

**Public Safety Academy of San Bernardino**  
**2017-2022 Charter Renewal Petition**



# Charter Petition Table of Contents

Assurances.....	1
Element 1 - Description of the Educational Program .....	3
Element 2 - Measurable Pupil Outcomes .....	21
Element 3 - Methods of Assessment & Uses of Data.....	29
Element 4 - Governance.....	39
Element 5 - Employee Qualifications .....	44
Element 6 - Health and Safety .....	56
Element 7 - Means to Achieve Racial & Ethnic Balance .....	69
Element 8 – Admission Requirements.....	71
Element 9 - Financial Audits .....	72
Element 10 - Grounds for Suspension and Expulsion .....	74
Element 11 - Retirement Programs.....	85
Element 12 - Attendance Alternatives .....	86
Element 13 - Rights of District Employees .....	87
Element 14 - Dispute Resolution .....	87
Element 15 - School Closure Protocol.....	89
Appendices.....	

## Assurances

As the authorized lead petitioner, I, Jennifer Stickel, hereby certify that the information submitted in this petition for a California public charter school named PSASB, Inc., located within the boundaries of the San Bernardino City Unified School District, is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a renewal charter, Public Safety Academy of San Bernardino will follow any and all federal, state, and local laws and regulations that apply to the charter school.

Throughout this Charter and any attachments, exhibits, and/or appendices, hereto, any and all references to PSASB and/or the Charter School and/or the School shall apply with full force and effect to "PSASB, Inc." and any and all references to Public Safety Academy shall apply with full force and effect to PSASB, Inc. For all purposes related to the Charter or the operations of PSASB, PSASB, Inc. 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.

- PSASB, Inc. meets all statewide standards and required State assessments.
- PSASB, Inc. is deemed the exclusive public school employer of the employees of PSASB, for purposes of the Educational Employment Relations Act.
- PSASB, Inc. is non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- PSASB, Inc. does not charge tuition.
- PSASB, Inc. admits all students who wish to attend, and who submit a timely application; unless PSASB receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public, random drawing process. **Preference shall be given to siblings of current PSASB students, children of PSASB Staff (not to exceed 10% of school population), and San Bernardino City residents.**
- PSASB, Inc. does not discriminate on the basis of actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics.
- PSASB, Inc. adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- PSASB, Inc. meets all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- PSASB, Inc. ensures that core content teachers at Public Safety Academy of San Bernardino hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are

required to hold. As allowed by statute, flexibility is given to noncore, non-college preparatory teachers.

- PSASB, Inc. at all times maintains all necessary and appropriate insurance coverage.
- PSASB, Inc., for each fiscal year, offers 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 PSASB, Inc. without graduating or completing the school year for any reason, Public Safety Academy of San Bernardino notifies the superintendent of the school district of the pupil's last known address within 30 days, and, upon request, will provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- PSASB, Inc. maintains accurate and contemporaneous written records that document all pupil attendance and makes these records available for audit and inspection.
- PSASB, Inc. on a regular basis consults with its parents and teachers regarding the Charter School's education programs.
- PSASB, Inc. complies with any jurisdictional limitations to locations of its facilities.
- PSASB, Inc. complies with all laws establishing the minimum and maximum age for public school enrollment.
- PSASB, Inc. complies with all applicable portions of the *Every Student Succeeds* Act, and LCAP/LCFF regulations.
- PSASB, Inc. complies with the Public Records Act.
- PSASB, Inc. complies with the Family Educational Rights and Privacy Act.
- PSASB, Inc. complies with the Ralph M. Brown Act.
- PSASB, Inc. meets or exceeds the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- All employees at PSASB will be "At Will Employees," unless a specific employment contract is in place. PSASB will be the exclusive public employer of all employees of PSASB, for collective bargaining purposes. As stated in Element 4, PSASB and PSASB Inc. will be one in the same. PSASB will be doing business as PSASB Inc. All staff at PSASB will employees of PSASB Inc. As such, PSASB will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from the San Bernardino City Unified School District for all bargaining purposes.

PSASB, Inc. 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 PSASB, Inc. program.

\_\_\_\_\_, Lead Petitioner

Date:

## Element 1 - Description of the Educational Program

### Mission and Vision

**Mission:** The mission of the Public Safety Academy of San Bernardino is to develop a cadet toward a career in public safety, through a process of rigorous academics, realistic hands-on training, character development, physical fitness, and self-discipline.

PSASB prepares students to become responsible citizens in the 21<sup>st</sup> Century, a world of cultural diversity and rapid technological change. We focus on rigor and high academic achievement, emphasizing several specialized programs directly related to professions in public safety, including, but not limited to, firefighting, policing, and military careers. PSASB offers coursework in forensics, police, fire and military science, during the regular school day, as well as specialized instruction in public safety careers by trained public safety officers from the City of San Bernardino and surrounding areas.

PSASB educates students in grades sixth through twelfth. Enrollment is open to all students who reside within the State of California. We are a tuition-free, non-sectarian, public school of choice. We do not discriminate based upon race, religion, ethnicity, national origin, gender, culture, disability, or sexual orientation.

PSASB exemplifies the vast diversity of the San Bernardino City Unified School District. We welcome and seek students from diverse ethnic, socioeconomic, and geographic backgrounds. We actively encourage an enrollment of diverse populations that reflect the District's student population. Students are continually encouraged to take responsibility for their educational choices. PSASB has created a school environment with high expectations where all students are motivated to work hard to achieve an excellent education. It is the goal of all faculty and staff that students receive more personal attention than they might at larger, more traditional public schools.

At the core of the program is not only an emphasis on public safety professions, but on the establishment of a firm foundation in the principles of ethical behavior. These principles are based upon Josephson's Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). While many traditional public schools may incorporate these pillars as one component among numerous educational/social development endeavors, PSASB was established upon, and remains centered around these six pillars. PSASB is a partnership between students, parents, educators, and public safety officers from within the community. Parents, educators, and public safety officers alike, consistently exhibit each of the Six Pillars of Character and expect cadets to do the same. It is the expectation of the Academy that students will develop an intrinsic appreciation for the importance of these pillars. It is the expectation of the Academy that students will demonstrate the pillars as "second nature," and particularly "when no one is looking."

PSASB faculty use innovative teaching methods and collaborate on curriculum. Faculty communicate with parents on school expectations. High expectations encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in

the workforce, to attend the universities of their choice, to communicate across gender, race, and socioeconomic complexities, and to value service to others in society.

Students are offered a challenging curriculum designed to meet all requirements for admission to the University of California and California State University systems. Students are held to the highest academic standards and are given the nurturing and academic counseling required to reach those standards. Students learn in an integrated, multi-disciplinary environment that incorporates computer technology and real-life cooperative experiences in the outside community. Students are exposed to a variety of hands-on opportunities to experience the “world of work” when they job shadow at the local police and fire departments. It is the goal of the local public safety agencies to hire “home-grown” qualified employees and it is the aim of PSASB to provide the best candidates to fill these positions.

**Vision:** PSASB is school community dedicated to assisting our youth to become adults who are competent, confident, productive, and adaptable, with the skills and attitudes that enable them to successfully contribute to society. We are dedicated to active learning. We want students' love of learning to grow for a lifetime. We believe that self-motivation, critical thinking, united participation, self-discipline, ethical training, and creativity are skills as important as academics and technology. PSASB offers significant personal attention and support for students to achieve satisfying careers and a joyful quality of life. We are a community that values, encourages, and insists upon its members' positive support of, and active participation in our youths' education. We invite all who share our vision to join our educational community, and our goal in achieving academic excellence and lifelong learning.

After high school graduation, several of our graduates enroll in military, police, and fire programs/academies post high school graduation. Several of our graduates have been the recipients of full ride scholarships to California State University San Bernardino through the PAES (Presidential Academic Excellence Scholarship) program. Our increasing community involvement has brought with it other scholarship opportunities for qualifying seniors.

## **Educational Philosophy**

Based upon the *Mission Statement* of PSASB, faculty expectations, parent expectations, and career expectations are built upon character and ethics. In addition, the “School Wide Learning Outcomes” (SLO’s) were developed to ensure that all graduates are:

### **Educated individuals who:**

- Demonstrate a core of knowledge in mathematics, science, language arts, social science, foreign language, fine arts, and computer applications that promotes their ability to understand, participate in, and enhance the community in which they live and demonstrate achievement of district and state standards.
- Demonstrate self-discipline and perseverance in accomplishing challenging but realistic goals for themselves.
- Evaluate and improve upon their own work and continually maintain high standards.
- Set priorities, organize themselves and their work, and use time effectively.

### **Effective Readers, Writers, and Communicators who:**

- Read for pleasure, information, and insight.
- Convey information and ideas to others integrating oral, written, and research skills.
- Listen objectively and empathetically to the ideas of others.
- Use a variety of means and resources to structure and present logical arguments.

### **Critical, Reflective Thinkers, and Problem Solvers who:**

- Apply a wide range of problem-solving skills to real life situations.
- Access information from a variety of sources, evaluate it, and use it to produce quality work.
- Integrate information into a finished piece of quality work.
- Use information to make informed decisions and solve problems independently and as a team.

### **Informed, Responsible Individuals who:**

- Demonstrate integrity and honesty.
- Accept individual and group responsibility.
- Demonstrate respect for self and respect of needs, ideas, opinions, and property of others.

In addition to developing as educated individuals, PSASB, in keeping with our Mission Statement, weaves concepts of public safety into the delivery of the State Educational Standards. It is the goal of PSASB to take the educational concepts provided by the standards to the next level of practical application and use within a variety of career fields, with a focus on those career opportunities encompassing the full realm of public safety.

### **Students to Be Served**

The City of San Bernardino is home to mixed ethnic populations of mostly lower income families, of which Latino and White populations dominate. The 2010 city figures indicate that approximately 29.9% of the city's families were below the poverty line twice that of the State of California figure, of 14.2%. The state medium income is \$58,804 and the medium income for San Bernardino is \$35,918. 59% of the students at PSASB are classified as socioeconomically disadvantaged as opposed to 36.9% of the children in the City of San Bernardino being classified as socioeconomically disadvantaged and the state average of 19.6%. 61% of the students at the Academy qualify for the free/reduced lunch program. The following chart is a reflection of the ethnic breakdown of PSASB and the City of San Bernardino:

	<b>PSASB</b>	<b>City of San Bernardino</b>
White	22%	19%

African American	11%	14%
Hispanic/Latino	61%	60%
Native American	2%	1.3%
Asian	3%	4%
Pacific Islander	1%	.4%

The demographics of PSASB closely reflect those of the city of San Bernardino, and surrounding neighborhoods of the school. However, because of our status as a charter school, we are able to accept applications from other parts of San Bernardino County as well as parts of Riverside County. Nevertheless, the student population essentially mirrors that of the City of San Bernardino. The students who attend PSASB have many challenges. Many are acquiring the English language, and many are living in conditions defined as “socioeconomically disadvantaged.” In some cases, there may be no available technology in the home. PSASB understands the needs of our students and reaches out by providing English Language Development support, a technology lab, as well as tutoring before, during, and after-school. PSASB provides personal and educational counseling for students. PSASB’s full-time counselor works with all populations of students to foster a safe school and encourage a college-going population. All high school students attending PSASB are encouraged to take national examinations such as the ACT and SAT; fee waivers are provided for those who qualify. All juniors have the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB). All seniors are encouraged to fill out the Free Application for Student Aid (FAFSA), and compete for a variety of community, state, and nationally-based scholarships.

Below is PSASB’s current enrollment and our five-year plan for growth.

#### Goal/Actual

	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2020-2021</b>
<b>6<sup>th</sup></b>	45/47	45	45	50	50
<b>7<sup>th</sup></b>	66/62	66	66	70	70
<b>8<sup>th</sup></b>	66/66	66	66	70	70
<b>9<sup>th</sup></b>	66/65	66	66	70	70
<b>10<sup>th</sup></b>	66/62	66	66	70	70
<b>11<sup>th</sup></b>	66/55	66	66	70	70
<b>12<sup>th</sup></b>	66/41	66	66	70	70

#### Demographic & Enrollment Data

<b>Group</b>	<b>Enrollment</b>
Number of students	398



Black or African American	3.4%
American Indian or Alaska Native	1%
Asian	1%
Filipino	0%
Hispanic or Latino	80%
Native Hawaiian or Pacific Islander	1%
White	12%
Two or More Races	1%
Socioeconomically Disadvantaged	71%
English Learners	15.8%
Students with Disabilities	8%

## Testing

PSASB maintains the testing standards as set forth by the state of California. The Academy currently uses Smarter Balanced (SBAC) testing and reporting as a way to test and assess student learning and achievement. The data is collected, analyzed, and released to both the students and parents. The Academy PSASB uses CELDT/ELPAC, SBAC Interims and SBAC Summative results are used to regularly monitor student progress. To ensure all students at PSASB are working toward high achievement in these exams, students take regular benchmarks throughout the year. Faculty at PSASB also utilize a variety of other assessments as well, to measure student success on a regular basis, including written reports, oral presentations, and performance tasks. Faculty collaboration on individual student achievement and individual student needs all assist in enhancing the learning environment of the campus.

## Testing History

PSASB was established in 1999, however, it was not until it became a part of the San Bernardino City Unified School District in the 2007-2008 academic year that it had published STAR testing data. In the year 2007, the school had a Statewide Rank of two with no Similar School Rank. The 2007-2008 Growth Target was nine. During that school year the school only had one significantly reportable subgroup and that was Socioeconomically Disadvantaged. The 2007 Base was 628 with a target of 637. In 2008 it gained another subgroup, Hispanic/Latino and although it did not have two reporting years to show it had a growth of 665 in the 2008 year, while the Socioeconomically Disadvantaged subgroup not only met its 2007 growth target of 628 but exceeded it by 34 points growing to a score of 662.

In the 2008-2009 year the school picked up one more significant subgroup for a total of three, where it has remained to date. The school now has Hispanic/Latino, Socioeconomically Disadvantaged and White subgroups. During the 2008-2009 year the school base for 2008 was 669 for the Hispanic subgroup with a growth target of seven, it soared to a 2009 growth of 742, again exceeding its past score by 73 points. The Socioeconomically Disadvantaged had a 2008 base of 666, with a target growth of seven and grew 63 points to a 2009 growth of 729. Because the White subgroup was new for the 2008-2009 year the only scoring data shown was the 2009 growth of 767. Both the Hispanic/Latino and the Socioeconomically Disadvantaged groups met their subgroup growth targets.

During the 2009-2010 year, the school grew significantly in size, but still only qualified numerically for the three subgroups of Hispanic/Latino, White, and Socioeconomically Disadvantaged. All three groups had a growth target of five which would have taken the Hispanic/Latino group from 740 to 745 in the 2010 year, the White from 766 to 771 and the Socioeconomically Disadvantaged from 730 to 735. Because of a testing irregularity there is no API score available for 2010. One can only guess from the 2010 CST Summary Report that the school may have made its target growth goals. Overall 2010 CST ELA scores school wide indicated that 49.5% of students scored Proficient or Advanced, 29% scored Proficient or Advanced in History, 29.7% scored Proficient or Advanced in Mathematics, 37.6% scored Proficient or Advanced in Science, and 35.5% scored Proficient or Advanced in End-of-Course Science. These scores were slightly lower than those of 2009 by approximately 1% in all areas but Science where the 2010 score was 37.6% and the 2009 score was 54.5%, indicated a drop of 16.8 %.

Because there was no school-wide data available for the 2010 testing year faculty took on the challenge of reading the individual scores of every student. While the school was sanctioned "whole" school scores, individual data was available.

All faculty looked at the history of the individual students for the current year and one year past. Cards were made for every student showing their history and providing visual clues for areas of growth. The school PSASB has examined benchmark tests to determine if students are learning the necessary standards for the test.

## **What Does It Mean to Be an "Educated Person" in the 21st Century?**

There is a myriad of skills that an educated person in the 21<sup>st</sup> Century must possess. First and foremost, one must be able to think critically, as well as flexibly. An educated person in the 21<sup>st</sup> Century must be proficient in writing, mathematics, and in the use of technology. He/she must be well-spoken and possess solid leadership skills. At PSASB, leadership, and more specifically, the development of leaders who exhibit ethical character, is at the heart of our program; it is this which makes PSASB unique.

It is the view of PSASB that character education has been “put on the back burner” in many respects, as educators are pressured to focus on increased academic rigor and test scores. While the aforementioned aspects of education are indeed important, PSASB asserts that character development is *equally* important. One of the challenges presented in the 21<sup>st</sup> Century, primarily for disadvantaged, urban areas such as San Bernardino, is that little value is placed on education

in many of the students' homes. Often, due to economic hardship, single-parent households, and other challenging factors, parents may not be there consistently to mandate time for studying at home. Academic enrichment outside the home and school settings, such as Sylvan, may be a financial hardship for parents as well. Therefore, at PSASB our faculty strives to develop an intrinsic motivation for learning that may not be encouraged elsewhere in the students' lives. PSASB does this through our Character Development program. For example, we teach our cadets that cheating is unacceptable. We teach students that going to school is not a "means to an end" but a foundation for lifelong learning and success. It is our fundamental belief that instilling the importance of character traits, such as honesty and responsibility is where the foundation for lifelong learning is laid.

