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).*” Education Code Section 47605(c)(5)(H)

SPAB makes the following assurances regarding student admission:

- SPAB will admit all students who wish to attend, to the extent that capacity allows
- SPAB is an open enrollment, tuition-free public charter school with no specific requirements for admission (e.g., test scores, minimum grade point average, discipline records, etc.), aside from residence in California. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.
- SPAB will comply with all laws establishing minimum and maximum age for public school attendance.
- SPAB will be nonsectarian in its programs, admission, policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220.
- Admission eligibility, except in the case of a public random drawing, will not be determined by the place of residence of a pupil, except as otherwise required by law.
- In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
- In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.
- Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The application process is comprised of the following:

- Parent attendance at an enrollment meeting (if a parent is unable to attend, SPAB will work with the parent to provide the information through an alternative medium). The purpose of this meeting is to ensure parent/guardian understanding of and commitment to the school’s vision and policies. All families seeking admission will receive extensive

information about SPAB's philosophy and educational program, including information regarding the Accountability Agreement, attached as **Appendix 7**. Multiple enrollment meetings will be held on different days of the week and times of the day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

- Completion of an application form comprised of basic information (i.e. name, address, contact information, eligibility for an admission preference (see below) and grade level of enrollment). The following chart illustrates the estimated application, public random drawing, and admission schedule and process proposed, and may be amended by SPAB as necessary. The final schedule and due dates will be communicated to interested parents and students on SPAB's website, through the school newsletter, and through local publications and enrollment meetings.

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In the event of a public random drawing, admission to SPAB shall be granted in the following order of preference and according to the following rationale with the exception of existing students, who will be guaranteed admission in the following school year:

1. Siblings of students admitted to or attending the Charter School: to keep families together.
2. Children of SPAB employees and Board members, and Founding Families as defined in the initial charter petition for the Charter School (not to exceed 10% of the total enrollment): to honor those committed to public education and for the convenience of employees.
3. Other prospective students residing within SBCUSD boundaries: provided as required by Education Code section 47605(e)(2)(B) and to serve as a public school option for students and families of San Bernardino
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

### **Lottery Procedures**

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories;

rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

### **Enrollment Process**

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of immunizations
- Proof of residence
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records (if applicable)<sup>5</sup>

In order to be enrolled into SPAB, a student and their family must also take part in an orientation process that will include an orientation session and introduction to the Charter School's philosophical and operational underpinnings and policies. Multiple orientation meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

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<sup>5</sup> The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

At the time of enrollment, parents will be asked to submit proof of residence with each enrollment packet to verify the address of the child. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant. Applicants must also attend an enrollment meeting, if offered. Multiple enrollment meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the name and address of the student, parent, or guardian.

- Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles.
- A bill dated within 90 days: gas bill, electric bill, water bill, or cable bill.
- Rental agreement copy
- Property tax statement
- Office letter from a social services/governmental agency within 90 days.

## **ELEMENT 9: INDEPENDENT FISCAL AUDIT**

Governing Law: *“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”* Education Code Section 47605(c)(5)(I)

### **Annual Independent Fiscal Audit**

An independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures is performed annually. The SPA Board will choose an audit firm that is on the State Controller’s list of recommended auditors for the preparation and completion of an annual, independent audit of the Charter School’s financial affairs as required by Education Code sections 47605(c)(5)(I) and 47605(m). These financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations who is on the State Approved Auditor list. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School and will conform with the applicable provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller’s California K- 12 School Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The auditor will verify the accuracy of the Charter School’s financial statements, accounting practices, revenue- related data collection and reporting practices and will review the Charter School’s internal controls. The audit will include a review of ADA as reported by SPA. Moreover, the audits will assure that the Charter School’s money is being handled responsibly and that its financial statements conform to generally accepted accounting principles.

The independent fiscal audit of Savant Preparatory Academy of Business is public record and will be provided to the public upon request. Money is allocated in the annual and three-year budget to cover the costs of audits. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on exceptions and deficiencies that have been or will be resolved with an anticipated timeline for the same. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. The audit will be completed and submitted to the District, the County Superintendent of Schools, the California Department of Education, and the State Controller by the 15th of December of each year. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent fiscal audit of the Savant Prep is a public record to be provided to the public upon request.

## **ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES**

Governing Law: *“The procedures by which pupils can be expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”*

Education Code Section 47605(c)(5)(J).

### **Policy**

The Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at SPAB. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. When a student commits an act that constitutes grounds for suspension or expulsion, that student may be suspended or expelled from regular classroom instruction. SPAB staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

These grounds and accompanying policies and procedures will be printed and distributed annually as part of the Parent-Student Handbook as well students and parents are expected to execute an *Accountability Agreement*. The Parent/Student Handbook will clearly describe discipline expectations, including a student's right to a hearing and other procedural safeguards. The *Accountability Agreement* includes language governing parent conduct on campus.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and

shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.



- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which

includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    - iii. An act of cyber sexual bullying.
      - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been

adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of

purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 6, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with their academic performance.

- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant



charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

### **In-School Suspension**

Occasionally, in-school suspension may be used as a form of a respectful, related consequence to behavior that is posing a serious disruption to the educational process. It is to be used as an alternative to out-of-school suspensions and to prevent a student from falling further behind in academics while remaining partially in the learning environment. During in-school suspensions, teachers provide the students with assignments to complete by the end of the day. In the event of academic struggles or questions, the person supervising the in-school suspension may contact the teachers or other support providers to aid the student. In addition to completing any assignments, students serving in-school suspension are also required to write a reflection that addresses the behavior that necessitated the in-school suspension and what they will do to avoid repeating the behavior in the future.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **Suspension Time Limits/ Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

#### **Conference**

Suspensions shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This

conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parents to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

### **Notice to Parents/Guardians**

At the time of the suspension, a Charter School employee shall make reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school following suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

### **Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial SPA Board following a hearing before it or by the SPA Board upon the recommendation of a neutral and impartial administrative panel to be assigned by the SPA Board as needed. The administrative panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a SPA Board member. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an

expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness

shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the

complaining witness is not admissible for any purpose.

**Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

**Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

**Written Notice to Expel**

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

**No Right to Appeal**

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

**Expelled Students/Alternative Education**

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

**Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with

the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

#### **Notification of District**

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

#### **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SPAB, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If SPAB, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SPAB, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:



1. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that SPAB had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent/guardian and SPAB agree to a change of placement as part of the modification of the behavioral intervention plan.

If SPAB, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then SPAB may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SPAB believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or SPAB, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five-day (45) time period provided for in an interim alternative educational setting, unless the parent/guardian and SPAB agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

### **Special Circumstances**

SPAB personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal (or designee) may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### **Interim Alternative Educational Setting**

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team.

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if SPAB had knowledge that the student was disabled before the behavior occurred.

SPAB shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SPAB supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other SPAB personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If SPAB knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SPAB had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SPAB shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by SPAB pending the results of the evaluation.

SPAB shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **ELEMENT 11: RETIREMENT SYSTEMS**

Governing Law: *“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”* Education Code Section 47605(c)(5)(K).

In order to secure and hold specialized and experienced staff committed to innovative curriculum and instruction, SPAB recognizes the importance of an attractive compensation package, which includes salaries and health benefits.

Certificated staff shall be compensated at a rate that is competitive in the teaching profession and commensurate with experience and education. Eligible staff at the Charter School shall participate in the State Teachers’ Retirement System (“STRS”). Eligible staff at the Charter School shall participate in a 403(b) plan and federal Social Security, as appropriate.

## **ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

Governing Law: *“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”* Education Code Section 47605(c)(5)(L).

SPAB is a school of choice, and no student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district policies and other options to include independent student, enrollment in school of residence, other public schools and private schools. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

### **ELEMENT 13: EMPLOYEE RETURN RIGHTS**

Governing Law: *“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”* Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at the Charter School. Any District employee who resigns their position with the District to become an employee of the SPAB, will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick, vacation leave, or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **ELEMENT 14: DISPUTE RESOLUTION**

Governing Law: *“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.”* Education Code Section 47605(c)(5)(N).

### ***Disputes between SPAB and the District***

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of *SPAB* or the District’s oversight obligations, or a dispute otherwise arises between the District and *SPAB*, the following procedures may be initiated by either party and shall be followed to resolve the dispute:

- (1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations.
- (2) In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.
- (3) If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures, the District or the Charter School will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the “Notice Date.” This notice will constitute the notice required under the provisions of Education Code 47607(g) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent’s designee, and the *SPAB* representative will be the *SPAB* **[INSERT POSITION]** or **[INSERT POSITION]** designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4.
- (4) Either party may pursue any other remedy available under the law, and if applicable, the District may commence revocation of the Charter and/or other

appropriate action in accordance with Education Code Section 47607 or applicable laws.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

### ***Internal Disputes***

*SPAB* shall have an internal dispute resolution process to be used for all internal disputes related to *SPAB*'s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, board members, volunteers, and staff at *SPAB* will be provided with a copy of the Charter School's policies and dispute resolution process. The District will promptly refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to the Charter School for resolution according to its internal dispute resolution process. Should the District receive a complaint regarding *SPAB* that is referred to *SPAB* for investigation and/or resolution, *SPAB* shall provide the District with updates regarding *SPAB*'s investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue.

## **ELEMENT 15: CLOSURE PROCEDURES**

Governing Law: *“The procedures to be used of the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”* Education Code Section 47605(c)(5)(O).

### **Closure Procedures**

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the San Bernardino County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure.



