

Public Safety Academy of San Bernardino

Charter Renewal Petition 2025-2030



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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 Public Safety Academy San Bernardino (“PSASB,” or the “Charter School”), operated by PSASB, Inc., a nonprofit public benefit corporation, and located within the boundaries of the San Bernardino City Unified School District (the “District”), is true to the best of my knowledge and belief. 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 shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- PSASB, Inc. declares that it shall be deemed the exclusive public school employer of the employees of PSASB, for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- PSASB shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- PSASB shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- PSASB shall admit all students who wish to attend; unless PSASB receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- PSASB shall not discriminate on the basis of characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identify, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- PSASB shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- PSASB 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 shall ensure that teachers at Public Safety Academy of San Bernardino hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- PSASB shall at all times maintain all necessary and appropriate insurance coverage.
- PSASB, 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 without graduating or completing the school year for any reason, Public Safety Academy of San Bernardino shall notify the District Superintendent and 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that

parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- PSASB shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- PSASB shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- PSASB shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- PSASB shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- PSASB shall comply with all applicable portions of the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with all applicable laws regarding legally permissible pupil fees and charges, and the constitutional "free schools" guarantee. [Ref. California Constitution, Article IX, Section 5; Education Code Sections 49010-49013]
- PSASB shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- PSASB shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- PSASB shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- PSASB shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Jennifer Stickel, Lead Petitioner

Date: 9/15/24

Evidence of Meeting Charter Renewal Criteria

Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. PSASB is pleased to see that the CDE has determined that the Charter School is middle-performing, and thus eligible for a five-year charter renewal term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

Chronic Absenteeism: kindergarten through grade eight

Suspension Rate: kindergarten through grade twelve

English Learner Progress: grades one through twelve

Graduation Rate: high school only

College/Career: high school only (Note: the College/Career Indicator will not be reported on the 2022 Dashboard)

Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

Charter School Dashboard State and Local Indicators (2023)

The following chart(s) reflect the Charter School’s 2023 Dashboard performance indicators, and for comparison purposes, the District’s and the State’s.

State Indicator	PSASB	District	State
English/Language Arts	Orange	Yellow	Orange
Mathematics	Red	Orange	Orange
Chronic Absenteeism	Orange	Yellow	Yellow
Suspension Rate	Yellow	Orange	Orange
English Learner Progress	Orange	Yellow	Yellow
Graduation Rate	Blue	Yellow	Orange
College/Career	“High”	“Medium”	“Medium”

As the above chart indicates, on academic measures on the 2023 Dashboard, PSASB occupies the same performance band for ELA as the State. Like the typical experience for local educational agencies (“LEAs”) statewide, PSASB generally experienced pandemic era declines in performance (“Status”) as measured by the Dashboard, i.e. distance from standard (“DFS”) in

the case of academic measurements. The ongoing effects of the pandemic were reflected in PSASB’s “red” math rating on the 2023 Dashboard. PSASB’s pre-pandemic math performance fell into the orange band, along with the State. The Charter School is making progress toward achieving and exceeding its pre-pandemic performance in this area.

As evidenced by the Dashboard, PSASB truly shines in its students’ preparation for their future beyond high school. On the 2023 Dashboard, PSASB’s graduation rate and college/career preparedness metrics far outshine the State of California. 63.6% of PSASB’s students are deemed “prepared” for their upcoming college or career paths, as compared to only 43.9% across the State. The 2023 Dashboard shows that 100% of PSASB’s students graduated, including all students in its reported significant subgroups to include Hispanic and Socioeconomically Disadvantaged students.

PSASB Socioeconomically Disadvantaged and Hispanic Enrollment as Compared to District and State Per 2023 Dashboard

Student Group Enrollment	PSASB	District	State
Socioeconomically Disadvantaged	97.9%	89.9%	61.5%
Hispanic	76.6%	82.2%	56.1%

Measurements of Academic Performance – Verified Data

At the time of renewal, AB 1505 also requires chartering authorities to review and consider verified data demonstrating the extent that a charter school’s students experienced measurable increases in academic achievement, as follows:

- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined ...