Aside from our Character Development program, another unique aspect of PSASB is that we follow numerous customs and practices of the United States Military, as well as standards and training for Police and Fire Academies. In a society where public safety is critical in maintaining a safe and democratic nation, future public safety officers and military officials must not only be properly trained, but have the highest moral and ethical values. What many public safety institutions have found is that many students, upon high school graduation, are not capable of meeting the rigorous academic demands of these academies. Furthermore, and perhaps even more astonishing, is that only an approximate 10% of students are able to pass a preliminary background investigation. This alone eliminates the majority of candidates from going any further in pursuing a career as a public safety officer. Interestingly, these candidates are typically thought to be and appear to be well-behaved, law-abiding young citizens.

This is why PSASB finds it vital to instill ethical character in our cadets while exposing them to the standards required by public safety institutions. Students at the PSASB know that poor choices will destroy their chance at a career in public safety. On a much larger scale, the cadets of PSASB, should they decide not to pursue a career in public safety, still complete high school with an understanding of the importance of traits such as respect, responsibility, fairness, and honesty. These traits are indispensable in every aspect of life, and are essential to future generations.

## **How Learning Best Occurs**

The foundation of the PSASB philosophy is a partnership among students, educators, and parents to encourage all students to become college bound. PSASB believes learning best occurs when students are pursuing subjects in which they have interest, with high expectations, all combined with their parents' and educators' involvement and support. While this philosophy is not unusual, and is perhaps the philosophy of many traditional public schools, the approach at PSASB is quite distinctive. PSASB rewards students with activities about which they are passionate. Some of these activities include special classes in fire training or police and military training.

By daily integration of the following five learning strategies into our educational program, faculty at PSASB believe we can encourage all students to grow to their maximum potential, and foster in them a lifetime love of learning.

## **1. High Expectations to Produce High Achieving Students:**

We strive to produce healthy, successful, highly motivated citizens. Studies have shown that if teachers hold high expectations of their students, that alone can increase students' achievement. PSASB provides academic counseling and guidance to focus students' goals and treat student-initiated plans for growth as completely achievable by the student with proper planning, skill development, and support. PSASB offers a challenging curriculum based upon the course requirements for admission to the University of California and California State University systems. All students have the same opportunity to achieve maximum learning in all subject areas. PSASB has developed programs and interventions to assist all students to achieve at their highest level. For example, PSASB educators implement GATE strategies (depth and complexity) and AVID strategies (Socratic Seminar, Cornell note taking, Costa's Levels of Questioning for increased rigor). The aforementioned strategies are proven to increase student achievement.

Through bimonthly faculty meetings and regular collaboration opportunities the PSASB staff works diligently to share best practices with one another, as well as any issues that may be hindering student progress. PSASB does not permit underperforming students to "slip through the cracks." PSASB uses a variety of methods to address students who may not be working up to their fullest potential. For example, students who are underperforming are required to have a parent conference in which a Student Success Team (SST) plan is implemented. Once SST goals are set, the student is monitored for academic improvement over a specified time period (per individual SST). If methods such as the Student Success Team process are unsuccessful, the student may be referred to SBCUSD Special Education for testing to rule out any possible unidentified learning disabilities.

It is the position of PSASB that learning best occurs when students feel supported, emotionally safe, comfortable taking risks, and confident in asking questions without feeling they may be scrutinized. Therefore, it is the commitment of PSASB to address any issues that may be responsible for a change in any student's performance, as our expectations will always remain elevated. Our historically high state test scores motivate PSASB educators to encourage students to continually improve. As the data shows, PSASB cadets clearly have the potential each year to exceed the previous year's scores.

## **2. Personal Academic Supportive Environment:**

The students of PSASB are some of our community's most valuable resources for future leaders and must be nurtured to reach their highest potential. The PSASB goal is to encourage students' passion to drive their educational process, and to continually encourage them to broaden their areas of interest. When appropriate, curriculum will be structured to allow students to learn at their own pace. Through counseling and interest inventories students are encouraged to learn about their personal strengths and career interests. All faculty and staff at PSASB continually provide encouragement for all students to attempt new challenges and work with them to design a pathway to graduation and ultimately lifelong happiness and success within their chosen career pathway.

### **3. Interdisciplinary, Project-Based, and Active Learning Approaches:**

Educators are continually encouraged to find opportunities in their regular curriculum to incorporate interdisciplinary, project-based learning in their subjects. Research has shown that interdisciplinary studies that engage students in active learning activities allow for greater assimilation of knowledge and more appreciation of how subjects integrate with other fields.

Problem, project-based, inductive learning encourages creativity, and provides students with hands-on experience, allowing for opportunities to enhance problem solving, and leadership skills. For instance, students in a forensics or police science class might be asked to view a simulated crime scene and to then develop a detailed approach to collecting evidence, analyzing facts of the case, analyzing skid marks to assess how an accident occurred, and ultimately “solving” the case. Working in groups with no more than a minimal number of directives from the teacher, students are forced to rely on their own critical thinking skills. A mock trial scenario is another project-based activity which ties in directly to the public safety component of PSASB. There are countless opportunities for students to work in groups to problem solve, using inductive reasoning skills. Project-based learning, when properly structured, creates a student-directed learning environment where students are, unsurprisingly, more authentically engaged in the learning process.

### **4. Integration of Computer Technology Into the Learning and Project Environment:**

With the use of Chromebooks, the integration of technology is a daily occurrence at PSASB. Teachers are able to frontload important directions and expectations on their website, Google Classroom, or by apps such as Remind101. Students are able to work on assignments in a cloud setting, which allows for teachers to observe and comment on student work both in and out of the classroom. The one-to-one access to computers has also lead to the implementation of technology that promotes collaboration such as *Socrative*, online polls, and access to tutorial videos. For example, staff posts homework assignments in the Google drive folder along with a video demonstrating how to work through problems on a particular assignment. With this, students are able to receive additional support from these videos in case they missed a step in class. Students also have access to a computer lab for additional access to technology as needed, and teachers are trained in the use of technology to ensure that they have the means to effectively support achievement of academic standards and schoolwide learner outcomes.

### **5. Community-Based Learning:**

The San Bernardino community offers countless learning opportunities for PSASB students. Community members visit and speak to students to provide personal insight into the various opportunities within the “world of work.” Community members are invited to the school to enrich classes, and serve as a source of performance-based learning. PSASB has partnered with local police and fire agencies, colleges, and businesses to provide hands-on, experiential learning. High school students have opportunities to job shadow after school and on weekends with both the fire and police departments, gaining an appreciation and understanding of their future job opportunities. Students are committed to participation in community service projects

in their local communities, and are encouraged to utilize community-based educational programs, such as classes offered by local colleges.

## **Overarching Goals**

It is PSASB's goal to enable *all* students to be self-motivated, competent, life-long learners, while concurrently preparing them to be fully qualified to enter either a police or fire academy, United States Military, or college.

## **INSTRUCTIONAL APPROACH AND METHODOLOGIES**

### **Key Components**

- Hands-on, project based learning with a focus on public safety career training.
- Specialized instruction in public safety career components by trained public safety officers from the City of San Bernardino and surrounding areas.
- Public safety electives such as Military Science, Police Science and Forensics offered as a part of the regular school day.
- Public safety elements incorporated into every subject area as often as possible such as report writing (English); skid mark analysis (mathematics); etc.
- Data-Driven Instruction: Teacher inquiry and research to guide curriculum development and pedagogical choices.
- Family/Community-School Partnerships.
- Implementation of Character Counts instruction on a daily basis.

### **Curriculum**

The curriculum of PSASB is structured to meet all “A through G” educational requirements and standards as set forth by the State of California Department of Education and the University of California Office of the President. The Scope and Sequence and Pacing Guides utilized at the Academy meet all of the requirements of the State of California and our LEA. These documents are available for review to all interested parties and have been included in the appendices. The uniqueness of PSASB is within the electives made available to all students. The initial Military Science elective course is taught in the Academy Middle School Program and is an essential component for all cadets. Military Science introduces the students to the primary concepts, methods, and systems applicable to the basic functioning of a military establishment. This course focuses on leadership training, drill and parade, and military theories, concepts, and systems. This course is foundational to the structure of PSASB and serves as an introduction to expectations of those who plan careers within the public service areas of the military, fire, and police.

PSASB also offers “hands-on” and “world of work” experience to all students in a number of other unique ways. In addition to the various explorer-type programs, PSASB also works with the military fire program at the Marine Corps Logistic Base in Barstow and offers to all students, who qualify with good behavior, the opportunity to participate at the Barstow facility for four days of “real-life” fire training. Students are exposed to a number of firefighting scenarios; they don turnouts (yellow fire protective coats) and go into burning buildings with professional fire

fighters and learn characteristics of various fire situations, all while practicing the leadership skills necessary for successful management and control of fires, just like fire fighters on the job. PSASB firmly believes that strong leadership skills are necessary to success in any occupation—particularly those of public service and public safety.

PSASB also places great importance upon daily physical fitness training. This is a vital component, as students pursuing careers in public safety will be required to pass an intensive physical agility test upon admittance to an academy. Currently, the students at PSASB have surpassed all other schools district-wide in their physical fitness requirements which are set forth by the State of California. In addition to the mandated state requirements, the Academy's PSASB's physical fitness program also integrates the Fire Agility Standards into the daily physical education regime.

Another unique component to PSASB's curriculum is the unique courses offered in forensics as well as police science/law and justice. Students taking these courses are expected to:

- Demonstrate a critical understanding of the integrity and responsibility necessary for any individual desirous of entering the Administration of Justice.
- Describe and evaluate the need for responsible community involvement.
- Identify and illustrate the procedures involved in the justice system from arrest to adjudication.
- Explain the necessity of the justice system to operate as a cooperative unit to effectively maximize the handling of cases.
- To utilize classroom information/skills to evaluate and illustrate appropriate discretionary procedural decisions while operating as a member of the justice system.

## **Instruction**

It is the goal of PSASB for all students to attain proficiency or above on all state tests. This goal is achieved by continuing to focus on appropriate rigor for *all* students, and meet them at their individual learning levels with appropriate challenges. Because PSASB encourages all students to maintain a minimum GPA of 2.0 with no D's or F's, it has become the goal of the faculty to support students through individual tutoring to maintain grades acceptable for college admittance. PSASB believes that all students can learn and it is this philosophy that drives our strong beliefs in creating a "college-going culture." It is through this belief that all faculty continuously delve into more critical thinking and rigorous lessons within the typical classroom setting.

PSASB utilizes AVID methodologies such as Socratic seminars, Cornell note taking, as well as increased rigor for *all* students. Because PSASB has an environment of "emotional safety," with an expectation that no student feels ostracized for any reason, faculty can scaffold academically and challenge the "average student" to become an extraordinary student. Because students show respect for one another, cadets are generally more willing to "risk" asking more questions in class, and show increased participation in class. Also, PSASB currently offers several AP courses that are certified by the College Board. Students who complete these courses have the opportunity to take the AP test and receive college credit as well as a weighted GPA. It is the

goal of the Academy to continue to focus on rigor, developing higher-level thinking skills and critical writing skills as a way to further increase student performance. These higher level thinking skills will allow PSASB students to excel even further with the implementation of the Common Core Standards.

Students at PSASB are exposed to a variety of teaching and learning strategies. As an example, students may learn by creating presentations or original projects. Students have opportunities to work individually, in heterogeneous or homogenous groups. Teachers keep student engagement high by chunking lessons, bringing in culturally-relevant materials to celebrate diversity, utilizing tutorial groups and Socratic Seminar. Teachers are sensitive to every student's unique learning style, and utilize a variety of teaching strategies and assessment strategies to ensure material is accessible to *all* students. PSASB has a computer lab, and over 400 Google Chromebooks for individual student use.

In addition to the military type activities, PSASB has also been chosen as the "Cadillac" model program by Police Officers Standards and Training (POST) in Sacramento. POST contracted with a professional filming corporation out of San Diego which filmed PSASB along with two other similar public safety oriented programs in the state. The completed DVD has been distributed to every police department and police academy throughout the state of California in an effort to establish a "grow our own" philosophy to recruit job ready applicants for all fields of public safety. See Appendices.

### **Instructional Minutes**

PSASB's daily schedule and annual calendar meets the minimum number of instructional minutes set forth in Education Code § 47612.5, and the required number of 180 [or more] school days. This code requires:

- Pupils in grades 4 to 8, inclusive, 65,330 minutes.
- Pupils in grades 9 to 12, inclusive, 65,330 minutes.

At PSASB students will have 65,300 minutes of instructional time (not including lunch or passing periods) each year. Furthermore, PSASB complies with the Education Code Section 51210(g) requirement 400 minutes of physical education every ten days for secondary students (grades 7-12).

Because PSASB is a paramilitary school, students have intensive (physical) training "IT" on a weekly basis. This intensive training is in addition to the required physical education minutes.

### **A Typical Day at PSASB**

A typical day at Public Safety Academy of San Bernardino differs in many ways from that of a traditional public school. Students arrive at 7:30 A.M. in pressed uniforms, hair in accordance with military standards, and shoes shined. Male cadets are cleanly shaven; hair is no longer than the top of their ears and does not reach below the neck. Female cadets arrive with hair in a tight bun, with no hair below the top of their neck or below the eyebrows. All cadets are to have their belts shined, no loose threads or buttons anywhere on their uniform, clean hats, straight gig lines,



and no jewelry. At 7:30 reverie sounds through the loud speakers across campus. Students run at a “double time” pace, and quickly form up in platoons by grade level. Students will stand in formation, at ease, until called to attention by the Student Commandant of Cadets. The Student Commandant of Cadets is typically a senior classman. Students first complete flag detail which includes saluting the flag as it is raised by the Academy Honor Guard. This formal procedure is followed by reciting the Pledge of Allegiance. Inspection immediately follows flag detail. Squad leaders inspect the uniforms of all students in their squads and report to the Battalion Chief. The Platoon Chiefs then report to the Student Commandant of Cadets, who then reports to the school administrator on duty. Any students who are out of uniform compliance are asked to call home for anything needed to bring their uniforms into inspection compliance. These students are expected to return the same day, having made the needed correction(s).

Following morning formation, students move in formation to their first period class. The academic portion of the day is similar to that of a traditional public school. However, what differs is that number one, there are no bells at PSASB and when moving between classes students have only 2-3 minutes of passing period, and are to move quietly, quickly, and in a single file manner in the halls. Students are responsible for getting to class promptly. Also, atypical of a traditional public school, is that among some of the classes students attend throughout the day, are electives geared toward careers in public safety.

After lunch, students form up in their platoons and wait to be dismissed by the Commandant of Cadets to report to class in an orderly fashion. At 2:45 cadets are dismissed. They are expected to run double time to their platoons. Cadets are called to attention for flag detail once again, as the flag is lowered for the day by the Academy Honor Guard.

Often times, students are involved in trainings relevant to public safety, which are not included in the daily curriculum. While teachers implement public safety elements wherever possible, (for example: report writing in English, or analysis of skid marks in relation to speed and distance in math, or pressure as experienced by holding fully charged water hoses in science) and while we do offer courses in public safety, the Academy PSASB also invites many guests to enhance and increase training opportunities for students. PSASB regularly has United States Military Drill Instructors on campus to perform inspections which mirror those of the military. Other guests to our campus include police officers and firefighters from the community who assist in the training of our cadets.

## **Special Populations**

### **English Learner Identification and Assessment**

- PSASB will properly identify and assess all students who have a primary language other than English.
- A home language survey (HLS) will be used at the time initial of enrollment to determine the student’s primary language.
- Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, must be assessed for English proficiency by means of the current California English language proficiency

assessment. The assessment conducted must follow all of the publisher's instructions.

- PSASB will annually assess the English language development and academic progress of each English learner.

### **Parent/Guardian Notifications**

- Parents/guardians of English learners will be notified of their child's initial English language proficiency assessment results
- Parents/guardians of English learners will be notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

### **Reclassification**

- PSASB will reclassify a pupil from EL to proficient in English by using a process and criteria that include, but are not limited to:
  - a. Assessment of English language proficiency.
  - b. Comparison of pupil's performance in basic skills against an empirically established range of performance basic skills based upon the performance of English proficient pupils of the same age that demonstrate 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.
  - c. Teacher evaluation that includes, but is not limited to, the pupil's academic performance. ("Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.)
  - d. Opportunities for parent opinion and consultation during the reclassification process.
- PSASB will maintain in the pupil's permanent record (regardless of the physical form of such record and to ensure transfer of documentation) the following:
  - a. Language and academic performance assessments
  - b. Participants in the reclassification process
  - c. Decision regarding reclassification
- PSASB will monitor for a minimum of two years the progress of reclassified pupils to ensure correct classification, placement, and additional academic support, if needed.

### **Teacher EL Authorization**

- Teachers assigned to provide English language development and instruction in subject matter courses for English learners must be appropriately authorized or are actively in training for an appropriate EL authorization.

## **ELD**

- As part of the core program, each English learner will receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively as possible.

### **Access to the Core Subject Matter**

- Academic instruction for ELs will be designed and implemented to ensure that English learners meet PSASB content and performance standards for their respective grade levels within a reasonable amount of time.
- PSASB will assist English learners to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content and achievement goals all children are expected to meet.
- PSASB will monitor student academic progress and take action to overcome and academic deficits incurred while acquiring English. Actions to overcome academic deficits will be taken before the deficits become irreparable.