The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation, and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## **ADDITIONAL PROVISIONS**

### **Budget and Financial Reporting**

Governing Law: *“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.”* Education Code Section 47605(h).

Please find the following documents, attached as **Appendix 8**:

- A projected five-year budget/financial projections

These documents are based upon the best data available to the Charter School at this time. Savant Preparatory Academy of Business shall provide reports to the SBCUSD and the County as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as reasonably requested by the SBCUSD:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Savant Preparatory Academy of Business’ annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and San Bernardino City Unified School District.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the SBCUSD shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

SPAB will provide reporting to the SBCUSD as required by law and as requested by the SBCUSD including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

Savant Preparatory Academy of Business agrees to and submits to the right of the SBCUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Sections 47604.3 and 47604.4, SPAB shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SBCUSD. SPA recognizes the authority of the County Superintendent of Schools monitor and conduct an investigation into the operations of SPA based on complaints by parents or other information that justifies the investigation, pursuant to Education Code Section 47604.4.

## **Administrative Services**

Governing Law: *“The manner in which administrative services of the charter school are to be provided.”* Education Code Section 47605(h).

Savant Preparatory Academy of Business contracts with ICON School Management, a professional team of experts that services include, but are not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to SBCUSD & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

Pursuant to Education Code section 47604.32, the SBCUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Savant Preparatory Academy of Business shall pay the SBCUSD an oversight fee in accordance with Education Code section 47613.

As such, the District shall charge SPA for supervisory oversight of SPA up to the maximum permitted by as described in Education Code Section 47613.

## **Facilities**

Governing Law: *“The facilities to be used by the charter school. The description of the facilities to be used by the Savant Preparatory Academy of Business shall specify where the charter school intends to locate.”* Education Code Section 47605(h).

SPAB currently occupies Proposition 39 facilities allocated to it by the District, located at 1885 E. Lynwood Drive, San Bernardino, CA 92404. SPAB is currently utilizing eight classrooms designated for students, a classroom for office space, a playground, and shares cafeteria space

and the athletic field with another school on the site. SPAB intends to continue requesting that the District allocate Proposition 39 facilities to it during the charter term, subject to applicable facilities use agreements that SPAB and the District may enter into from time to time.

### **Potential Civil Liability Effects**

Governing Law: *"Potential civil liability effects, if any, upon the charter school and upon the school district."* Education Code Section 47605(h).

Savant Preparatory Academy of Business shall be operated by/as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by/as a non-profit public benefit corporation shall not be liable for the debts or obligations of SPAB or for claims arising from the performance of acts, errors or omissions by SPAB if the authority has complied with all oversight responsibilities required by law. Savant Preparatory Academy of Business shall work diligently to assist the SBCUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SBCUSD-requested protocol to ensure the SBCUSD shall not be liable for the operation of Savant Preparatory Academy of Business.

Further, Savant Preparatory Academy of Business and the SBCUSD shall enter into a memorandum of understanding, wherein SPAB shall indemnify the SBCUSD for the actions of SPAB under this charter.

The corporate bylaws of Savant Preparatory Academy shall provide for indemnification of the Savant Preparatory Academy Board, officers, agents, and employees, and Savant Preparatory Academy of Business will purchase general liability insurance, Board Members and Officers' insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the SBCUSD and Savant Preparatory Academy of Business' insurance company for schools of similar size, location, and student population. SBCUSD shall be named an additional insured on the general liability insurance of Savant Preparatory Academy of Business. Savant Preparatory Academy Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **Indemnification**

To the fullest extent permitted by law, SPAB/SPA agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the District, the District Board, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs,

penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs and interest, that in any way arise out of or relate to any actual or alleged act or omission on the part of SPAB/SPA, and/or on the part of the board of directors, members, officers, board appointed groups, committees, boards, and any other SPAB/SPA appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of SPAB/SPA in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter, any memorandum of understanding (MOU) between the parties (except to the extent specified in such MOU), and/or in any way related to the operation or operations of SPAB/SPA or of any other facility, program, or activity.

The obligations of SPAB/SPA to defend the District and the other Indemnitees identified herein shall not be limited by any assertion or finding that the person or entity indemnified is liable by reason of a non-delegable duty nor shall be contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this section. However, nothing in this section shall be constructed to obligate SPAB/SPA to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of SPAB/SPA shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

SPAB/SPA further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter and any MOU between the parties extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

SPAB/SPA's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter and/or any MOU between the parties or any other act or event that would end the SPAB/SPA's right to operate as a charter school pursuant to its Charter or cause SPAB/SPA to cease operations.

Pursuant to Education Code section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. SPAB/SPA shall at all times be operated by or as a nonprofit public benefit corporation.