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved

the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, the Charter School currently utilizes the California Assessment of Student Performance and Progress Data (“CAASPP”) and STAR Renaissance to meet the verified data requirement.

Renaissance Verified Data 2018 to 2024 Growth Percentile Expectation Met - Grades 6-12

	2021	2022	2023	2024
English/Language Arts	38%	46%	38%	38%
Mathematics	35%	42%	45%	38%

California Assessment of Student Performance and Progress (CAASPP) 2018 to 2024

	2018	2019	2020	2021	2022	2023	2024
English/Language Arts	27.94%	39.74%			26.34%	24.42%	29%
Mathematics	6.95%	11.79%			6.83%	8.92%	8%

While it is clear that the Charter School has been impacted by pandemic learning loss, it is also clear that PSASB is making progress in not only recouping that loss, but is on the course to exceed its pre-pandemic performance on the CAASPP.

Other Dashboard Measures

PSASB met the standard on each of the local indicators in the domains of Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Local Climate Survey; and Access to a Broad Course of Study.

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

Performance Over the Charter Term

With the implementation of the California Dashboard, PSASB seeks to annually improve outcomes for our cadets to ensure they are prepared for college and career after successful completion of our unique educational program.

English Learner Reclassification Rates

As our percentage of English learners has steadily increased in recent years, the reclassification rates for PSASB has almost tripled since 2019. The increase in our reclassification rate is due to increased small-group and one-on-one support in our Designated ELD classes as well as other core classes throughout the school day via additional bilingual instructional tutors.

English Learner Reclassification				
	2018	2019	2022	2023
Public Safety Academy	N/A	5.56%	9.64%	13.54%
San Bernardino City Unified	26.02%	10.82%	11.06%	13.86%
State	30.56%	16.4%	15.57%	16.5%

English Learner Progress CA Dashboard Indicator

The Dashboard includes a metric specifically focused on the progress of English learners as a result of their performance on the state assessment for ELs. This is an area of growth for PSA, but as we focus on providing increased small-group and one-on-one support for our English Learners throughout the school day, PSA is moving in the right direction for EL progress.

English Language Progress Indicator (ELPI)			
	2019	2022	2023
Public Safety Academy	58.5% "High"	51.5% "Medium"	47.8%
San Bernardino City Unified	42% "Low"	50.3% "Medium"	48.5%
State	48.3% "Medium"	50.3% "Medium"	48.7%

CA Dashboard Indicator for English/Language Arts

As indicated in PSASB’s LCAP, English/Language Arts is an area of growth. PSA saw a significant increase in scores in 2019; however, post-pandemic, scores decreased again. PSASB understands that students across all grade levels missed out on in-person learning during critical points in their education. Current 6th, 7th, and 8th graders, who make up the bulk of PSA’s test scores, missed out on crucial skill development during grades 2, 3, and 4. Key standards for these grade levels in Language Arts need to be retaught and developed. PSA instructors continue working to remediate and further develop some of these gaps while concurrently incorporating grade-level skills and content.

English/Language Arts Indicator Performance				
	2018	2019	2022	2023
Public Safety Academy	-41.9	-24.9	-50.8 "Low"	-57.7
San Bernardino City Unified	-26	-25	-45 "Low"	-49.7
State	-6	-2.5	-12.2 "Low"	-13.6

CA Dashboard Indicator for Mathematics

Mathematics is an identified area of growth for PSA and is reflected as such in the LEA’s LCAP. Much like ELA, PSASB saw an increase in scores in 2019 followed by a post-pandemic decrease. Unlike ELA, Mathematics instruction can offer significant challenges with regard to skill gaps, as math builds upon itself in more ways than ELA. While both subjects start with fundamental skills, addressing gaps in mathematics while concurrently teaching grade-level standards can be difficult when students lack proficiency in fundamentals such as basic addition, subtraction, multiplication, and division skills (taught in grades 2, 3, and 4 during which time students were distance learning). In an effort to improve math scores, instructors at PSA work to remediate basic skills while gradually introducing more difficult grade-level concepts by having data driven conversations during PLCs and attending designated professional development..