### **English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DLAC)**

- PSASB with 21 or more English learners will have a functioning English Learner Advisory Committee (ELAC) that hold regular monthly meeting run by elected members who work collaboratively with School Site Council.
- PSASB ELAC chairperson attends monthly District English Learner Advisory Committee (DLAC) at San Bernardino City Unified School District.

### **Students with Special Needs**

All students identified with learning disabilities are supported by resource specialists provided through the Special Education Department of the San Bernardino City Unified School District. The RSP teacher works with Special Needs students on a daily basis as specified in their IEP. The RSP teacher includes all concerned faculty in regularly scheduled Individual Educational Plan (IEP) meetings to ensure that all student goals are being addressed and met within a fully inclusive setting. It is the goal of PSASB to provide a rigorous, college preparatory program. Students with special needs are supported by individual attention, throughout the school day, and are also provided with the opportunity for before, during and after-school tutoring programs.

PSASB shall be deemed a school of the District for purposes of the provision of special education services. So long as PSASB is deemed a school of the District for purposes of the provision of special education services, it shall at all times agree to and comply fully with the terms of any District MOU regarding Special Education in Charter Schools, as the terms thereof may be revised from time to time. Should PSASB ever determine that it is interested in becoming its own local educational agency ("LEA") for purposes of providing special education services, rather than being deemed a school of the District for such purposes it must provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which PSASB would become its own Special Education LEA. The

notice must include information establishing PSASB's ability and capacity to serve as its own Special Education LEA and provide special education services in accordance with federal and state law, including proof of PSASB's acceptance as a member of a SELPA for the fiscal year in which PSASB will become its own Special Education LEA. At any time that PSASB becomes its own LEA for the purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services to PSASB students, regardless of school district or residence of such students, and PSASB shall be exclusively responsible for the coordination and provision of special education services to PSASB students and for any and all other obligations of a school or school district relative to services for students with special needs.

### **Section 504 and Americans with Disability Act**

PSASB fully supports and is in compliance with Section 504 of the Rehabilitation Act of 1973. All qualifying identified students are provided with annual 504 team meetings to establish necessary, reasonable accommodations to assure that every student with special needs is not discriminated against in any way. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, continued eligibility or readiness to discontinue the 504 Plan. All identified students have the opportunity to participate in and benefit from all school programs such that they can achieve to the fullest of their abilities.

PSASB 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 the School. PSASB shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act. Should PSASB be unable to provide the services necessary to comply with the requirements of Section 504 and the Americans with Disabilities Act, PSASB may request that the District provide the necessary services, and the District may agree if it so chooses in its sole discretion, at a cost to be negotiated between the District and PSASB separate from the terms of this Charter and/or PSASB shall contract with outside service providers, at PSASB's sole expense, to provide the services.

### **High-Achieving Students**

Teachers use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are high-achieving. Students who achieve significantly above grade level and/or demonstrate consistent above-grade level work are identified. These students are not given "*busywork*," but more rigorous and challenging modifications within the assignments. Advanced students are sometimes grouped with other high performing students and given work that they can tackle as a group. This allows for more critical thinking and a higher level of complexity within assignments, as these students are able to brainstorm collectively and complete difficult tasks together.

### **Low-Achieving Students**

PSASB follows an extensive preventative intervention program that works to identify students who are likely to struggle before they fail. Continued emphasis on data- driven instruction allows

PSASB faculty to identify students before they fail and support them through in-class intervention practices and after-school tutoring.

All PSASB faculty are fully trained to utilize the Student Success Team (SST) strategies for students who demonstrate low achievement toward mastery of state standards. Typically, parents and teachers meet and utilize the strategies as set forth in the SST model. Academically low-achieving students may be identified based upon low test scores (approaching standard, standard not met,) as identified on SBAC results. PSASB uses the following assessment tools: CAASP reports, report cards/progress reports, and publisher-provided, curriculum-based assessments (both summative and formative).

Through professional development and collaborative support, teachers receive training on effective intervention strategies targeted to address the areas of greatest need. In order to reach the greatest number of students included within this category, teachers are trained to utilize the following best practices:

- Clearly communicating goals for students.
- Structuring academic tasks for students.
- Demonstrating the steps necessary to accomplish a particular academic task.
- Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.

### **Socioeconomically Disadvantaged Students**

It is the philosophy of PSASB that all students can learn and succeed, and that disadvantaged students are entirely capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community extends to the parents and families of our students as well. PSASB recognizes that our target population, neighborhood, and City of San Bernardino as a whole, face many challenges as a community, and that some children within the community may lack supports that many families and communities take for granted.

To reiterate, PSASB faculty has been trained in the SST process, and actively identifies students who may need additional academic support. PSASB faculty has received training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, poverty, and individual families' challenges to meet their child's needs. Our SST is responsible for identifying students and families who might need additional resources or supports.

### **Instructional Strategies for Special Populations**

PSASB is committed to addressing special needs populations (English Language Learners, High-Achieving, Low Achieving, Socioeconomically Disadvantaged, and Special Education).

The following is a list of key components for accommodating all students equitably, within a setting where different needs must be addressed for a variety of students:

- 1) Increased support classes for all students.
- 2) Planning time during which teachers can modify and create lessons and curriculum to meet the needs of individual students.
- 3) A culture among teachers of openness and collaboration, allowing teachers to share their action research and learn from each other's varying expertise in handling learning differences.
- 4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children.
- 5) Various forms of assessment that are used to guide instruction.
- 6) Learning goals that are clearly articulated.
- 7) High expectations for all students.

## **Professional Development**

PSASB is committed to supporting its faculty by providing ongoing opportunities for professional growth. PSASB faculty are required to attend a minimum of two faculty meetings per month, one which addresses school business matters, while the other consists of professional development trainings. Title II Categorical funding provides ongoing opportunities for teachers or other faculty members to attend professional development training, such as Advanced Placement Conferences offered by the College Board, Core Curriculum Workshops provided by both Riverside and San Bernardino Counties, as well as many other educational leadership conferences.

Aside from outside collaboration, PSASB faculty members who have been trained in specific areas regularly present research-based strategies and methodologies that are proven to increase student achievement. PSASB faculty regularly analyze student performance data in order to target areas where students are struggling. It is then PSASB's goal to focus professional development around those areas and/or specific struggling populations.

## **Western Association of Schools and Colleges (WASC) Accreditation**

PSASB is fully accredited, through the 2020-2021 academic school year, for grades 6-12, by the Western Association of Schools and Colleges. PSASB received its initial WASC accreditation in 2007. See Appendices.

## **Transferability of Courses**

Courses offered by PSASB may be considered transferable and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria and are considered to meet college entrance requirements. Courses offered by charters accredited by WASC are considered transferable. PSASB informs parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through a variety of communication channels including but not limited to:

- Parent information sessions held during the school year.

- Electronic and paper-based information provided to families.
- School website offering information regarding the school program and curriculum.

## **Graduation Requirements**

### **Participation in Formal Graduation Ceremony:**

In order to participate in formal graduation ceremonies, PSASB cadets must meet all credit and non-credit graduation requirements. Principal may allow students who have met all other graduation requirements and who are only in need of state assessment results to participate in formal graduation ceremonies. In the event disciplinary corrective actions are imposed for violations of school rules, a student may be denied participation in graduation ceremonies. A determination that a student will be denied participation in graduation ceremonies for disciplinary purposes can be appealed to the PSASB Board of Directors.

A diploma will be awarded only after all state and district graduation requirements have been fulfilled and all outstanding fines (if applicable) have been paid. If a cadet is lacking credits, they may complete the remainder of their coursework over the summer following graduation. In such cases, coursework must be completed prior to the beginning of the next school year, and must be completed at an accredited institution. Upon completing all coursework with passing grades, within the given timeframe, the student may still receive a PSASB diploma. If requirements are not met, then the student is no longer eligible for a PSASB diploma.

## **Element 2 - Measurable Pupil Outcomes**

PSASB is modeled after many of California's most successful charter high schools, serving urban and low income areas. However, what makes PSASB different is that it utilizes many strategies of training and learning modeled after a combination of both fire and police academies. PSASB has very close ties with local police and fire organizations and all four branches of the United States Military. PSASB has modeled its own student and school-wide outcomes and expectations around the expectations of these organizations. The faculty of PSASB continually utilizes strategies that promote student engagement through active learning and instruction. It is the belief of PSASB faculty that when students are engaged in the learning process motivation increases.

### **Student Outcome Goals**

Commitment to PSASB's educational philosophy empowers PSASB students to achieve the following measurable student outcome goals, which are explicitly aligned with California's Common Core State Standards and with the school's definition of what it means to be a 21<sup>st</sup> Century learner.

Outcome Area	Ongoing School Definitive Goals/Objectives	Measurable Benchmarks & Growth Goals
English Language Arts	<p>Students demonstrate a firm comprehension and proficiency of all applicable CA Common Core State Standards for ELA.</p> <p>Students are able to communicate clearly and effectively using appropriate vocabulary, both verbally and in writing.</p> <p>Students will be able to use correct public safety report writing techniques and format.</p> <p>Students display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of reasoning.</p> <p>Students demonstrate the ability to read fluently and comprehend a variety of grade-level texts in both literature and other academic disciplines.</p>	<p>Obtain a schoolwide performance of at least 40% of our students (and all measurable subgroups scoring at or above standard on the SBAC English test.</p> <p>Have less than 20% of all students score at approaching standard or standard not met on SBAC English Test.</p> <p>80% or more of all students with IEPs will, each year, meet or exceed annual individualized education plan goals related to English Language Arts. The IEP team will reconvene to modify the plan as needed for students not meeting their goals.</p> <p>The number of students receiving a score of proficient or above based on fulfillment of the California grade-level standards will increase by at least 5% annually.</p> <p>20 % of all students (including all measurable subgroups) will move up at least one proficiency band per year on the SBAC ELA test until they reach the proficient level</p> <p>80% of the students who are proficient or advanced will remain in the proficient or advanced category each year based on the SBAC, even as they progress to the next grade level's more challenging standards.</p>



<p>Mathematics</p>	<p>Students demonstrate a firm comprehension and proficiency of all applicable CA Common Core State Standards for Math.</p> <p>Students fluent in basic computational skills, are algebraic thinkers, and are problem solvers.</p> <p>Students understand and solve problems related to number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.</p> <p>Students display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of reasoning.</p> <p>Students demonstrate the ability to use critical thinking skills, reason logically, and to implement a variety of problem-solving strategies.</p>	<p>Obtain school-wide performance of at least 30% of our students (including all measurable subgroups) scoring at or above standard on the SBAC Math test.</p> <p>Have less than 30% of all students score at approaching standard or standard not met on SBAC</p> <p>60% or more of all students with IEPs will, each year, meet or exceed annual individualized education plan goals related to Mathematics. The IEP team will reconvene to modify the plan as needed for students not meeting their goals.</p> <p>The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.</p> <p>15% of all students (including all measurable subgroups high) will move up at least one proficiency band per year on the SBAC Math tests until they reach the proficient level.</p> <p>80% of the students who are proficient or advanced will remain in the proficient or advanced category each year based on the SBAC, even as they progress to the next grade level's more challenging standards as the courses change through Integrated Math I-Calculus.</p>
--------------------	---	--

Science	<p>Students demonstrate a firm comprehension and proficiency of all applicable State Standards for Science.</p> <p>Students work in a team and use scientific inquiry skills and the scientific method to analyze scientific problems and reach conclusions.</p> <p>Students demonstrate a basic understanding of fundamental concepts in biology, chemistry, anatomy, and physiology.</p> <p>Students employ critical thinking skills to solve different kinds of non-familiar problems in both conventional and innovative ways.</p> <p>Students understand how basic scientific concepts are applied to public safety techniques such as arson investigation, crime scene investigations, and forensic laboratory tests.</p>	<p>Obtain a school-wide performance of at least 40% of our students (including all measurable subgroups) scoring at or above standard on the CST Science test.</p> <p>The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.</p>
History – Social Sciences	<p>Students demonstrate a firm comprehension and proficiency of all applicable State Standards for Social Studies.</p> <p>Students have core knowledge in grade-level history and social science and have the critical thinking skills necessary to study the past and its relationship to the present.</p> <p>Students employ critical thinking to make judgments and decisions, and to draw conclusions based on best analysis.</p> <p>Students understand the Modern World or European History (grade 10), US History (grade 11), and Government and Economics (grade 12), and the development of new ideas, institutions, and systems of thoughts.</p>	<p>In Social Studies testing, attain a school-wide goal of at least 40% of our students (including all measurable subgroups) scoring proficient or advanced on the standardized History exams.</p> <p>The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.</p>

	Students interpret and summarize information from maps, charts, and graphs.	
Visual & Performing Arts	<p>Students understand, appreciate, and interpret the arts.</p> <p>Students participate in artistic activities and events.</p> <p>Students understand the role that the arts have played in history as well as its relationship to other academic disciplines.</p>	All continuously enrolled students (including all measurable subgroups) participate in at least one visual or performing art class.
Leadership Studies	<p>Students understand, appreciate, and are able to articulate leadership as it is exhibited among members of the police force.</p> <p>Students exemplify positive characteristics of young leaders and practice these skills through leadership roles used to run academy formations and public safety activities.</p> <p>Students effectively communicate and work collaboratively in small and large groups, as well as an entire school unit.</p> <p>Students communicate the principles of character emphasized in the “Character Counts!” program.</p>	<p>All continuously enrolled students (including all measurable subgroups) participate in Leadership Studies. This will include an understanding of the six pillars of character and roles of public safety officers and military personnel.</p> <p>Students translate trainings from Leadership Studies into a variety of community service endeavors.</p>
English Language Learner Achievement and Reclassification	<p>All ELL students are reclassified RFEP upon or before graduation.</p> <p>All RFEP students will be continually monitored for three years after reclassification or until graduation.</p> <p>All ELL students increase their CELDT performance by at least one ELD level every school year.</p>	<p>At least 20% of English Language Learners increase their CELDT scores by at least one ELD level each year until RFEP.</p> <p>Meet all goals for ELL students in meeting grade-level academic achievement</p>
Special Education Achievement	Special education designated students are serviced through the Special Education Department of San Bernardino City Unified School District SELPA. All	By the end of Year 1, students meet 80% of their annual goals as laid out in their IEP’s. The IEP team will reconvene to

	<p>identified special education students make significant progress toward all learning goals as outlined in their Individualized Education Plans.</p> <p>Have less than a 5% achievement gap between Special Ed and non-Special Education students on State testing.</p>	<p>modify the plan as needed for students not meeting their goals.</p> <p>In years 2-5, students will increase the percentage of IEP annual goals by at least 5%, annually.</p> <p>Achieve less than a 5% achievement gap between Special Ed students and non-Special Ed students after Year 1 State testing.</p> <p>Decrease SpEd and non-SpEd SBAC Testing achievement gap by at least 2% in each subsequent year.</p>
--	--	--

### Student Personal & Character Outcome Goals

Outcome Area	Ongoing School Definitive Goals/Objectives	Measurable Benchmarks & Growth Goals
Social Responsibility	<p>Students demonstrate respect and accountability to each other.</p> <p>Students understand and demonstrate a commitment toward the betterment of their community.</p> <p>Students fully immersed in the Character Counts! Program inside and outside of the classroom.</p>	<p>Students participate in at least one community service project per year.</p> <p>Students participate in annual Character Counts! March through Downtown San Bernardino to show commitment to character in our local area.</p>
Personal Responsibility	<p>Students take ownership over their academic performance and higher education enrollment.</p> <p>Students display respect for peers, school staff, families, and community.</p> <p>Students demonstrate personal responsibility by being held to Navy dress code and grooming standards when</p>	<p>Students individually strive for a personal attendance rate of 95%.</p> <p>Students have fewer than three classroom tardies per quarter.</p> <p>Suspension and Expulsion rate will be significantly lower than comparison comprehensive high schools and middle schools.</p>

	in uniform.	
Critical Thinking	<p>Students demonstrate analysis, reflection, interpretation, reasoning, and evaluation when approaching each subject and challenge.</p> <p>Students offer suggestions for remedies to every schoolwide area of improvement that they identify.</p> <p>Student leaders regularly offer school leadership insight on policies or procedures that may improve the operation of the school.</p>	<p>Students participate in open forums where they will be able to present ideas on schoolwide improvement.</p> <p>When completing a suggestion form, student also includes 1-2 ideas for solution.</p> <p>Student writing in the classroom will reflect in-depth analysis, interpretation, and evaluation.</p>
Communication	<p>Students are effective communicators through writing, speaking, and body language.</p> <p>Students are able to clearly, and confidently express ideas, opinions, information, attitudes, and feelings.</p> <p>Students respect, understand, and interpret the ideas, opinions, information, attitudes, and feelings of others.</p> <p>Students exhibit proper use of the PSASB Chain of Command.</p>	<p>Each student presents at least four classroom related oral presentations per year.</p> <p>Students participate in cross-curricular presentations throughout the year.</p> <p>Students engage in open dialogue amongst peers, staff, and community members.</p>

PSASB assures that as a school, we meet outcome goals that are set by our Board, school philosophy, and state performance expectations. Some of these goals include:

Outcome Area	Ongoing School Definitive Goals/Objectives	Measurable Benchmarks & Growth Goals
Meet/Exceed Academic Performance Goals.	Students will improve by at least one proficiency level each year on State Testing.	40% of students will improve by at least one proficiency level each year on State Testing. Students who do not increase will maintain current level of proficiency. Efforts will be made to minimize any students dropping in proficiency level.
Overall Parent Satisfaction	Achieve greater than an 80% parent satisfaction rating in annual parent survey.	At least 50% of all parents participate in the parent survey annually. Provide opportunities for improvement that are identified in the annual survey. These are reviewed and discussed prior to the beginning of the following school year.
Parent Participation	Parents/families are engaged and active within the school community.	At least 20% of all parents/families, friends, and community members volunteer in some way, i.e.: PTO, ELAC, SSC, sporting events, fundraisers, etc.).  Parent/family completion of annual volunteer participation increases 5% each year.
Student Attendance	Attain a 95% student attendance rate.	Student Attendance rate of at least 95%.
Student Graduation	All students graduate from PSASB.  All students are eligible for enlistment by their senior year.	95% of all students enrolling graduate from Public Safety Academy of San Bernardino.
College Eligibility	100% of all students graduating from PSASB meet the basic requirements for UC/CSU admission.	60% of Public Safety Academy of San Bernardino's PSASB's graduating classes meet all basic requirements for UC/CSU

		admission.  Increase number of UC/CSU eligible graduates by at least 5% each year.
College Enrollment	100% of PSASB graduates enroll in some form of higher education or into a career pathway each year.  At least 80% of PSASB Graduates enroll in a four-year university program each year.	At least 80% of PSASB's graduating class enrolls in some form of higher education or career pathway.  Increase number of graduates enrolling in some form of higher education by at least 5% each year.  At least 30% of Public Safety Academy of San Bernardino's PSASB 's graduating classes enrolls in a four-year university program  Increase number of graduates enrolling in four-year university programs by at least 1% each year.
Teacher/Staff Satisfaction and Retention	PSASB will receive at least a 95% overall satisfaction rating in annual employee survey.  Public Safety Academy of San Bernardino have less than 10% annual employee turnover.	100% of all employees participate in the annual employee satisfaction survey.  Opportunities for improvement that are identified in the annual survey are discussed and addressed prior to the following school year.