Nothing in this provision shall serve to reduce or excuse SPAB/SPA's obligations to obtain and maintain the insurance required by this Charter and/or any MOU and/or its obligation to

indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter and/or any MOU between the parties, nor shall limit any rights Indemnitees may have under applicable law, including without limitation, the right of implied indemnity.

### **Insurance Requirements**

SPAB/SPA shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the San Bernardino City Unified School District's risk manager.

No coverage shall be provided to SPAB/SPA by the District, including self-insured programs or commercial insurance policies. In the event SPAB/SPA adds locations (which may only be done through an approved material revision to its Charter), each SPAB/SPA location shall meet the below insurance requirements individually. It shall continue to be SPAB/SPA's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

SPAB/SPA shall purchase and maintain in full force and effect at all times during the term of this Charter and/or any MOU or other agreement between the parties insurance in amounts and types and subject to the terms approved by the San Bernardino City Unified School District's risk manager and as specified below. SPAB/SPA's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any MOU or any other agreement between the parties or any other act or event that would end SPAB/SPA's right to operate as a charter school pursuant to its Charter or cause SPAB/SPA to cease operations until SPAB/SPA has fully complied with the Closure Protocol set forth in this Charter and/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of SPAB/SPA, throughout the life of the Charter and any MOU or other agreement between the parties, SPAB/SPA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of SPA. If any District property is leased, rented or borrowed, it shall also be insured by SPA in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$3,000,000 per "claim" with an aggregate policy limit of \$3,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, District Board members, officers, District Board appointed groups, committees, boards, and any other District Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "District and the District Personnel") as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of SPAB/SPA's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by SPAB/SPA; (c) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis with a policy retroactive date that precedes the effective date of this agreement and (d) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, SPAB/SPA shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, SPAB/SPA shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and

if the required insurance and/or coverage is not restored within two (2) business days, the Charter may be subject to revocation pursuant Education Code section 47607.

The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of SPAB/SPA or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or the District Personnel are waived.

#### A. Verification of Coverage

SPAB/SPA shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the San Bernardino City Unified School District risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of SPAB/SPA to defend, indemnify, and hold harmless the District and the District Personnel.

#### B. Deductibles and Limits of Liability

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of SPAB/SPA to defend, indemnify, and hold harmless the District and the District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims. Permitting the charter school to purchase an E&O policy on a "claims-made" basis may result in coverage that includes defense within limits on that policy. Most pools also provide defense within limits.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this Charter must be declared to and approved by the District.

SPAB/SPA shall promptly respond to all inquiries from the District regarding any claims against SPAB/SPA and/or any obligation of SPAB/SPA under the foregoing provisions of this Charter.



Additionally, SPAB/SPA shall, at all times, maintain a funds balance (reserve) of its expenditures as set forth in the MOU between the parties.

### **Debts and Obligations**

SPAB shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

SPAB shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents to which District is not a party and/or which are not approved or ratified by the District Board as required by law, shall be unenforceable against the District and shall be SPAB's sole responsibility.

SPAB shall attempt to include the following language in any and all contracts it enters into:

SPAB shall have no authority to enter contracts for or on behalf of the San Bernardino City Unified School District Board of Education or the San Bernardino City Unified School District. The parties to this agreement understand, acknowledge, and agree that any contracts, purchase orders, or other documents to which neither the San Bernardino City Unified School District Board of Education nor the San Bernardino City Unified School District is a specific party and/or which are not approved or ratified by the San Bernardino City Unified School District Board of Education and, as required by law, shall be unenforceable against the San Bernardino City Unified School District Board of Education or the San Bernardino City Unified School District and shall be the Charter School's sole responsibility.

### **Independent Entity**

SPAB and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. SPAB and the District shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of SPAB.

### **Compliance with Laws**

The Charter School agrees to comply at all times with federal or state laws (which may be amended from time to time), as applicable to charter schools, including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950, *et seq.*);
- State conflict of interest laws: the Political Reform Act (Gov. Code, § 87100, *et seq.*; Gov. Code, § 1090, *et seq.*);
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164, *et seq.*);
- The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400, *et seq.*);
- The Americans with Disabilities Acts (42 U.S.C. § 12101, *et seq.*);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act ("FEHA") Cal. Gov. Code, § 12900, *et seq.*);

- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794, *et seq.*);
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600, *et seq.*);
- The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g, *et seq.*); and
- The Elementary and Secondary Education Act (“ESEA”) as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

### **Conclusion**

By approving this charter for the establishment of Savant Preparatory Academy of Business, SBCUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

Savant Preparatory Academy of Business petitioners are eager to work independently, yet cooperatively with the San Bernardino City Unified School District to establish the highest bar for what a charter school can and should be. Toward this end, Savant Preparatory Academy of Business petitioners pledge to work cooperatively with SBCUSD to answer any concerns concerning this Charter and to present the SBCUSD with the strongest possible proposal requesting approval of a five-year renewal term to begin on July 1, 2021.