Mathematics Indicator Performance				
	2018	2019	2022	2023
Public Safety Academy	-115.4	-99.4	-126.4 "Very Low"	-125.3
San Bernardino City Unified	-64	-61.9	-90.3 "Low"	-88
State	-36.4	-33.5	-51.7 "Low"	-49.1

CA Dashboard Indicator for Graduation

PSASB continues to maintain a “very high” graduation rate. Aside from a 98% graduation rate in 2022, PSA has had 100% of seniors graduate every year since 2018. PSA is proud of the support system we offer our seniors and our diligence in ensuring all students leave PSA with a high school diploma, despite academic, language, or socioeconomic struggles.

Graduation Rate Indicator Performance				
	2018	2019	2022	2023
Public Safety Academy	100%	100%	98% "Very High"	100%

San Bernardino City Unified	91.8%	93.5%	89.9% "Medium"	90.3%
State	83.5%	85.8%	87.4% "Medium"	86.4%

CA Dashboard Indicator for College/Career

PSASB is exceptionally proud of our College and Career Readiness indicator. The unique environment at PSA provides students with hands-on, career-based learning on a daily basis. Students are immersed in public safety service careers from police dispatch to firefighting to emergency medical response, whether it be practicing talking on a dispatch headset while mapping an address, or running across the field with a heavy fire hose over one shoulder, or loading a mannequin onto an emergency stretcher, students are learning what these careers are all about. All students are provided a-g coursework as well as opportunities to enroll in multiple college courses via concurrent enrollment or via articulated classes offered on PSA’s campus during the regular school day. Students at PSA have the opportunity to earn their Associates Degree by the time they graduate high school if they include college coursework in their schedule each school year.

College/Career Indicator Performance				
	2018	2019	2022	2023
Public Safety Academy	37.3%	39.5%	NR	63.6% "High"
San Bernardino City Unified	34.1%	40.3%	NR	38.7% "Medium"
State	42.2%	44.1%	NR	43.9% "Medium"

CA Dashboard Indicator for Chronic Absenteeism

Chronic Absenteeism is another area of growth for PSA. As is the trend with other areas for improvement, PSA had an increase in chronic absenteeism post-pandemic. In response to this increase, PSASB has increased spending in its LCAP for student incentives, to include a variety of attendance incentives. For example, students with “good attendance,” “perfect attendance,” and “improved attendance” may earn different levels of merits, which can be used to purchase items from the student store. PSA staff have observed that students are highly motivated by the student store and their ability to purchase a variety of high-interest items. It is the hope that this and similar initiatives help to increase daily attendance.

Chronic Absenteeism Indicator Performance				
	2018	2019	2022	2023
Public Safety Academy	14.8%	20.9%	46.6% "Very High"	44.1%
San Bernardino City Unified	13.6%	15%	44.7% "Very High"	34.7%
State	9%	10.1%	30% "Very High"	24.3%

CA Dashboard Indicator for Suspensions

Another area that PSA is proud of is its decrease in suspension rates. PSA staff understand the importance of Restorative Practices as opposed to punishment. PSA has not only seen a decrease in suspensions over the years that it has implemented restorative practices, but we have also seen a significant increase in student engagement, improved social interactions among students and their peers, as well as improved student interactions with staff.

School Suspension Rate Indicator				
	2018	2019	2022	2023
Public Safety Academy	16.4%	11.7%	15.9% "Very High"	9.3%
San Bernardino City Unified	5.1%	5.5%	4.7% "High"	5.1%
State	3.5%	3.4%	3.1% "Medium"	3.5%

Element 1 - Description of the Educational Program

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

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

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges 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 may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Public Safety Academy San Bernardino: 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 21st 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, emergency medical response, and military careers. PSASB offers coursework in law and justice, corrections, fore technology, military science, and emergency medical response, 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 any characteristic listed in Education Code Section 220.