### **Element 3 - Methods of Assessment & Uses of Data**

#### **Student Outcome Goals**

PSASB utilizes a number of methods of measuring our academic and schoolwide success. Some of those measures include:

Outcome Area	Measurable Benchmarks & Growth Goals	Methods of Assessment
English Language Arts	<p>Students demonstrate a firm comprehension and proficiency of all applicable State Standards for ELA.</p> <p>Students able to communicate clearly and effectively using appropriate vocabulary, both verbally and in writing.</p> <p>Students able to use correct public safety report writing techniques and format.</p> <p>Students display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of reasoning.</p> <p>Students demonstrate the ability to read fluently and comprehend a variety of grade-level texts in both literature and other academic disciplines.</p>	<p>Standardized Tests (i.e., SBAC, etc.), where applicable</p> <p>Teacher Created formative and/or summative tests and/or Publisher Created Tests</p> <p>Teacher Observation</p> <p>Daily Homework &amp; Classwork</p> <p>Writing Assignments</p> <p>Classroom Presentations</p> <p>Student Journals</p> <p>CELDT Results (if applicable)</p> <p>Benchmark exams</p>
Mathematics	<p>Students demonstrate a firm comprehension and proficiency of all applicable State Standards for Math</p> <p>Students fluent in basic computational skills, are algebraic thinkers, and are problem solvers.</p> <p>Students understand and solve problems related to number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.</p> <p>Students display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of</p>	<p>Standardized Tests (i.e., SBAC, etc.), where applicable</p> <p>Teacher Created formative and/or summative tests and/or Publisher Created Tests</p> <p>Teacher Observation</p> <p>Daily Homework &amp; Classwork</p> <p>Writing Assignments</p> <p>Classroom Presentations</p> <p>Benchmark exams</p>



	<p>reasoning.</p> <p>Students demonstrate the ability to use critical thinking skills reason logically and to implement a variety of problem-solving strategies.</p>	
Science & Technology	<p>Students demonstrate a firm comprehension and proficiency of all applicable State Standards for Science.</p> <p>Students work in a team and use scientific inquiry skills and the scientific method to analyze scientific problems. and reach conclusions.</p> <p>Students demonstrate a basic understanding of fundamental concepts in biology, chemistry, anatomy, and physiology.</p> <p>Students employ critical thinking skills to solve different kinds of non-familiar problems in both conventional and innovative ways.</p> <p>Students understand how basic scientific concepts are applied to public safety techniques such as arson investigation, crime scene investigations, and forensic laboratory tests.</p>	<p>Standardized Tests (i.e., SBAC, etc.), where applicable</p> <p>Teacher Created and/or Publisher Created Tests</p> <p>Teacher Observation</p> <p>Daily Homework &amp; Classwork</p> <p>Writing Assignments</p> <p>Classroom Presentations</p> <p>Student Journals</p> <p>Benchmark exams</p>
History – Social Sciences	<p>Students demonstrate a firm comprehension and proficiency of all applicable State Standards for Social Studies.</p> <p>Students have core knowledge in grade-level history and social science and have the critical thinking skills necessary to study the past and its relationship to the present.</p> <p>Students employ critical thinking to</p>	<p>Standardized Tests (i.e., SBAC, etc.), where applicable</p> <p>Teacher Created formative and/or summative tests and/or Publisher Created Tests</p> <p>Teacher Observation</p> <p>Daily Homework &amp; Classwork</p> <p>Writing Assignments</p>

	<p>make judgments and decisions, and to draw conclusions based on best analysis.</p> <p>Students understand the Modern World or European History (grade 10), US History (grade 11), and Government and Economics (grade 12), and the development of new ideas, institutions, and systems of thoughts.</p> <p>Students interpret and summarize information from maps, charts, and graphs.</p>	<p>Classroom Presentations</p> <p>Student Journals</p> <p>Benchmark exams</p>
Visual & Performing Arts	All continuously enrolled students (including high and low achievers, special education students, and English Learners) participate in at least one visual or performing arts class each year.	Art work is assessed by how well they can express in essay form the eight principles of art they use. Also, student artwork is assessed via oral critique of student's work by other students.
Public Safety Academy of San Bernardino Elective (Leadership Studies)	All continuously enrolled students (including high and low achievers, special education students, and English Learners) participate in PSASB elective to include leadership, Six Pillars of Character, and understanding the roles of fire, police, and military personnel.	<p>Students translate trainings from Leadership Studies into a Community Improvement Project of their choice.</p> <p>Periodic formal inspections by the United States Military</p> <p>Writing Assignments</p> <p>Classroom presentations</p> <p>Periodic assessments on the PSASB Handbook, Code of Ethics, Cadet Creed, and Cadet Pledge. Explorer Programs, and Military Base Trainings</p>
English Language Learner Achievement and	<p>All ELL students Reclassified Fully English Proficient (RFEP) upon or before graduation.</p> <p>All RFEP students are continually</p>	<p>CELDT Testing</p> <p><i>Differentiation as needed via SADA E methodologies in all of</i></p>

Reclassification	<p>monitored for 2 years after reclassification or until graduation.</p> <p>All ELL students will increase their CELDT performance by at least one ELD level every school year.</p>	<p><i>the following:</i></p> <p>Teacher Created formative and/or summative tests and/or Publisher Created Tests</p> <p>Teacher Observation &amp; Dialogue</p> <p>Daily Homework &amp; Classwork</p> <p>Writing Assignments</p> <p>Classroom Presentations</p> <p>Student Journals</p> <p>Periodic Assessments</p>
Special Education Achievement	<p>Special education designated students make significant progress toward all learning goals as outlined in their Individualized Education Plans.</p> <p>Have less than a 5% achievement gap between Special Education and non-Special Education students on State tests.</p>	<p><i>Students are to be assessed on all of the following with modifications as outlined within their IEP or 504 Plan:</i></p> <p>Annual State test results for all subgroups</p> <p>IEP Meetings and Assessment Annual Goals and Results</p> <p>Teacher Created and/or Publisher Created Tests</p> <p>Teacher Observation &amp; Dialogue, Daily Homework, Writing Assignments, Classroom Presentations, Student Journals, and Periodic Assessments</p>

### Student Personal & Character Outcome Goals

Outcome Area	Measurable Benchmarks & Growth Goals	Methods of Assessment
Social Responsibility	Students participate in at least one community service project per year.	<p>Community feedback</p> <p>Monitoring of students' annual</p>

	Students design a community or school betterment project by the 12 <sup>th</sup> grade.	<p>accumulation of community service hours</p> <p>Teacher Observations</p> <p>Parent Observations in Survey</p> <p>Student Volunteer/Community Involvement Tracker</p>
Personal Responsibility	<p>Students individually strive for a personal attendance rate of 95%</p> <p>Students have fewer than three classroom tardies per quarter.</p> <p>Suspension and Expulsion rate is significantly lower than comparison high schools.</p>	<p>Continuous monitoring of student records</p> <p>Periodic assessment on the Six Pillars of Character.</p> <p>In the event disciplinary action is taken, students will categorize their behavior under one or more of the Six Pillars of Character. Students “pillarize” their behavior.</p>
Critical Thinking	Students complete rigorous common core curriculum in the classroom reflecting in-depth analysis, interpretation, and evaluation.	<p>Socratic Seminars</p> <p>Rigorous project based learning</p> <p>Teacher Observations</p> <p>Classroom homework and testing</p> <p>School improvement suggestions submitted to school staff</p>
Communication	Each student presents a minimum of four classroom related oral presentations per year.	<p>Mock interviews</p> <p>Teacher Observations</p> <p>Parent Observations in Survey</p> <p>Community Feedback of student communication</p> <p>Classroom homework and testing</p>

PSASB will strive to assure that as a collective school, we meet outcome goals that are set by our Board, School Philosophy, and State performance expectations. Some of these goals include:

Outcome Area	Measurable Benchmarks & Growth Goals	Methods of Assessment
Meet/Exceed Academic Performance goals on State Testing	10% of students will improve by at least one proficiency level each year on State Testing. Students who do not increase will maintain current level of proficiency. No students will drop in proficiency level.	State Testing
Parent Participation	Parents/families fully engaged and active within the school community.  All parents/families will meet the annual school volunteer commitment.	Parent Volunteer Tracking Sheet  PTO feedback  Annual Parent Survey Results
Student Attendance	Attain a 95% student attendance rate.	Student records of Annual Average Daily Attendance (ADA)
Student Graduation	100% of all entering students graduate from the PSASB  100% of all entering students eligible for enlistment by their senior year.	School and student academic and graduation records
College Eligibility	60% of all students graduating from the PSASB meet the basic requirements for UC/CSU admission.	School and student academic and graduation records
College Enrollment	95% of PSASB graduates enroll in some form of higher education or military commitment each year.  At least 30% of PSASB Graduates enroll in a four-year university program each year.	Pre-graduation Student Exit Survey  Annual Post Graduation Alumni Survey
Teacher/Staff Satisfaction and Retention	PSASB will receive at least a 95% overall satisfaction rating in annual employee survey.  PSASB have less than 10% annual employee turnover.	Annual Employee Survey Results  Regular solicitation of feedback of employees through suggestion at weekly meetings, one on one employee status update meetings,

		suggestion box in office, and suggestion link via website.
--	--	--

## **Role of School Personnel in Ensuring That Pupil Outcomes Are Met**

**Public Safety Academy of San Bernardino’s leadership and teaching staff are accountable for student progress**

If a student is not progressing in a manner that is consistent with academic success, timely intervention will be infused immediately. These interventions are primarily offer:

- Immediate assistance in challenging subject areas during, before, or after school tutoring.
- Other methods as previously discussed in the services provided to Low Performing Students section.
- During mandatory monthly faculty meetings, PSASB personnel collaborate and compare real time and progressive data, in order to identify areas of growth and concern. At these meetings, staff create and implement strategies and interventions that increase student engagement and foster active learning.

## **Role of Parents in Ensuring Pupil Outcomes Are Met**

The parents of each student are cultivated as critical partners in the education of their student and are critical in supporting the student’s progress. Beginning with the first parent orientation meeting, parents learn what is expected of them as partners in their children’s education. Those expectations and any updates are addressed and reinforced during parent meetings throughout the year. All parents and guardians understand the importance of their support in ensuring that their students:

- Attend class regularly.
- Complete their homework nightly.
- Respect school staff.
- Honor the PSASB Cadet Creed (see below).

### **Cadet Creed**

*I am a Public Safety Academy Cadet. I strive to achieve academic excellence. I exemplify high moral character. I work diligently to prepare for the future. I know my success in school and life is dependent on my own effort.*

Parents support the school in monitoring students’ progress on an ongoing basis, through:

- Reviewing their student’s performance via the Student Information System.
- Regularly dialogue with each of the students’ teachers.
- Review of his/her class work and homework.

Parents are informed as soon as students are not demonstrating adequate progress, in order to enlist their support in addressing the challenges. Progress of the student who is receiving interventions is communicated to the parents by teachers on a regular basis.

## **Uses and Reporting of Data for Continuous Improvement**

The following plan is utilized for collecting, analyzing, and reporting student achievement in a continuous manner. As discussed in the professional development section, teachers are trained and develop the expertise to use data to understand student challenges and also to develop the skills they need to individualize instruction and overcome these challenges.

PSASB instruction is based upon the semester system and student progress towards skill mastery is documented four times annually via report cards. Parent-teacher conferences are held in person on an as needed basis. It is the goal of all teachers at PSASB to keep all lines of communication fully open to assure that all student needs are met and that all students are given the opportunity to achieve to the best of their abilities through a structured support plan that includes all stakeholders. Teachers share student's academic, social, emotional, and physical progress with parents. Students are expected to participate in conferences to reinforce their participation in the learning process.

At the beginning of the year, students are assessed using multiple measures to determine math and English language levels. Teachers meet to analyze all State Testing (SBAC, CMA, CAT, and CELDT/ELPAC) results of returning students and meet monthly during the year to review student scores and progress. At these meetings teachers determine which students may need more aggressive support, acceleration, remediation or a Student Success Team Plan.

SBAC assessments are analyzed once results are received from the state. Once state test results are available, teachers are provided time to collectively review student performance, and to strategize for short and long-range curricular planning. Teachers analyze school-wide trends and formulate solutions to address these gaps in student achievement.

In addition to formal summative and formative assessments, teachers use classroom-based observations and teacher and school generated assessments as part of the grading process and to conduct ongoing review of the attainment of all subject state standards. Students receive a standards-based report card at four intervals throughout the school year. The report card is tied to daily classroom performance toward achieving state standards, social behavior comments, and attendance data.

## **Student Information System & Attendance Tracking**

PSASB utilizes the Power School Data Management System.

## **School Accountability Report Card**

PSASB produces and provides a yearly performance report. PSASB's Annual Report is available on the PSASB website ([www.psasb.us](http://www.psasb.us)) and is also submitted to the San Bernardino City Unified

School District, and the California State Department of Education. Additionally, the School Accountability Report Card (SARC) includes, but is not limited to, the following information:

Summary data showing student progress toward the goals and outcomes is posted on the above referenced websites. The data is displayed on both a charter school-wide basis and disaggregated by reportable subgroups to the extent feasible without compromising student confidentiality.

- A summary of major decisions and policies set forth by PSASB's Board of Directors.
- Data on the parent involvement in the school's governance (and other facets of the school) and summary data from a yearly parent satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- An overview of the school's health and safety policies.
- An overview of strategies used by PSASB to achieve a racially and ethnically student population that is similar to the local district.
- An overview of the Academy's admissions practices, including all information regarding the numbers of students enrolled.
- All other information regarding the educational program, the administrative, legal and governance operations of the school relative to compliance with the terms of the charter in general.

PSASB complies with all San Bernardino City Unified School District's requests regarding all curriculum, staff credentials, staff background checks, and fiscal records.

PSASB complies with San Bernardino City Unified School District's requested visitations to enable SBCUSD to gather information needed to validate the school's performance and compliance with the terms of the charter. PSASB additionally agrees to and submits to the right of San Bernardino City Unified School District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3 PSASB promptly responds to all reasonable inquiries including, but not limited to inquiries regarding its financial records made by the San Bernardino City Unified School District, the San Bernardino County Superintendent of Schools, the San Bernardino County Board of Education, and the State Superintendent of Public Instruction.

### **Manner in Which the PSASB Reports to the San Bernardino City Unified School District**

In addition to the SARC, PSASB Annual Report, and compliance with all requested meetings and visits, Public Safety Academy of San Bernardino also commits to reporting up to date academic, operational, and fiscal performance of the school, at least twice annually. PSASB also commits to timely providing the San Bernardino City Unified School District with any additional information as requested. All reporting will be done in formal written fashion and may be presented by a brief presentation to the SBCUSD Board of Education. PSASB is amenable to greater reporting if requested.



## **Element 4 - Governance**

PSASB, is a California non-profit public benefit corporation pursuant to California law with 501(c) (3) tax exempt status. PSASB, is governed pursuant to its adopted bylaws, which have been subsequently amended from time to time, and are consistent with this charter. PSASB is a charter school established and operated by PSASB The Board of Directors of PSASB also serves as the Board of Directors of the Charter School, PSASB.

PSASB, shall be subject to Government Code sections 1090, *et seq.*, the Political Reform Act of 1974 (Gov. Code section 87100, *et seq.*, the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California non-profit corporations and/or California charter schools. All officers, employees, and members of the governing board of PSASB, shall comply with the requirements of each and all of those conflict of interest laws and regulations. PSASB shall adopt the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, section 18739, including the formal designation of reporters and reporting categories and the forms to be filed there under, and review, revise and maintain that Code as current throughout the term of the Charter, and provide a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto), and require all affected PSASB officers, employees, representatives and governing board members to comply therewith. See Appendices for Bylaws.