PSASB mirrors the diversity of the San Bernardino City Unified School District. We welcome and seek students from diverse ethnic, socioeconomic, and geographic backgrounds. PSASB has created a school environment with high expectations where students are motivated to challenge themselves. 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). PSASB is a partnership between students, parents, educators, and public safety officers from within the community, who exhibit each of the Six Pillars of Character, and who expect cadets to do the same. It is PSASB's goal that students will develop an intrinsic appreciation for the importance of these pillars, demonstrate them as "second nature," and particularly "when no one is looking."

PSASB staff use innovative teaching methods and collaborate on curriculum. Staff members communicate with parents on school expectations and 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 given the nurturing and academic counseling required to reach college and career readiness standards. Students learn in an integrated, multi-disciplinary environment that incorporates 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 fosters a 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 provides 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.

Educational Philosophy

In keeping with the Mission of PSASB, staff expectations, parent expectations, and career expectations are built upon character and ethics. In addition, the Schoolwide 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 for the needs, ideas, opinions, and property of others.

In addition to developing students as educated individuals, PSASB, in keeping with our Mission Statement, weaves concepts of public safety into the delivery of the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History/Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively, the “State Standards”). It is the goal of PSASB to take the

educational concepts provided by the State 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 Hispanic/Latino and White populations dominate. The 2020 US Census figures indicate that approximately 20.2% of the city’s families were below the poverty line, considerably higher than the percentage of residents of the State of California, at 12.2%. The state median household income is \$91,905, while the median household income for San Bernardino is \$61,323. 97.9% of the students at PSASB are classified as socioeconomically disadvantaged as opposed to 89.9% of students in the District and 61.5% of students across the State. The following chart is a reflection of the ethnic breakdown of PSASB and the District:

2023 Demographic Comparison PSASB & SBCUSD		
	PSASB	SBCUSD
White	3.9%	4.2%
African American	2.9%	9%
Hispanic	76.6%	82.2%
American Indian	0%	0.3%
Asian	1%	1.3%
Pacific Islander	0%	0.3%
Filipino	0.5%	0.4%
Two or More Races	1.8%	1.7%
English Learners	24.9%	23.2%
Foster Youth	0.8%	0.9%
Socioeconomically Disadvantaged	97.9%	89.9%
Students with Disabilities	14.3%	13.2%

The demographics of PSASB closely reflect those of the District, and surrounding neighborhoods of the school. In an effort to recruit and retain cadets and staff who are reflective of the SBCUSD populations, PSASB regularly analyzes our demographics in comparison to the District’s. Overall, PSA’s current student population is similar to the District’s with the exception of our African American/Black cadets. In response to this, PSA is committed to actively recruiting African American cadets as well as staff with whom they can relate on an ethnic and cultural level. PSA will focus on building stronger relationships with our Black communities. As PSA cadets are encouraged to do several hours of community service each

year, this is one area where we may get more involved with more African American organizations, in an effort to ensure cadets feel they are a part of not just a school community, but one that shares similar customs and values, providing a sense of belonging. In addition, this allows PSA to make connections with Black leaders in our local area. PSA will actively recruit more African American Career Day presenters, guest speakers, and other public safety service professionals of color who work with our cadets, in an effort for our students to see successful professionals who look like them. Lastly, PSA is committed to highlighting Black History, not just during Black History Month, but in all of our curriculum.

The students who attend PSASB have many challenges. Currently, 24.9% are English learners, 14.3% are students with disabilities (an approximate 25% increase from the previous year) and nearly all are considered “socioeconomically disadvantaged.” PSASB understands the needs of our students and provides extensive English Language Development support, tutoring during, and after-school, as well as one-on-one and group counseling services. PSASB’s three full-time counselors work with students to foster a safe and inclusive school climate, and promote college/career-readiness. All juniors have the opportunity to take the Armed Services Vocational Aptitude Battery (“ASVAB”). All seniors are required to fill out the Free Application for Federal Student Aid (“FAFSA”) or the California Dream Act Application (“CADAA”), and students are encouraged to apply for a variety of community, state, and nationally-based scholarships.

School Demographics and Enrollment

School Enrollment by Ethnicity & Subgroup (2018-24)						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment	416	421	433	407	385	398
Socioeconomically Disadvantaged	91.3%	88.4%	77.4%	90.4%	97.9%	79.6%
English Learners	15.4%	12.8%	19.6%	21.4%	24.9%	23.9%
Foster Youth	0%	0.7%	0%	1%	0.8%	0.8%
Students with Disabilities	9.6%	7.6%	11.5%	11.3%	14.3%	18.8%
African-American	1.9%	2.4%	3.5%	3.4%	2.9%	2%
American Indian	0.5%	0.7%	0.9%	1%	0%	0.5%
Asian	0%	0%	0%	0.5%	0.3%	0%
Filipino	0%	0%	0.2%	0%	0.5%	0%
Hispanic	92.3%	93.6%	88%	87%	76.6%	90.5%
Pacific Islander	0.2%	0.2%	0.2%	0.2%	0%	0%
White	3.6%	1.9%	3.5%	3.4%	3.9%	2%
Two or More Races	0.5%	1.2%	1.4%	0.7%	1.8%	0.5%

Source: California Department of Education, *DataQuest*

PSASB Five-Year Enrollment Rollout Plan for the New Charter Term

Below is PSASB's five-year plan for enrollment through the term of the charter renewal.

	2024-2025	2025-26	2026-27	2027-28	2028-29	2029-30
6 th	37	38	39	40	41	42
7 th	60	62	63	65	67	68
8 th	61	62	63	65	67	68
9 th	52	53	54	55	56	57
10 th	53	54	55	56	57	58
11 th	59	58	58	57	57	57
12 th	51	51	51	52	52	53
TOTAL	373	378	383	390	397	403

Assessment

PSASB follows the testing standards as set forth by the state of California. CAASPP data is collected, analyzed, and released to students and parents. PSASB uses ELPAC, SBAC Interims, SBAC Summative, Star Renaissance, and IXL 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. Staff at PSASB also utilize a variety of other assessments to measure student success on a regular basis, including written reports, oral presentations, and performance tasks. Staff collaboration on individual student achievement and individual student needs all assist in enhancing the learning environment of the campus.

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

An educated person in the 21st Century must be able to think critically and flexibly. They must be proficient in writing, mathematics, and technology. Additionally, they must be well-spoken and possess solid leadership skills. Post-Pandemic, students have had a variety of challenges as a result of missing in-person instruction and in-person social interactions. The pandemic affected underserved student populations in that academic and social enrichment opportunities students would normally receive in school may have been inaccessible to parents in the private sector. Because underserved populations may not have had adequate means for enrichment, many students missed out on learning valuable developmental skills. Since the return to in-person learning, PSASB has focused on both academic and social remediation as well as academic and social enrichment opportunities.

At PSASB the development of leaders who exhibit ethical character, is at the heart of our program; it is this which makes PSASB unique. At the start and end of each day, PSA cadets recite their Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We reward these qualities consistently, and cadets see the intrinsic value of these qualities as they develop and mature.

PSASB follows 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 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 and/or the ethical character requirements.

This is why PSASB finds it vital to instill in our cadets ethical character and an ability to meet the high academic standards required by public safety institutions. Cadets at PSASB know that poor choices will destroy their chance at a career in public safety. On a much larger scale, even the cadets of PSASB who 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 and/or career bound. PSASB believes learning best occurs when students are pursuing subjects they're interested in, with high expectations, and with parent support. By daily integration of the following five learning strategies into our educational program, staff 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. When teachers hold high expectations of their students, that alone can increase student 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. Through bimonthly staff meetings and regular collaboration opportunities, 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 still underperforming after multiple interventions 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 for Special Education testing to rule out any possible unidentified learning disabilities.

2. 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-based, 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.

3. Integration of Computer Technology Into the Learning and Project Environment:

PSASB has one-to-one Chromebooks; every cadet has access to a Chromebook daily. Teachers use Google Classroom where cadets work on assignments in a cloud setting, allowing teachers to observe and comment on student work in real time. The one-to-one access to computers promotes collaboration through apps such as *Socrative*, online polls, and access to tutorial videos. Teachers may post assignments in Google Classroom along with videos or other resources that demonstrate how to work through a particular assignment. Other instructional technology that teachers use regularly includes IXL, Newsela, Edpuzzle, Kahoot Plus, Amplify, Gizmos, and Stemscofes.