PSASB shall operate autonomously from the San Bernardino City Unified School District, with the exception of the supervisory oversight and special education services as required by statute. Pursuant to the Education Code Section 47604(c), the SBCUSD shall not be liable for the debts and obligations of PSASB or for claims arising from the performance of acts, errors, or omissions by PSASB as long as the San Bernardino City Unified School District has complied with all oversight responsibilities required by law.

PSASB further specifies that its indemnification and hold harmless obligations pursuant to this Charter extend to indemnify and hold the District harmless from any and all financial obligations in the event of an unbalanced budget.

### **Board of Directors**

PSASB is governed by a Board of Directors (the "Board") who has a legal fiduciary responsibility for the well-being of the organization. The Board shall be ultimately responsible for the operation and activities of PSASB Board Members have a responsibility to solicit input from, and opinions of, the parents of students, the faculty, and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The primary method for executing their responsibilities is the adoption of policies that offer guidance and implementation of the charter and procedures to assist the staff in facilitating the execution of such policies. The Board is composed of not less than three (3) nor more than nine (9) members who represent a cross-section of the school community. In accordance with the provisions of the California Education Code the District has the right to appoint a District representative to the PSASB Board.

The Board is responsible for developing policies and procedures for the operation of PSASB, and has the power to appoint and remove PSASB employees, prescribe powers and duties for them that are consistent with law and this Charter, and determine their compensation.

To the extent allowable by law, the Board may delegate the implementation of its duties to the principal. Day-to-day business operations of PSASB and educational oversight are managed by the school principal.

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

PSASB complies with all regulations set forth in the Brown Act, the Public Records Act, and the Political Reform Act. All meetings are held at the site of PSASB in a room that allows for public attendance and participation. Meeting agendas are posted near the front office in plain view of the public at least 72 hours prior to each meeting. All materials that are handed out in the meeting to board members are available online to all interested parties.

PSASB shall keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. Board agendas and minutes are available online at PSASB's website and available for a rolling 12 months. PSASB shall also provide minutes in hardcopy form for distribution to any person requesting them.

PSASB, shall comply with the Ralph M. Brown Act as set forth in California Government Code section 54950, *et seq.* and any attendant regulations as they may be amended from time to time.

## **Performance Evaluation of the Principal**

The principal's performance is evaluated annually and as a regular part of any decision with respect to compensation. The Board reviews and approves annual and long-term performance goals for the Academy Principal and evaluates the Academy Principal's leadership performance against such goals. The Board meets annually with the Academy Principal to assess performance of the school, 360° staff reviews, and to receive recommendations concerning such goals and to discuss performance against the prior year's goals.

## **Members of the Board**

- Shall receive no payment or honoraria, stipend, health or wellness insurance coverage, or any other form of monetary compensation for their service. Reimbursement for expenses incurred in performance of voluntary PSASB activities, are allowed in accordance with school policies, and reported at each board meeting.
- Shall serve PSASB with the highest degree of undivided duty, loyalty, and care, and shall undertake no enterprise to profit personally from their position with the Academy.
- Shall have no direct or indirect financial interest in the assets or leases of PSASB; any Director who individually or as part of a business or professional firm is

involved in the business transactions or current professional services of PSASB shall disclose this relationship, refrain from discussing said agenda item, refrain from voting, and shall leave the room until said item is voted on or tabled.

## **Board Standing Committees**

In an effort to assure that PSASB remains a viable and successful entity, we have organized and developed standing committees of the Board.

These committees are generally chaired by Board Members, but are open to all staff members, parents, and community members, and all stakeholders are eagerly encouraged to serve on Board committees. All committees serve in an advisory capacity to the Board.

The Board reserves the right to create additional committees as deemed appropriate. The current standing committees of the Board shall be:

- Development Committee
  - Tasked with creating short and long term fundraising and event goals for PSASB
- Audit Committee
  - Tasked with the evaluation and hiring recommendation of potential auditor. Actual hiring is ratified by the Board at an official meeting. Reviews finding of the annual audit and makes recommendations for plan of action to address all audit concerns.
- Finance Committee
  - Assists in the Board's financial oversight responsibilities by recommending policy to the Board, interpreting it for the staff, and monitoring its implementation. The committee monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board.
- School Performance Committee (Accountability Committee)
  - Monitors the school's progress towards all academic and leadership goals as established in our Measurable Student Outcomes. Ensures that there are sufficient controls, measures, and supports to reach those goals.
  - Examines the school's education program, curriculum and its effectiveness. Recommends changes as necessary.
  - Reviews and analyzes the standardized scores of PSASB
- Personnel Committee
  - This committee may be made up of three-five members, and may include a Board Member, the Principal, a certificated employee, a classified employee, and/or a parent. If fewer than five members, the committee may be made up of three to four different representatives from any of the above potential committee members. This committee is responsible for the review and recommendation of potential applicants for open full-time positions. The committee will make recommendations to the principal, and the principal will make the final recommendations for hiring to the Board of Directors.

## **Board Structure**

The District shall not be responsible or liable for the operations of PSASB. PSASB is governed pursuant to this Charter. PSASB, is governed by its Articles of Incorporation and adopted bylaws (attached in Exhibit). PSASB, may not delegate any or all of its governance or management duties for PSASB to another person or entity, including but not limited to a parent, subsidiary, or related corporation, except as specifically provided for in this Charter. Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of PSASB, the provisions of this Charter shall prevail. PSASB shall provide written notice to the District Superintendent 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 revisions(s) by the PSASB, governing board. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be material revision to PSASB's governance structure or Charter, PSASB 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 PSASB adopt revisions(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 the District within three (3) business days of the adoptions of such revisions(s).

To the fullest extent permitted by law, PSASB agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District, and hold harmless the District, the District's Board of Trustees, and each of their members, officers, administrators, employees, 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, that in any way arise out of or relate to any actual or alleged act or omission on the part of PSASB, on the part of PSASB, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of PSASB, in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation of PSASB or of any other facility, program, or activity. The obligations of PSASB to defend the District and the other Indemnitees identified herein is not 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, demand, action, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate PSASB to indemnify an Indemnatee for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnatee's sole negligence, from an Indemnatee's active negligence, or from an Indemnatee's willful misconduct where such sole negligence, active negligence or will misconduct has been adjudged by the final and binding finds of a court of competent jurisdiction; except, in instances where the active negligence or will misconduct of an Indemnatee account for only part of the losses) involved, the indemnity obligations of PSASB, shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

The Board of Directors is organized through the officer positions of President, Secretary, and Treasurer. Officer job descriptions are detailed below.

## **Board President**

The Board President presides at all meetings, guides the Board in the enforcement of all policies and regulations relating to PSASB and performs all other duties normally incumbent upon such an officer.

## **Board Secretary**

The Board Secretary certifies the written agendas of the sessions of the full Board meetings. With assistance from school Leadership, the Board Secretary distributes to Board Members appropriate background information on subjects to be discussed in advance of Board meetings. Board Secretary certifies the written minutes to Board Members.

## **Board Treasurer**

The Board Treasurer has knowledge and understanding of financial accounting for nonprofit organizations. The Board Treasurer is the chair of the Finance Committee. The Board Treasurer works with the School Business Manager to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the in preparing the annual budget and presenting the budget to the Board for approval. The Board Treasurer is also a member of the Audit Committee.

The District is entitled to have a representative on the PSASB Board.

## **Rules of Order**

In case of conflict or challenge, the rules of order in the current edition of *Robert's Rules of Order* shall govern the conduct of all meetings of PSASB. Each Board Member receives a copy of *Robert's Rules* for easy reference.

## **Measures to Ensure Parental Involvement**

Parents are actively encouraged to be involved in all aspects of PSASB. Parents are encouraged to participate on the standing committees of the Board as well as any other committees that may be created by PSASB.

Volunteer opportunities are made available to parents throughout the year, from assisting around campus to helping teachers in the classroom. Parent volunteers that assist in the classroom are always in the presence of a credentialed teacher. All parent volunteers are required to submit to proper fingerprinting and background checks.

## **School Leadership**

The Leadership Team of PSASB consists of the Principal, Assistant Principal, and Business Manager. These positions are accountable to the Board of Directors. The Principal and Assistant Principal oversee all of the academic areas of the school, while the Business Manager oversees the finances, marketing, facilities, and operations of the school.

With proper professional development and continuous coaching of staff, it is the objective of PSASB that each subsequent Leadership Team position be filled from internal staff who have demonstrated an ability to perform at continuous high levels.

## **External Consultants**

The PSASB is currently contracted with the Temecula based Charter School Management Corporation (CSMC) for back-office fiscal and budgetary management.

## **Potential Civil Liability on Authorizer**

PSASB, at its own cost, expense and risk, shall defend any legal proceedings that may be brought against the District, its board, officers, or employees, by any person, including any institution or organization on any claim or demand of whatever nature, arising out of the District's Board granting a charter, and shall satisfy any judgment that may be rendered against any of them. The Board and the San Bernardino City Unified School District Superintendent shall notify PSASB of the receipt of any such claims or demands.

PSASB shall indemnify, defend, and hold harmless the District, the District's Board of Trustees, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns to the fullest extent permitted by law and in accordance with the terms of this Charter and the MOU between the District and PSASB, from and against any claim or demand of whatever nature, arising from PSASB's operations. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operations of the Charter School. PSASB and its employees will institute appropriate risk management practices and health and safety policies and practices.

## **Element 5 - Employee Qualifications**

### **Assurances**

PSASB agrees to comply with the provisions of as they apply to certificated and paraprofessional employees of charter schools. The school conforms to the legal requirement that all core subject and college prep teachers shall be considered "Highly Qualified" according to the *Every Student Succeeds* Act, and hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As stated in CA Education Code 47605, PSASB reserves the right to exercise its Legislature given flexibility with regard to those teachers in non-core, non-college preparatory courses.

PSASB shall only assign teachers to subjects in which they are properly credentialed, including English learner authorization. PSASB maintains current copies of all teacher credentials which are readily available for inspection. If employed, paraprofessional employees (TAs) may assist with instruction and must also meet the minimum *Every Student Succeeds* Act requirements. PSASB utilizes resources for active recruitment of fully credentialed teachers such as the California Charter School Association, the Charter School Development Center, Careerbuilder.com, Coyote-Link, Ed.Join.org, and other local vehicles.

PSASB shall not employ a person until the Department of Justice completes its check of the state criminal history file.

PSASB does not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

## **Teacher Qualifications**

All core subject and college prep teachers at PSASB are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. All core subject and college prep teachers are deemed “Highly Qualified” under the *Every Student Succeeds* Act. Flexibility is granted only in accordance with Education Code Section 47605(l) for teachers in non-core or non-college prep courses.

A teacher of core or college prep academic subjects must have:

- Bachelor’s degree.
- A California teaching credential, and be deemed “Highly Qualified”.
- Demonstrated classroom and subject matter competence.
- Background clearance from FBI/DOJ, show proof of all TB vaccinations.
- Have CLAD or BCLAD certification.

The process for fingerprinting clearance and TB testing is described in Element 6 (Health and Safety). PSASB administration is the recipient and holder of all fingerprinting and vaccination documentation. Once received, PSASB uses said documentation, along with other aspects of the hiring process, to determine eligibility and desire for employment. For all certificated personnel, Public Safety Academy of San Bernardino uses qualification standards set forth in Education Code as the minimum baseline for employment consideration.

## **Classified Staff Qualifications**

PSASB staff has a wide range of skills and leadership qualities, cultural and ethnic backgrounds, and is as reflective of the San Bernardino community and the student body as possible. It is equally important that staff members are committed to the mission of the school and contribute positively. General qualifications include:

- Ability to speak, read and write in English, and Spanish (preferable).
- Ability to work with others in a team.
- Ability to adapt to changing situations.
- Experience with technology.
- Strong written and verbal communication skills.
- Administrative skills.
- Interest in seeking out productive collegial interaction and professional growth.

- Exemplify and embody the school’s core values— integrity, perseverance, dignity, pride, respect, and compassion.

## **Staff Selection Process**

To ensure selection of the highest quality staff, PSASB implements the following staff selection process:

- The Board of Directors hires the Principal.
- All other staff shall be hired by the principal and/or a hiring committee on which the principal sits. Final approval of all new hires shall be given by the Board.

All open positions will be filled with the following process:

- When no “in-house” candidates are available for appropriate promotion within PSASB, job openings are marketed online via edjoin.org.
- Teacher recruitment agencies (i.e. Coyote-Link) are utilized when possible.
- Applicants submit an application, resume, cover letter, and letters of reference.
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of candidates.

## **Job Descriptions**

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions are revised as necessary to reflect the needs of the school.

### **Principal**

The Principal provides instructional leadership for the ultimate academic success of the school.

The school Principal reports directly to the Board of Directors, and serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised within a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.



## **Job Functions and Responsibilities:**

### Principal

- Provide advice and guidance to the Board of Directors in the development of identified areas of policy.
- Participate in strategic, financial and human resources planning with other Academy administrative and teaching staff, when required.
- Assist in the research, preparation and submission of the annual budget to the Board of Directors.
- Provide leadership by delegating tasks, responding to staff inquiries and providing overall direction to section employees.
- Attend meetings throughout the community, and with professional/business organizations on behalf of and in promotion of the Academy.
- Provide instructional leadership for the ultimate academic success of the school.
- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
- Work with registrar and counselor on the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with Public Safety Academy of San Bernardino's mission statement and instructional goals.
- Oversee the instructional programs of the school and work with the mentor teacher in evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child development.
- Work with the Cadet Commander to see that a fair and consistent manner of effective discipline is utilized. Make sure that all required reports regarding violence, vandalism, attendance, and discipline matters are filed in a timely manner.
- Work with the registrar and attendance clerk(s) to maintain accurate student records and attendance.
- Ensure a safe, orderly environment that encourages students to take responsibility for behavior and create high morale among staff and students at all times utilizing Josephson's Ethics and Pillars of Character.
- Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents, and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.

- Immediately notify the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
- Keep the Board advised of employees not meeting their contractual agreement.
- Keep the staff informed and seek ideas for the improvement of the school. Conduct regular staff meetings.
- Assume responsibility for the health, safety, and welfare of students, employees and visitors.
- Maintain visibility with students, teachers, parents, and the Board.
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- Use excellent written and oral English skills when communicating with students, parents and teachers.
- Complete, in a timely fashion, all records and reports as requested by the Board.
- Communicate with the Board regularly about the needs, successes and general operation of the school.
- Attend required committee meetings (e.g.: fund-raising, curriculum, etc.) and extra school sponsored functions.
- Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.

### *Qualifications and Experience*

- At least three years of Academic leadership experience.
- Administrative Credential or a Master's Degree in Education required.
- Strong commitment to the mission and vision of the school.
- Experienced in education, strategic planning, and staff development.
- Motivational and energetic leader who is committed to excellence.
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges.
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions.
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages.
- Proven ability to work collaboratively with a diverse team of teachers.
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges.
- Excellent oral and written communication skills.
- Knowledge current applicable laws, codes, regulations, policies, and procedures.

- Experience meeting schedules and deadlines.
- Ability to work independently.

### Assistant Principal

- Provide leadership by delegating tasks, responding to staff inquiries and providing overall direction to section employees.
- Attend meetings throughout the community, and with professional/business organizations on behalf of and in promotion of the Academy.
- Prepare, when needed, detailed reports on financial, human resources, and administrative matters.
- Participate with Principal in strategic, financial and human resources planning with other Academy administrative and teaching staff, when required.
- Assist Principal in the research, preparation and submission of the annual budget to the Board of Directors.
- Work with CSMC, Business Manager, and Principal on school budget.
- Assist CSMC with STRS/PERS and other retirement programs for employees.
- Insurance policies for employees and for the school (hold harmless, athletics, etc.)
- Work with registrar and counselor on the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with Public Safety Academy of San Bernardino's mission statement and instructional goals.
- Work with CSMC & Business Manager on Grant Oversight
- Assist principal with legal issues, pending or potential lawsuits
- Oversight of discipline and counseling programs
- UC Doorways, AP Central submission and approval of courses
- ELAC oversight
- School Site Council
- NHS/CSF and other scholarships
- Rotary and community service
- Lottery and Student Enrollment
- 504 Plans
- BTSA Administrator
- Credential Oversight
- Work with Cadet Superintendent to develop clearly understood safety procedures and provide regular drills for emergencies and disasters.
- Establish schedules and procedures for the supervision of students in non-classroom areas before and after school.
- Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.