4. Community-Based Learning:

The San Bernardino community offers numerous 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.

Additionally, PSA has community partnerships with Mount San Jacinto Community College and Crafton Hills College, where cadets can concurrently enroll in a number of college level courses.

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, college, or career of their choice.

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 are incorporated into every subject area as often as possible.
- 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 and Instruction

The curriculum of PSASB is designed to meet all A-G requirements and standards as set forth for admission to the University of California (UC) and California State University (CSU)

systems. Our internal scope/sequence and pacing guides ensure courses are aligned to standards for Common Core, English Language Development, Next Generation Science and expectations for college/career-readiness. The uniqueness of PSASB is within the electives made available to all students. The initial Military Science elective course is taught in the Charter 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. As students progress, they are exposed to a number of other public safety electives focusing on a variety of public safety sectors.

PSASB also offers off-campus experiences to 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; 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 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. In addition to the mandated state requirements, PSASB's physical fitness program also integrates the Fire Agility Standards into the daily physical education regime.

Students at PSASB are exposed to a variety of teaching and learning strategies. Students have opportunities to work individually, in heterogeneous or homogeneous 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.

Instructional Minutes

PSASB's daily schedule and annual calendar meets the minimum number of instructional minutes set forth in Education Code Section 47612.5, and the required number of 175 [or more] school days. The minimum annual instructional minutes are:

- For pupils in grades 6 to 8, inclusive, 54,000 minutes.
- For pupils in grades 9 to 12, inclusive, 64,800 minutes.

A Typical Day at Public Safety Academy of San Bernardino

A typical day at Public Safety Academy of San Bernardino differs in many ways from that of a traditional public school. Students arrive in pressed uniforms, hair in accordance with military standards, and boots 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, and straight gig lines. At 0800 Reveille 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. Students first complete flag detail which includes saluting the flag as it is raised by the PSASB 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 Platoon Captain. The Platoon Captains then report to the Commandant of Cadets.

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, although many of the classes students attend throughout the day are geared toward careers in public safety. At end-of-day dismissal, cadets run doubletime to their platoons. Cadets are called to attention for flag detail once again, as the flag is lowered for the day by the PSASB Honor Guard.

It is not uncommon to see cadets on the field holding fully charged fire hoses, or practicing weaponless defense tactics throughout the school day. Guest presenters are often on campus as well, 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

The Charter School meets all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at-risk of becoming long-term English Learners (“LTEL”), as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PSASB implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

English Learners

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 administered at the time of enrollment in the charter school to determine the student's primary language, and eligibility for English Language Development (ELD).

All students whose home language is indicated as other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: "Well-developed"; Level 3: "Moderately" developed; Level 2: "Somewhat" developed; and Level 1: "Minimally" developed) and is aligned with the 2012 California ELD Standards.

The ELPAC has two different forms to correspond to student's English Language Status based enrollment in California public school:

- Initial Assessment ("IA"): The ELPAC Initial Assessment is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA"): ELs will take the ELPAC Summative Assessment every year until they are reclassified as "Redesignated Fluent English Proficient" ("RFEP"). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in all grade levels. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

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

assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

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

Parent/Guardian Notifications

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 calendar days following receipt of results of testing from the test contractor. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

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 using an objective assessment instrument including, but not limited to, the ELPAC.
- 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 to others that 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 curriculum mastery. ("Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.)
- d. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

PSASB will progress-monitor RFEP students for a minimum of four years to ensure continued mastery of language, placement, and additional academic support, if needed.

Monitoring and Evaluation of English Learner Program Effectiveness

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

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

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.

English Language Development (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 any 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 (“DELAC”)

- PSASB will have a functioning ELAC that holds regular meetings run by elected members who work collaboratively with the School Site Council.
- PSASB ELAC chairperson will attend DELAC meetings of the District.