## Business Manager

- Prepare, when needed, detailed reports on financial, human resources, and administrative matters.
- Establish and maintain internal controls to ensure compliance with financial and human resources legislation, policies, and procedures.
- Oversight of Attendance Clerks and Registrar.
- Oversee the establishment of and maintain an effective inventory system for all school supplies, materials, and equipment.
- Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities.
- Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Be organized.
- Able to communicate effectively with various stakeholders (Board members, parents, students, teachers, school leadership).
- Collect and enter data into administrative databases.
- Ordering, managing, and maintaining inventory of school supplies.
- Take notes in meetings and conferences, if requested, and prepare accurate summaries.
- Assist Principal with the coordination of special events.
- Coordinate school mailings.
- Monthly breakfast and lunch orders (setting up breakfast), direct communication with Better 4 You Meals
- All CNIPS correspondence including yearly renewal and procedures, submitting proper paperwork for monthly reimbursement
- Coordinates the safety and security of staff, students, and/or property (ex: building keys, check in/check out visitors, students, and staff, etc.) for the purpose of minimizing exposure to injury, loss and/or liability.
- Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction, and punctuation.
- Maintain school calendar.
- Contact parents and emergency assistance agencies in the case of serious illness or injury.
- Create systems to file all important school documents.
- Complete other responsibilities the Principal may request.
- Payroll Duties: Keeping accurate records of Staff Absent Hours, Tutor Hours, Teacher Prep Hours worked and substitute hours for monthly submission.
- Petty Cash and all Banking
- Insuring that all classrooms have coverage, attendance sheets and lesson plans when a faculty member is out or proctoring state testing

## Core and College Prep Subject Teachers

### *Leadership Skills and Characteristics:*

- Embody and advocate the mission, vision, and strategic direction of the school.
- Work closely with the Leadership Team to develop and implement strategies for all students to reach success.
- Reinforce schoolwide rules and expectations in the classroom and lesson plans.
- Communicate effectively and maintain positive relationships with students, families, and colleagues.
- Assist in the design and implementation of research-based curriculum.
- Maintain the school culture of high academic and behavioral expectations through continuous reflection.
- Use the detailed data analysis of student performance to inform best practices.
- Complete tasks as assigned by the Principal.
- Be able to work cooperatively with colleagues.
- Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum.

### *Administrative Duties:*

- Assist in student arrival and departure, and transitions between class periods.
- Complete lesson plans and submit to Principal in a timely manner.
- Provide supervision before and after school and at lunch as assigned in order to maintain student safety.
- Plan and deliver challenging, standards-based lessons that ensure all students master required content.
- Assess students daily through informal measures and at least one formal assessment each week.
- Create comprehensive chapter and/or unit tests, as well as cumulative final exams and/or other formal summative assessments.
- Reinforce schoolwide rules, regulations, and expectations of PSASB in classrooms and elsewhere on campus.
- Reflect continually in order to ensure a culture of high academic and behavioral standards.
- Communicate effectively with students, parents, and colleagues.
- Use detailed data analysis of student performance to drive instruction and to plan for implementation of specific best practices that address students' needs.
- Identify students who are academically at-risk and initiate effective intervention strategies.
- Complete any other tasks given by Principal.

PSASB is built around the principle that failure is NOT an option for any student. In order to make this belief a reality, PSASB staff members need to demonstrate the six “Cs” of exemplary teachers.

### PSASB Professionals:

- Are Committed to the work.
- Are Connected to our students.
- Are Coachable in order to grow as a professional and keep a focus on instruction that improves achievement.
- Are Collaborative in order to share best practices.
- Demonstrate Character that is worthy of a role model.
- Demonstrate Content mastery.

### *Qualifications and Experience*

- Bachelor's degree and valid teaching credential.
- A CA teaching credential, and be deemed "Highly Qualified" by the *Every Student Succeeds* Act Standards. All interns are required to participate in and complete Beginning Teacher Support and Assessment to clear their credential.
- CLAD or BCLAD certification.
- Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success.
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains.
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting.
- Demonstrate ability to work well in a team, especially with parents and community members.
- Analytical problem solver and basic understanding of data analysis.

### Non-Core or Non-College Prep Subject Teachers

The PSASB teachers are relentless in their aim to see student growth and work to hone their skills as effective teachers in the classroom.

### *Leadership Skills and Characteristics:*

- Embody and advocate the mission, vision, and strategic direction of the school.
- Work closely with the Principal to develop and implement strategies for all students to reach success.
- Reinforce school-wide rules and expectations in the classroom and lesson plans.
- Communicate effectively and maintain strong relationships with students, families, and colleagues.
- Maintain the school culture of high academic and behavioral expectations through continuous reflection.
- Complete tasks as assigned by the Principal.
- Be able to work cooperatively with colleagues.
- Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum (if applicable).

### *Administrative Duties:*

- Complete lesson plans and submit to Principal in a timely manner.
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content.
- Assessing students daily through informal measures and at least one formal test or quiz each week.
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams.
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus.
- Reflecting continually in order to ensure a culture of high academic and behavioral standards.
- Communicating effectively with students, parents, and colleagues.
- Using detailed data analysis of student performance to inform best practices (if applicable).
- Identifying students who are academically at risk and initiating effective intervention strategies.
- Complete any other tasks given by Principal.

### *Qualifications and Experience*

- Bachelor's degree, valid teaching credential, and/or demonstrate expertise in the particular subject area.
- Successful group manager of an urban setting who has used structure, incentives, and high expectations to drive success.
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting.
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver and basic understanding of data analysis.

### Cadet Superintendent

The Cadet Superintendent serves as cadet instructor, Career Technical Education (CTE) coordinator, and cadet disciplinarian.

### *Leadership Skills and Characteristics:*

- Embody and advocate the mission, vision, and strategic direction of the school.
- Work closely with the Principal to develop and implement strategies for all students to reach success.
- Reinforce school-wide rules and expectations.
- Ability to work successfully with public safety departments to create instructional programs and opportunities for school cadets.
- Promote the school through community involvement opportunities for students.

- Ability to deal with day to day oversight of cadets.

#### *Qualifications and Experience*

- Bachelor's degree or Vocational Education Credential.
- Successful background/career within either a police or fire department.

#### *Administrative Duties:*

- Coordinator of the Career Technical Education courses.
- Coordinate all job shadowing opportunities.
- Coordinate all leadership academies.
- All other duties as assigned.

#### Academic Coach

##### *Administrative Duties:*

- Testing Coordinator
- ELD Coordinator
- SST/BSP Coordinator
- Program Design and Curriculum Specialist
- Disaggregate benchmark data for all subgroups
- Assist teachers with behavior management
- Teacher to Admin liaison/Teacher support
- Schedule professional development for all teachers to support areas of need and meet LCAP/WASC goals.
- Perform other duties as assigned by Building Principal or District Administrator.

#### Guidance Counselor

##### *Administrative Duties:*

- Make him/herself available to all students seeking guidance and counseling services.
- Advocate on behalf of the student and/or his/her family. Take all necessary and reasonable precautions to protect students.
- Facilitate outreach efforts to provide services to students, parents/guardians and staff.
- Connect students, parents/guardians and staff with specialized referral agencies.
- Understand, evaluate, and interpret academic performance data. Interpret information about students to the student, their parents/guardians, and staff.
- Implement individual and group counseling methods that are appropriate.
- Conduct career and educational planning activities.
- Schedule students in appropriate courses.



- Meet individually with every 9-12th grade student and develop a career plan.
- Assist students with scholarship, college entrance, and financial aid applications.
- Schedule and coordinate ACT., PSAT, SAT, ASVAB, etc.
- Compile and submit data for the Course Offering Report.
- Perform other duties as assigned by Building Principal or District Administrator.

## **Procedures for Background Checks**

All Employees, repeat volunteers, and contractors of PSASB are required to submit to a criminal background check through Department of Justice fingerprinting provided by LiveScan.

Further detail on the fingerprinting and vaccination requirements for all staff is described in Element 6.

## **Teacher Credential Assurance**

PSASB agrees to comply with the provisions of the *Every Student Succeeds* Act as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all core and college prep PSASB teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

PSASB does not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

## **Recordkeeping of Credentialed Teachers**

PSASB maintains current copies of all teacher credentials and assures that they are readily available for inspection upon request by San Bernardino City Unified School District, the California Department of Education, or the State Board of Education. PSASB maintains a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

Public Safety Academy of San Bernardino's PSASB's Principal or designee ensures that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of "Highly Qualified" for the purposes of compliance with No Child Left Behind. Credentials are reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials are kept at the school.

## Performance Evaluation

All PSASB staff are evaluated by their supervisors at minimum of once a year. Annual goals and objectives are developed jointly by staff member and supervisor in accordance with the mission and vision of PSASB. Staff evaluations are based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor provides appropriate support and training.

All employees at PSASB will be “At Will Employees,” unless a specific employment contract is in place. PSASB will be the exclusive public employer of all employees of PSASB, for collective bargaining purposes. As stated in Element 4, PSASB and PSASB *will be one in the same*. PSASB will be doing business as PSASB. All staff at PSASB will be employees of PSASB. As such, PSASB will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from the San Bernardino City Unified School District for all bargaining purposes.

## Element 6 - Health and Safety

The procedures that the Academy will follow to ensure the Health and Safety of pupils and staff. These procedures shall include the requirement that each employee of the PSASB furnish PSASB with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

PSASB is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. PSASB ensures the safety of all students and staff by complying with the San Bernardino City Unified School District’s directed policies on health and safety, as well as all state and federal laws.

PSASB has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with the Board, staff, and insurance carrier’s risk managers. These policies include, but are not limited to:

- Policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies relating to the administration of prescription drugs and other medicines.
- Policy establishing that the school functions as a drug-free workplace.
- Policy mandating that all employees working with students who are minors are subject to fingerprinting.
- Policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws.
- Policy establishing the school as a zero-tolerance zone for sexual harassment for all employees, students, and parents.

- Policy establishing an adherence to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.

These policies are incorporated into the Academy's PSASB's handbook and are reviewed on an ongoing basis by the Board, insurance carrier, and as part of the school's staff development. A current Safety Plan has been developed and copies are maintained and distributed to all staff. Insurance carrier and consultants train staff annually on the safety procedures adopted in the plan.

## **Facilities and Building Codes**

### **Facility Overview**

PSASB is located within the governmental jurisdiction of the City of San Bernardino and in proximity to its downtown corridor. PSASB's location within this area positively impacts the students and the San Bernardino community. San Bernardino is in need of local partners interested in its redevelopment and economic progress. PSASB is committed to being a good neighbor and community partner with the City of San Bernardino.

Some benefits of maintaining our school in this area include:

- Proximity and route of local bus lines.
- Proximity of local businesses, city offices, and county offices as possibilities for student internships
- Availability of open commercial real estate buildings for expansion needs that may arise

### **PSASB facilities**

- 22,500 square feet of classroom and office space. PSASB property is leased through San Manuel Band of Serrano Mission Indians and Class Leasing.
- Adequate physical activity space, whether indoor or outdoor.
- Adequate parking for all staff and visitors.
- ADA compliant.

PSASB ensures that utilized facilities comply with local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities.

If PSASB moves or expands to another facility during the term of this charter, it shall not be deemed a Material Revision of this charter, if needed to accommodate growth and operation. PSASB reserves the right to operate two concurrent sites for its single school. Use of an additional site shall not be deemed a Material Revision to this charter. In the case of a move to a new facility or the use of an additional facility, PSASB are provide a certificate of occupancy to the San Bernardino City Unified School District for such new/additional facility at least 30 days prior to classes occurring at the new site.

PSASB are not open in any location for which it has failed to timely provide a certificate of occupancy to the San Bernardino City Unified School District, unless an exception is made in writing by the San Bernardino City Unified School District. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process (Element 14).

Additionally, PSASB will only occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.

School staff conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, or hazardous materials) by developing appropriate policies and awareness training.

To the fullest extent permitted by law, PSASB does hereby agree, at its own expense, to indemnify, defend and hold harmless the San Bernardino City Unified School District, and its members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement.

PSASB further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the San Bernardino City Unified School District and its members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by PSASB, and their officers, directors, employees or volunteers. Moreover, the PSASB agrees to indemnify and hold harmless the San Bernardino City Unified School District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

### **Use of San Bernardino City Unified School District Owned Facilities**

Throughout the duration of the charter for PSASB the Leadership of PSASB does not expect to request facilities from the San Bernardino City Unified School District, but retains all rights under Prop 39 for the duration of the charter.

### **Facility Location**

1482 E. Enterprise Drive, San Bernardino, California, 92408

This facility is owned by the San Manuel Band of Serrano Mission Indians, and PSASB is in the second year of a two-year leasing agreement. Negotiations are currently in progress in which the lease are continue an additional five years to coincide with this charter renewal.

The premises are used for the PSASB Middle School, and are comprised of approximately 10,000 square feet of usable space. Of this square footage, is the inclusion of six individual and partitioned classrooms, in addition to administrative offices, and meeting areas.

Adjacent, and to the south of the facility is an approximate 380' x 275' lot, also owned by the San Manuel Band of Serrano Mission Indians. The lot is inclusive with the continued lease agreement with PSASB, and available for use for athletics and discussion for any facilities expansion that may become necessary.

## **Procedures for Background Checks**

Employees submit fingerprints to the Department of Justice via LiveScan processing. Employees may not start work until results are received from the Department of Justice and the employee is cleared to begin work. All fingerprinting is done by a company approved for LiveScan processing.

All staff must provide evidence, from a licensed medical provider, that they are free from tuberculosis. A Mantoux TB is required of all employees who have not been tested previously.

## **Role of Staff to Report Child Abuse**

PSASB adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal works with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff understand that it is their duty and responsibility to report any suspicion of child abuse. Staff understand that under California law, they can be found guilty of a misdemeanor, punishable by up to six months' confinement in a county jail or by a fine of one thousand dollars (\$1,000), or by both for failure to report an incident of known or reasonably suspected child abuse or neglect. Staff are not made to investigate any incident, only formally report to the Principal and/or proper authorities in a timely basis as required by law.

All suspected cases of child abuse are brought to the Principal and/or proper authorities. A written report of the situation is completed and the Department of Children Services are immediately notified. If necessary, the San Bernardino Police Department are informed of the situation as well. The reporting person are responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or San Bernardino Police Department.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

## **Immunizations, TB Testing, and Tdap**

All enrolling students and staff must provide records documenting immunizations to the extent required by public schools. Records of student immunizations are maintained to the extent for enrollment in public schools, and staff honor all district, county, and state requirements for periodic Tuberculosis (TB) tests and proof of Tdap immunization.

## **Medication in School**

Students requiring prescription medications and other medicines during school hours are accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents are complete the appropriate form authorizing school staff to administer medication. Designated staff are put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and are establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

## **Emergency Preparedness**

PSASB has developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school has trained all instructional and administrative staff in basic first aid.

## **Fire Drills**

Fire drills are held at least once a semester. Administrative personnel maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and the administrative staff to attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

## **Disaster Drills**

Disaster drills are conducted at least once every two months. Students are taught the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine is initiated by an announcement over the intercom. Staff and students hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they can hear additional instructions when given. All drills are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff contacts each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students are to remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff are turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

## **Bomb Threats**

The person receiving the call or letter are note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis who will immediately notify administrative staff.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted.

If so, the evacuation code word “safe school drill” are be given over the intercom and evacuation procedures are be followed. The office personnel are coordinate information requests to and/or from law enforcement.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

## **Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities are searched by staff members designated by the administration.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual shall be assigned the task of finding any missing students. Teachers are work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers are stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up.

The office personnel are sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents are asked to remain in a designated area, and students shall be escorted to the designated area for release.

## **Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. PSASB relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which PSASB is responsible, the employee shall bring it to the attention of their supervisor or administration immediately.



The principal will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem and timetable for correction.

Employees are encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis PSASB Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

## **Parental Concerns and Communication**

Should parents have any concern regarding any health and safety matter within PSASB, it is strongly encouraged that the parent informs the principal immediately. PSASB provides all parents with multiple means of communicating concerns such as: dedicated concern email address, a dedicated concern phone number, a suggestion box, and time for face to face meetings. All concerns provided by parents or guardians are recognized within 24 hours, and at minimum, a phone meeting is scheduled with the parent at their earliest convenience. Based on that meeting, if a plan to correct said issue is needed, the parent is kept informed of necessary steps and timetable for correction.

Should it be deemed of great importance by the Principal and the President of the Board, then PSASB will enact a communication plan to inform all parents of said issue and the steps and timetable for correction.

Should any major decision or action by PSASB Board affect the facility or health and safety of PSASB, the principal will enact an immediate communication plan to inform all parents of said changes and timetables.

## **Blood Borne Pathogens**

PSASB shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. PSASB has established 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.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

## **Sexual Harassment Policies and Procedures**

PSASB is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. PSASB has developed a

comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Each employee participates in Sexual Harassment training in their first 90 days of employment, and training is revisited at least every other year. Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that has been developed.

## **Freedom from Harassment Policy**

Internal disputes at the Academy, including disputes among students, staff, parents, and board members are resolved pursuant to the policies and processes developed by the school to be included in the student and staff handbooks.

The San Bernardino City Unified School District shall not intervene in any such internal disputes without the consent of the Governing Board of the Academy and shall refer any complaints or reports regarding such disputes to PSASB Board.

The San Bernardino City Unified School District agrees not to intervene or become involved in the dispute unless the dispute has the San Bernardino City Unified School District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, unless the San Bernardino City Unified School District believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the PSASB Board has requested the San Bernardino City Unified School District to intervene in the dispute.

## **Insurance**

PSASB 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 Duarte Unified School District's risk manager.

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

The PSASB 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 District's risk manager and as specified below. The PSASB'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 the PSASB's right to operate as a charter school pursuant to its Charter or cause the PSASB to cease operations until the PSASB 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 the PSASB, throughout the life of the Charter and any MOU or other agreement between the parties, the PSASB 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, with combined single limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of \$10,000,000 per occurrence and \$10,000,000 in the aggregate.

- A. General Liability Insurance Endorsement Negligence Related to **Sexual Abuse or Molestation** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of \$100,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.
- B. General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense with liability coverage of \$\_NA\_\_\_\_\_ per occurrence. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than \$1,000,000 per occurrence and \$1,000,000 in the aggregate.

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 the PSASB. If any District property is leased, rented or borrowed, it shall also be insured by the PSASB in the same manner as (a), (b), and (c) above.

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.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators' legal liability and error and omissions in an amount not less than \$1,000,000 per "claim" with an aggregate policy limit of \$1,000,000.

FIDELITY BOND coverage shall be maintained by the PSASB to cover all PSASB employees who handle, process or otherwise have responsibility for PSASB funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, Board members, officers, Board appointed groups, committees, boards, and any other 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 the PSASB'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 the PSASB; (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; 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, the PSASB 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, the PSASB 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 shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the District's option.

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 the PSASB 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.

### **Verification of Coverage**

The PSASB 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 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 the PSASB to defend, indemnify, and hold harmless the District and the District Personnel.

### **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 the PSASB 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.

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

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

Additionally, the PSASB shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

## **Indemnification**

To the fullest extent permitted by law, the PSASB agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to 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, that in any way arise out of or relate to any actual or alleged act or omission on the part of the PSASB, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other PSASB appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of the PSASB 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 MOU between the parties (except to the extent specified in such MOU), and/or in any way related to the operation or operations of the PSASB or of any other facility, program, or activity.

The obligations of the PSASB to defend the District and the other Indemnitees identified herein is not 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 the PSASB 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 the PSASB shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

The PSASB 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.

The PSASB’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 PSASB’s right to operate as a charter school pursuant to its Charter or cause the PSASB to cease operations.

Pursuant to Education Code Section 47604(c), 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. The PSASB shall at all times be operated by or as a nonprofit public benefit corporation. Nothing in this paragraph shall serve to reduce or excuse the PSASB'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.

## **Element 7 - Means to Achieve Racial & Ethnic Balance**

PSASB currently has a student population of approximately 400. PSASB maintains a waiting list to ensure the school meets enrollment goals. It is the goal of PSASB to serve and mirror the population of the city of San Bernardino.

Student demographics are reviewed annually. If at any time a significant disparity among the ethnic demographics of our students is identified, the school will actively solicit applications from the underrepresented ethnic and racial group(s).

### **Recruitment Strategies**

Brochures are sent to local public and private public schools advertising open enrollment.

### **Advertising Materials/Leave Behinds**

Professionally designed brochures, flyers, and posters will be created showcasing the benefits and opportunities that an education from PSASB provide. All materials shall be created with the end-reader kept in mind and are assured to make no false claims. These materials will be printed in English and Spanish and will be designed to advertise the unique learning opportunities available to all students in our community. All marketing material samples will be provided to San Bernardino City Unified School District upon request.

### **Community Outreach**

The Principal, teachers, and members of the Board are continually available to conduct public presentations to community groups such as:

- Rotary Clubs
- Elks Lodge #836
- Local Chambers of Commerce
- Police and fire departments
- Local schools

Only with expressed written permission from San Bernardino City Unified School District, Public Safety Academy of San Bernardino would like to leave brochures or other advertising materials at any one of the current schools within the district. Marketing may be done by PSASB in the vicinity of each district school, but not to individual students, on behalf of PSASB will not enter the facilities of any San Bernardino City Unified school sites without prior district approval.

Also, PSASB will provide presentations or collateral materials to local private K-8 schools that allow access or opportunity to inform their parents of the charter high school.

### **PSASB Back-to-School Night/Open Houses**

PSASB hosts community informational meetings annually so that interested parents or community members can come and learn about the opportunities that are provided by PSASB, the San Bernardino City Unified School District will be invited to attend and participate in all

### **Back-to-School Night/Open Houses**

Information for each of these events will be announced on the website: [www.pasb.us](http://www.pasb.us), and via our Parent-Teacher Association. Dates and times for the open houses will be set to maximize the number of parents who are able to attend.

### **Public School Choice & Every Student Succeeds Act**

San Bernardino City Unified School District and PSASB are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the *Every Student Succeeds Act*. PSASB agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program.

As required under the *Every Student Succeeds Act*, all PSC students attending PSASB shall have the right to continue attending PSASB until graduation. However, the obligation of the District to provide transportation for a PSC student to PSASB shall end in the event the PSC student’s resident District school exits Program Improvement status.

### **Federal Compliance**

To the extent that PSASB is a recipient of federal funds, including federal Title I, Part A funds, PSASB has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the *Every Student Succeeds Act* and other applicable federal grant programs. PSASB agrees to keep and make available to San Bernardino City Unified School District any documentation necessary to demonstrate compliance with the requirements of the *Every Student Succeeds Act* and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of the *Every Student Succeeds Act* include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or



- taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

PSASB also understands that as part of its oversight of the school, San Bernardino City Unified School District may conduct program review of federal and state compliance issues.

## **Student Transportation**

Because we are centrally located, public buses are readily available throughout the entire city and finding a bus line that runs through the downtown area of San Bernardino is rather easy.

PSASB shall comply with any applicable requirements to provide transportation to students with special needs.

PSASB shall comply with McKinney-Vento Homeless Act of 1987.

## **Element 8 – Admission Requirements**

### **Public Random Lottery**

Should the number of students who wish to attend Public Safety Academy of San Bernardino exceed the enrollment limit, a public random lottery will take place to determine admission. Pupil names will be drawn and PSASB Administration will verify lottery procedures are fairly executed. Public Safety Academy of San Bernardino will keep a file documenting the fair execution of lottery procedures. \*Preference shall be given to siblings of PSASB cadets, children of current PSASB staff members (not to exceed 10% of enrollment), and San Bernardino City residents.

### **Lottery Process Communication**

Public Safety Academy of San Bernardino PSASB will designate an application deadline of April 30th and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in a public location and on the school website regarding the date and time of the public drawing. All parents will be notified of the lottery date and details via mail, email, or automated phone message.

PSA shall not adopt or attempt to adopt any admission or student dismissal policies not included in the Charter without receiving District Board approval through the material revision process in accordance with Education Code Sections 47605 and 47607.

## **Element 9 - Financial Audits**

### **Annual Independent Audit**

Each year PSASB shall contract for and oversee the preparation and completion of an annual independent audit of the School's financial affairs. The audit will be conducted in accordance with generally accepted accounting principles and will conform with the California School Audit Guide as it applies to charter schools. 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 School's administration will review any audit exceptions or deficiencies and report to the PSASB Board with recommendations on how to resolve them. PSASB shall submit the audit to the District on or before December 15, and report in writing to the District the manner in which PSASB intends to address any exceptions or deficiencies noted in the audit to the satisfaction of the District. Exceptions and deficiencies so noted shall be addressed within 60 days or within such shorter time as specified in the audit.

These financial audits shall be conducted by an independent auditor, approved in advance by the District Board, and included on the State Controller's approved list of independent auditors. The auditor will verify the accuracy of the School's financial statements, accounting practices, revenue-related data collection and reporting practices and will review the School's internal controls. The audit will include a review of ADA as reported by PSASB. Moreover, the audits will assure that the School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. PSASB agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to the district, the California Department of Education, the State Controller and the State Board of Education by December 15th following each school year or at a mutually agreed upon earlier date. PSASB shall provide interim financial data required by the District to fulfill its obligation to the county and state.

### **Financial Compliance**

PSASB will forward any IRS/FTB payroll tax assessment letters to the District upon receipt; provide the District with prior notice of loan applications; and submit to the District a listing of debts and contracts with copies of leases, loans, etc. on an annual basis.

### **Budget Reserve**

PSASB shall at all times maintain budget reserves as required by law and regulation. PSASB will be an independent, directly funded charter school. Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. The independent audit will be conducted by an accountant certified by the State of California with knowledge of public school budget and accounting procedures. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the school's financial statements, attendance, enrollment accounting principles, and review the school's internal controls. On a daily basis, a system of internal controls will be instituted and maintained by the

Academy's with the assistance of Public Safety Academy of San Bernardino's PSASB's selected back office/financial services provider.

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the independent auditor are to be submitted to San Bernardino City Unified School District within three (3) months following the close of the fiscal year. The school's audit committee are to review any audit exceptions or deficiencies and report to PSASB's Board with recommendations and time tables on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and San Bernardino City Unified School District.

PSASB agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit shall be completed and submitted to San Bernardino City Unified School District, the California Department of Education, and the State Board of Education by December 15th following each school year. PSASB will provide interim financial data required by San Bernardino City Unified School District to fulfill its obligation to the county and state.

### **Audit Exceptions & Deficiencies to Be Resolved**

Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor's final report. The treasurer of Public Safety Academy of San Bernardino's Board of Directors will participate in the audit process along with the Principal. The designated fiscal officer will be the Business Manager, assisted by the selected back office/financial services provider. PSASB provides San Bernardino City Unified School District with the final audit results within 60 days of completion of the audit report. Audit exceptions and deficiencies in the final report will be resolved in a manner and time line acceptable to San Bernardino City Unified School District. PSASB will utilize attendance accounting procedures that will satisfy requirements for San Bernardino City Unified School District, SBCSS, CDE, and SBE.

### **Reports to District**

PSASB will submit the following reports to San Bernardino City Unified School District pursuant to Education Code 47604.33:

- Provisional Budget - due in Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections - November of operating fiscal year
- Second Interim Projections - February of operating fiscal year
- Unaudited Actuals - July following the end of the fiscal year
- Classification Report - monthly the Monday after close of the last day of the school month

- Statistical Report - is turned in at the end of each month's reporting period. Example: Month 1 is July 16 – Aug 12; Month 2 is August 15 to Sept 9. This is done in accordance to SBCUSD guidelines of “reporting months”

In addition:

- P1 - first week of January
- P2 - first week of April
- A weekly attendance reports up to the fourth week prior to norm day submitted by new and existing charter schools - September
- Other financial information needed by San Bernardino City Unified School District to assess the fiscal condition of the charter school

## **Element 10 - Grounds for Suspension and Expulsion**

### **Rules and Procedures**

Students learn best in a safe and healthy environment where there are clear expectations about behavior, and the culture of the school values and respects all stakeholders. These policies are stipulated in the Public Safety Academy of San Bernardino Student Handbook. This handbook describes the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. All students and parents must read and sign the handbook. Students who do not live up to their responsibilities and who violate Public Safety Academy of San Bernardino rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by phone, email, or letter
- Referral to the Principal, Assistant Principal, or Director of Security
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion from Public Safety Academy of San Bernardino

*Compliance with PSASB's adopted procedures for suspension and expulsion set forth herein shall be the sole process for PSASB to dismiss, remove, or otherwise exclude a student who attends PSASB. In no event shall PSASB adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends PSASB from further attendance at PSASB separate from or in addition to PSASB's procedures for suspension and expulsion.*

## **Suspension and Expulsion**

A student may be suspended and/or expelled for any of the acts enumerated in this section. Students may be held accountable for any inappropriate actions during/in all of the following situations:

- While on school grounds.
- While going to or coming from school.
- During, or while going to, or coming from, a school-sponsored activity.
- As a result of any online communication, written communication, text messaging, or phone correspondences with another PSA cadet/staff member.
- Any off-campus, in-person verbal correspondence or physical interaction with another PSA cadet/staff member.

When regulations or rules of the PSA handbook are violated, it may be necessary to suspend or expel a student. Public Safety Academy of San Bernardino's policy and procedures for student suspension and expulsion are explained below, and may be amended from time to time without the need to amend the charter, so long as the amendments are within the legal requirements of State and Federal laws concerning public education.

Public Safety Academy of San Bernardino staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The policy and procedures are included as part of Public Safety Academy of San Bernardino's Student Handbook and clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the charter, 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.

Public Safety Academy of San Bernardino administration shall ensure that students and their parents/guardians are notified in writing of all discipline policies and procedures. The notice shall state that these policy and administrative procedures are available for review upon request at Public Safety Academy of San Bernardino Principal's office. Any changes in this policy will be communicated to all parents.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on a suspension.

Public Safety Academy of San Bernardino will comply with the mandates of IDEIA. The Gun-Free Schools Act must consider the mandates of the IDEIA. A student identified as an individual with disabilities or for whom Public Safety Academy of San Bernardino has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 197 ("Section 504") is subject to the same grounds for suspension and

expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.

Public Safety Academy of San Bernardino follow Section 504, the IDEIA, and all applicable federal and state laws, including the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Public Safety Academy of San Bernardino 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. Public Safety Academy of San Bernardino PSASB recognizes the necessity and importance of the Manifestation Determination or, in cases of 504 accommodations, the link determination.

## **Grounds for Suspension and Expulsion**

A student may be recommended for suspension or expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Aided or abetted the infliction or the attempted infliction of physical injury on another person.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- Threatening and/or brandishing a knife or any object that can be used as a weapon, of no reasonable use to the student.
- Possessed an imitation firearm.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind, including prescription drugs.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapor pens, and betel.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This is considered insubordination, is

noncompliant with the paramilitary structure of the school, and inconsistent with the school's mission.

- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Engaged in, or attempted to engage in, hazing.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- Participating in unlawful harassment by means of verbal or physical conduct based on a student's actual or perceived race, religion, color, national origin, sexual orientation, or disability. This includes any verbal or physical conduct that has the purpose or effect of interfering with a student's educational performance or creating an intimidating, hostile or offensive environment.

## **Alternatives**

Interventions shall be first attempted and include, but are not limited to, Student Success Teams, behavior modification plans, behavior contracts, and counseling. Additionally, alternatives to suspension or expulsion may be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and trancies are dealt with through the Public Safety Academy of San Bernardino's attendance policy and are not in and of themselves a student discipline issue.

## **Suspension Process:**

The pupil will be referred to an administrator for appropriate action, which may include suspension from school, or other disciplinary measures. Suspensions from Public Safety Academy of San Bernardino shall be initiated according to the following procedures:

1. Investigation of Facts: Suspension will be preceded whenever possible by an investigation conducted by Administration.

Post-Investigation: Concluding the investigation, Administration will determine whether or not disciplinary action shall be taken. Administration may choose to use an alternative to suspension at their discretion. If Administration determines a suspension is appropriate, parents will be notified. The reason for the suspension will be explained to the student.

Conference: If a student is suspended or suspended pending expulsion, a parent conference will be scheduled in a timely manner, preferably on the day of the suspension or up to 2 days after the student returns. At the conference, the pupil shall be again informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held in a timely manner, unless the pupil 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 parent or guardian to attend a conference with school officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the student's parent or guardian at the conference.

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

At the time of the suspension, the school shall make a 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 and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

### **Length of Suspension without Recommendation for Expulsion**

The length of suspension for students may not exceed a period of five (5) consecutive school days. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

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

A student may be considered for expulsion after receiving suspensions totaling 10 days in a single school year. Upon a recommendation of Expulsion by the Principal, or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 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.

### **Suspension Appeal Process**

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within five (5) working days directly to the Principal in writing. The Principal will review the case with the parent and/or student in question within five (5) working days of receipt of the appeal. If the Principal determines that the student has not violated one of the rules in Public Safety Academy of San Bernardino Parent-Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

During the parent conference, information will be provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.



Based on the investigation, Public Safety Academy of San Bernardino's Principal may make one of the following decisions regarding the suspension:

- Uphold the suspension.
- Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
- PSASB will mail a copy of the decision to the student and parent/guardian after issuing the decision.

### **Authority to Expel**

A student may be expelled following a hearing by Public Safety Academy of San Bernardino's Disciplinary Review Board. The Disciplinary Review Board, acts in the same capacity as a district expulsion hearing panel. The PSASB Disciplinary Review Board consists of at least three staff members who are not the student's current teacher, and an administrator (moderator). The Disciplinary Review Board will make the decision as to whether or not the student shall be expelled. This decision is appealable to the PSASB Board of Directors.

### **Nondiscretionary Expulsion Offenses**

The Principal may immediately recommend the expulsion of a pupil for any of the following acts committed at Public Safety Academy of San Bernardino or at a Public Safety Academy of San Bernardino activity off school grounds, unless the Principal finds that expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person, that requires immediate medical attention, except in self-defense.
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- Threatening and/or brandishing a knife or any object that can be used as a weapon, of no reasonable use to the student.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind, including prescription drugs.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance.
- Committed or attempted to commit robbery or extortion.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.

- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

## **Discretionary Expulsion Offenses**

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Aided or abetted the infliction or the attempted infliction of physical injury on another person.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- Threatening and/or brandishing a knife or any object that can be used as a weapon, of no reasonable use to the student.
- Possessed an imitation firearm.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind, including prescription drugs.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vapor pens, and betel.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This is considered insubordination, is noncompliant with the paramilitary structure of the school, and inconsistent with the school's mission.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Engaged in, or attempted to engage in, hazing.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- Participating in unlawful harassment by means of verbal or physical conduct based on a student's actual or perceived race, religion, color, national origin, sexual orientation, or disability. This includes any verbal or physical conduct that has the purpose or effect of interfering with a student's educational performance or creating an intimidating, hostile or offensive environment.
- Insubordination: Insubordination is defined as the willful or intentional failure to obey a lawful and reasonable request by supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

**First Violation:** Verbal warning and Parent/Legal Guardian contact by either teacher or school administrator.

**Second Violation:** Written warning, Parent/Legal Guardian contact and up to one day in-school suspension.

**Third Violation:** Suspension not to exceed three days, implementation of Behavior Support Plan with Parent/Legal Guardian input if possible.

**Fourth Violation:** Suspension up to five days, review of Behavior Support Plan, final warning issued in writing to both student and Parent/Legal Guardian.

**Fifth Violation:** Suspension with recommendation by Principal for expulsion.

## 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 fifteen (15) school days after Public Safety Academy of San Bernardino Principal, Assistant Principal or designee determines that the student has committed an expellable offense. The Disciplinary Review Board will hear the case, and make a decision whether or not to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the 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 pupil. The notice shall include:

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- A copy of Public Safety Academy of San Bernardino disciplinary rules which relate to the alleged violation.

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at Public Safety Academy of San Bernardino or to any other school district or school to which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

## **Procedures for Expulsion Hearings Involving Sexual Assault/Battery**

Offenses Public Safety Academy of San Bernardino 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 which shall be examined only by Public Safety Academy of San Bernardino or a hearing officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil: The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days-notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

Public Safety Academy of San Bernardino must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, Public Safety Academy of San Bernardino must present evidence that the witness' presence is both desired by the witness and are be helpful to Public Safety Academy of San Bernardino. The person 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. 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. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her 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. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard.

Before such a determination regarding extraordinary circumstance 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 Public Safety Academy of San Bernardino's 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 evidence, except as follows: The Disciplinary Review Board may, upon finding that good cause exists, determine that the disclosure of either the identity of a 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, examined only by the Disciplinary Review Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of Public Safety Academy of San Bernardino Disciplinary Review Board shall be in the form of written findings of fact. The Decision of the Public Safety Academy of San Bernardino Disciplinary Review Board is final.

If the expulsion hearing panel decides *not* to expel, the student shall immediately be returned to his/her educational program.

## **Written Notice**

The Public Safety Academy of San Bernardino Principal or designee, following a decision of Public Safety Academy of San Bernardino Disciplinary Review Board to expel, shall send written notice of the decision to expel, including the Disciplinary Review Board's findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- 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 Public Safety Academy of San Bernardino.

Public Safety Academy of San Bernardino shall provide the pupil's new school district with a written notice of the decision to expel, a copy of the student's cumulative record, including a transcript of grades or report card, and all health information.

## **Expulsion Appeal Process**

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The appeal is heard by the PSASB Board of Directors in closed session, unless the parent/guardian requests in writing 72 hours' prior for an open hearing. The student will be considered suspended until a hearing is heard by the PSASB Board of Directors. Students will be allowed to complete all classwork/homework while suspended. PSASB's Board decision is final and cannot be appealed.

## **Expulsion of Students with Exceptional Needs**

While special education students are on extended suspension, pending an expulsion hearing, they will be entitled to receive special education services as stipulated in their IEP, no later than 10 days after the suspension begins.

## **Expulsion**

In the event that a special education student commits one of the acts enumerated in the “Grounds for Mandatory Expulsion,” she or he is subject to expulsion only if all of the following conditions are met:

- The IEP team determines that the misconduct was not caused by, or was not direct manifestation of, the student’s identified disability.
- The team determines that the student had been appropriately placed at the time of the misconduct occurred.

Public Safety Academy of San Bernardino PSASB recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, and state laws addressing the appropriate treatment of special education students.

Public Safety Academy of San Bernardino adheres to all laws affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Improved Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. The IEP team and the Principal or designated administrator will be responsible for managing continued violations of school policies.

A manifestation determination is deemed necessary when a change of placement occurs, such that a special education student is removed for more than ten (10) consecutive days, or is subjected to a series of removals that appear as a pattern because they accumulate more than ten (10) school days in a school year. Consideration in this decision will be given to such factors as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to each other.

Compliance with the procedures set forth in this section of the Charter shall be the sole process for the Charter School to involuntarily dismiss, remove, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any disciplinary reason. In no event shall the Charter School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends the Charter School from further attendance at the Charter School.

## **Element 11 - Retirement Programs**

### **Retirement**

All full time certificated school faculty will participate in the State Teachers Retirement System (STRS). All classified personnel will be eligible to participate in a 403b Retirement Plan. All minimum required contribution levels must be met for employees to participate in the 403b program. Certificated staff will also have the opportunity to participate in the 403b program. Should certificated staff participate in the 403b program, they will be solely responsible for meeting all required contribution minimums. Part-time classified staff will have the opportunity to participate in the 403b and are solely responsible to meet all required contribution minimums.

Classified employees pay in to Social Security. Participation on a voluntary basis by classified employees in a 403b retirement program will continue.

## **Staff Compensation and Benefits**

The principal, in consultation with the Board of Directors, has developed a salary schedule for the school. This schedule will be created in accordance within the fiscal constraints of the operating budget, and are reflect a traditional “step and column” salary scale. PSASB will create a salary range for each position and each employee will be hired within the parameters of that salary range, based on experience, demand, and negotiation.

Compensation will be determined based on teacher experience and level of education. A comprehensive benefits package (medical, dental, vision, and retirement) may be included as part of each full-time employee’s compensation.

## **Element 12 - Attendance Alternatives**

PSASB is a charter school of choice and no child shall be required to attend this school. As per state law, no governing board of a school district shall require any pupil enrolled in a school district to attend a charter school.

Students whose parents choose for them not to attend PSASB can apply for another San Bernardino City Unified School or request an intra-district transfer consistent with district policy.

PSASB students, whose parents choose for them to no longer attend PSASB, will receive assistance from PSASB staff in their departure. That assistance includes the early preparation of all required documentation and transcripts, referrals to exact individuals at their home district that facilitate enrollment, and also a brief description of other charter schools within the area that the student may be able to attend. PSASB has created a list of high school and middle school options within San Bernardino, and include a brief description of each school, their address, and any other pertinent contact information. That list will be available to parents who are unable to enroll their student in PSASB due to a waiting list or any other reason. Parents who choose to unenroll their student from PSASB, or any other person who may request a copy at our office.

High school programs within San Bernardino that are available to the students include:

- San Bernardino High School
- Arroyo Valley High School
- San Gregorio High School
- Pacific High School
- Cajon High School
- San Andreas High School
- Sierra High School
- ASA Charter School
- Options for Youth Charter School



Middle school programs within San Bernardino that are available to the students include:

- Arrowview Middle School
- Cesar Chavez Middle School
- Curtis Middle School
- Del Vallejo Middle School
- Golden Valley Middle School
- Dr. Martin Luther King Jr. Middle School
- Richardson Prep
- Rodriguez Prep Academy
- Serrano Middle School
- Shandin Hills Middle School
- New Vision Charter School
- Options for Youth Charter School
- ASA Charter School

### **Element 13 - Rights of District Employees**

Employees of the District who choose to leave the employment of the District to work at PSASB shall have no rights of return to the District after employment at PSASB unless specifically granted by the District through a leave of absence or other agreement or policy of the District specified in the District's collective bargaining agreements. PSASB shall have no authority to provide for, or negotiate with PSASB's employees or employee representatives, any return rights to the District.

District staff who leave the District's employment to work at PSASB will be compensated in accordance with PSASB's compensation plan, and not in accordance with any District compensation plans and/or collective bargaining agreements or contracts.

Persons employed by PSASB are not considered employees of San Bernardino City Unified School District for any purpose whatsoever. Employees of San Bernardino City Unified School District who resign from employment to work at PSASB and who later wish to return to San Bernardino City Unified School District shall be treated the same as any other former District employee seeking reemployment.

### **Element 14 - Dispute Resolution**

This plan is being presented as a common charter school best practice. Should any section of this element, pertaining to resolving disputes, be in conflict with San Bernardino City Unified School District policies or desired protocols, then PSASB is amenable to altering said areas through a mutually agreed upon addendum, and considered in addition to the original petition. Any such areas of conflict can also be resolved in the Memorandum of Understanding that will be drafted and agreed upon by San Bernardino City Unified School District and for PSASB,

In the event of a dispute between PSASB and San Bernardino City Unified School District regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s).

San Bernardino City Unified School District reserves the right to take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the district determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupil.

The staff and governing board members of PSASB agree to attempt to resolve all disputes regarding this charter or the operations of PSASB pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between San Bernardino City Unified School District and PSASB, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth above and below.

In all cases where San Bernardino City Unified School District determines the immediate violation constitutes a severe breach to the approved charter petition, or imminent threat to the health and safety of the charter school staff or students, San Bernardino City Unified School District reserves the right to take any and all actions deemed necessary, including and up to the revocation of the charter petition. `

### **Disputes between PSASB and 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 PSASB or the District's oversight obligations, or a dispute otherwise arises between the District and PSASB, the following procedures shall be followed to resolve the dispute:

Step 1. Should 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 or take action as it deems necessary.

Step 2. . If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date" This notice will constitute the notice required under the provisions of Education Code 47607 (d) 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 PSASB representative will be the Campus Dean/Director or the Campus Dean/Director's designee. If the dispute is not resolved at this meeting, the parties will proceed to step 3.

Step 3. District shall send written notification to PSASB summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue and demanding that it be cured. District shall provide PSASB a reasonable amount of time, not to exceed thirty (30) calendar days, or such longer period as is agreed to in writing between both parties, after the date such written notice is sent, to cure the violation or issue. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any formal attempts at resolution are undertaken by the parties), shall constitute the reasonable cure period required by Education Code section 47607 prior to the revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.

District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code section 47607 or applicable law.

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

In the event of a dispute raised by PSASB against District over the terms of the Charter, PSASB shall put the dispute in writing to the Superintendent or designee, and the District Superintendent or designee shall meet with the Campus Dean/Director or Campus Dean/Director's designee to seek resolution within two weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both District and PSASB, with the costs of the mediator to be split by both parties.

## **Internal Disputes**

PSASB shall have an internal dispute resolution process to be used for all internal disputes related to PSASB's operations. Parents, students, board members, volunteers, and staff at PSASB will be provided with a copy of PSASB's policies and dispute resolution process. District will refer to PSASB all disputes not related to a possible violation of the Charter or law or to the operation of PSASB or District's oversight obligations. PSASB shall provide District written notice of the resolution of any such internal disputes that were initially submitted to the District and referred by the District to PSASB.

## **Element 15 - School Closure Protocol**

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

## **Revocation**

San Bernardino City Unified School District may revoke the charter of the PSASB if the school commits a breach of any terms of its charter. Further, San Bernardino City Unified School District may revoke the charter if the PSASB commits a breach of any provision set forth in a

policy related to charter schools adopted by San Bernardino City Unified School District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, San Bernardino City Unified School District may revoke the charter of the PSASB on any of the following grounds:

- PSASB operated in a facility deemed unsafe and unfit for students, with no immediate alternative for relocation.
- PSASB committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- PSASB failed to meet or pursue any of the pupil outcomes identified in the charter.
- PSASB failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- PSASB violated any provisions of law.

Prior to revocation, and in accordance with California Educational Code section 47607(d), San Bernardino City Unified School District shall notify PSASB in writing of the specific violation, and give PSASB a reasonable opportunity to cure the violation, unless the San Bernardino City Unified School District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding, the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

## **Term and Renewal**

The proposed term of the charter will be for a period of five years from July 1, 2017 until June 30, 2022.

## **Closure Procedures**

The following are closing procedures that abide by California Educational Code §47605(b)(5)(P), should the school close for any reason. The decision to close the PSASB either by the PSASB Governing Board or by the San Bernardino City Unified School District Governing Board, are be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the San Bernardino City Unified School District Board of Education; the PSASB Board of Directors votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Public Safety Academy of San Bernardino are be issued by PSASB within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the San Bernardino City Unified School District within the same time frame.

2. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
  - a. The process for transferring student records to the receiving schools shall be in accordance with the San Bernardino City Unified School District procedures for students moving from one school to another.
  - b. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
3. The PSASB will prepare an electronic master list of all students to San Bernardino City Unified School District, Charter School Director. This list shall include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date.
4. If the Public Safety Academy of San Bernardino's PSASB's closure occurs before the end of the school year, the list will also indicate the name of the school that each student is transferring to, if known.

The original cumulative files will be organized for District pick up in two categories: active students and inactive students. The San Bernardino City Unified School District Charter School Director will coordinate with PSASB for the pickup of the student records and the San Bernardino City Unified School District will make all determinations for maintenance of the files after the school closure.

PSASB will update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

1. PSASB will provide to the San Bernardino City Unified School District Charter School Director a copy of student attendance records, teacher grade books, school payroll records, Title I records (if applicable), and all personnel records.
2. The San Bernardino City Unified School District can maintain all personnel records as long as they deem necessary.
3. Within ten (10) calendar days, PSASB will provide written notification of the closure action to the California Department of Education, the SELPA in which the PSASB works with, all retirement programs in which the Public Safety Academy of San Bernardino employees participate, and the San Bernardino County Office of Education and follow their procedures for dissolving contracts and reporting. SBCSUD are be copied on all correspondence.
4. PSASB shall allow the San Bernardino City Unified School District access, inspection and copying of all school records, including financial and attendance records, upon written request by the San Bernardino City Unified School District.

5. A financial closeout audit of the school will be paid for by PSASB to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Public Safety Academy of San Bernardino will be the responsibility of PSASB and not the San Bernardino City Unified School District. PSASB San Bernardino understands and acknowledges that PSASB will cover the outstanding debts or liabilities of PSASB. Any unused monies at the time of the audit will be returned to the appropriate funding source. PSASB understands and acknowledges that only unrestricted funds are be used to pay creditors.
6. If in possession of PSASB, any unused AB 602, if held by Public Safety Academy of San Bernardino funds will be returned to the San Bernardino City Unified School Districts, SELPA, and other categorical funds will be returned to the source of funds.
7. For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Public Safety Academy of San Bernardino's PSASB's Board, will maintain employment of a determined staff level to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.
8. PSASB Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, PSASB will also submit any required year-end financial reports to the California Department of Education, San Bernardino City Unified School District, and the San Bernardino County Superintendent of Schools in the form and time frame required.
10. The corporation's articles of incorporation will address how assets are to be distributed at the closure of the corporation.
11. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its articles of incorporation and bylaws.
12. PSASB will provide the San Bernardino City Unified School District within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.
13. Prior to final closure, PSASB shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.).
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Public Safety Academy of San Bernardino's PSASB's right to operate as a charter school or cause PSASB to cease operation. PSASB and the San Bernardino City Unified School District agree that, due to the nature of the property and activities that are the subject of this petition, the San Bernardino City Unified School District and public shall suffer irreparable harm should PSASB breach any obligation under this Element 16. The San Bernardino City Unified School District therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the San Bernardino City Unified School District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

PSASB's Governing Board may request that the district renew the Charter, and submit the necessary documentation for such renewal request any time between October 1, 2021 and December 1, 2021. This timing provides PSASB and District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete Charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at PSASB, including a redline indicating all revisions made from the current Charter and an electronic (Microsoft Word) version of the revised Charter and attachments thereto. The renewal request shall also include proof that PSASB has met the academic achievement criteria for renewal, as set forth in Education Code section 47607.

### **Submittal of Documents, Reports, and Information**

PSASB shall submit all documents, reports, and information to the District required by law, including, but not limited to, all reports required pursuant to Education Code section 47604.33. All such reports shall include multi-year projections and cash flow information.

On or before May 1 of each year, PSASB shall submit to the District an approved school calendar establishing that PSASB is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.

No less than one month before the commencement of each new semester, PSASB shall provide the District with a list of classes to evidence class offerings for the semester.

On or before September 1 of each year, PSASB shall provide the District with a teacher roster by resident/nonresident to determine tracking of students between the District and the Charter School. The Charter School shall track students who leave PSASB to return to the District.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, PSASB shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

## **Inspections**

PSASB agrees to permit the District to inspect and receive copies of all records relating to the operation of PSASB, including financial, personnel, attendance accounting, and pupil records. PSASB shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. PSASB shall be subject to the California Public Records Act.

## **Oversight Costs**

The District shall charge PSASB for supervisory oversight up to any maximum permitted by law (currently described and limited in Education Code section 47613). PSASB acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum fee permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

## **Governing Law and Construction**

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

## **Debts and Obligations**

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

PSASB shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the district Governing Board as required by law, including, but not limited to, Education Code section 17604, shall be unenforceable against the district and shall be PSASB, 's sole responsibility.

## **Independent Entity**

PSASB, and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. San Bernardino Unified School District and PSASB shall not in any way or for any purpose become



or be deemed to be agents, partners, joint ventures, or a joint enterprise. The district shall not be liable for the actions or liabilities of PSASB.

## **Use of Funds**

No funds from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Board of Education.

## **Compliance with Law**

PSASB shall follow any and all other federal, state and local laws and regulations that apply to the Charter School including but not limited to:

1. PSASB shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection
2. PSASB shall comply with any jurisdictional limitations to locations of its facilities.
3. PSASB shall comply with all laws establishing the minimum and maximum age for public school enrollment.
4. PSASB shall comply with all applicable portions of the Every Student Succeeds Act.
5. PSASB shall comply with the Public Records Act.
6. PSASB shall comply with the Family Educational Rights and Privacy Act.

## **Attachments**

All of the attachments to this Charter are hereby incorporated herein and made a part hereof by this reference.

PSASB's Articles of Incorporation and/or bylaws, and any exhibits and appendices to the Charter, shall be revised as necessary in order to be consistent with and reflect the revisions required to be made to the Charter.