Foster and Homeless Youth

Identification of Foster/Homeless Youth

PSASB identifies foster and homeless youth via enrollment forms and verifies on CALPADS. For unidentified students, such as students whose placement and/or housing situation has changed since initial enrollment, the school relies on its counseling department and full-time parent liaison, who monitor students' general health and wellbeing via frequent contact with both students and parents of students whom there are any concerns (as identified by missing uniform pieces, students taking home extra lunches and breakfast, or word-of-mouth that the student's housing conditions have changed).

Services for Foster/Homeless Youth

Once students are identified as foster or homeless youth, PSASB ensures all of the student's additional needs are met, and that there are no barriers to equal access to standards-aligned materials, technology, social-emotional services and no-cost mental health services, as well as low-income housing information for parents from the Social Services Housing and Homelessness program. Additionally, for both foster and homeless youth, PSASB ensures students are provided with fee waivers for all college applications and other costs related to college and career preparation. With regard to school uniforms, PSASB has a uniform closet with free lightly-used, donated uniforms, and provides one new uniform per year at no cost to students facing financial hardship or homelessness. PSASB has a clothing closet with prom dresses, suits, interview attire, casual clothing, underwear, socks, and toiletries that are provided to any students in need, to include any foster and homeless youth. PSASB also partners with the San Bernardino Antlers Club, Stater Bros Corporation, and Wood, Smith, Henning, and Berman Law Firm for annual Christmas and Thanksgiving donations. Lastly, as with any other special populations, PSASB ensures that its suspension rate and chronic absenteeism rate is not disproportionate for its foster and homeless population and that students are receiving services and support to overcome any barriers students are faced with.

Special Education

Overview

PSASB complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA. PSASB shall be categorized as a public school of the District in accordance with Education Code Section 47641(b). PSASB and the District shall enter into a Memorandum of Understanding that delineates the roles, responsibilities and funding of PSASB and the District.

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

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

Serving Students with Disabilities under the IDEA

All students with disabilities under the IDEA are supported by resource specialists provided by the PSASB Special Education Department. The RSP teachers and aides work with students with disabilities on a daily basis as specified in each student’s Individualized Education Program (“IEP”). The RSP teachers include all concerned staff in regularly scheduled IEP meetings to ensure that all student goals are being met in the least restrictive environment. PSASB provides students with disabilities with an inclusive, rigorous, college preparatory program.

PSASB is a part of the San Bernardino City Unified SELPA. PSASB will follow all SELPA policies in identifying students who may qualify for special education programs and services, for responding to record requests and parent concerns, and for maintaining the confidentiality of pupil records. PSASB agrees to promptly respond to all District inquiries and to comply with District directives.

Staffing for Special Education

All special education services at PSASB will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. PSASB staff shall participate in all mandatory District in-service training relating to special education.

PSASB is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Additionally, PSASB is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Identification and Referral

PSASB shall have the responsibility to identify and refer students who have or may have exceptional needs that qualify them to receive special education services. PSASB will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after

the resources of the regular education program have been considered, and where appropriate, utilized.

PSASB will follow Child-Find procedures to identify students who may require assessment to consider special education eligibility and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. PSASB’s school psychologist will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA’s general practice and procedure and applicable law.

IEP Meetings

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

IEP Development

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

IEP Implementation

PSASB shall be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology. PSASB shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the school’s non-special education students. PSASB shall comply with any directive of the District SELPA as it relates to IEP implementation.

Interim and Initial Placements of New Charter School Students

PSASB shall comply with Education Code Section 56325 with regard to students transferring into PSASB within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time PSASB shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers to PSASB from a district operated program under the same special education local plan area of the District within the same academic year, PSASB shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent agrees to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to PSASB with an IEP from outside of California during the same academic year, PSASB shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the school conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the school, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

PSASB shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. PSASB shall immediately address parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

PSASB shall immediately address any concerns raised by parents. The Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian's concern or complaint. PSASB shall schedule meetings in a timely manner with parents/guardians or their representatives to address the parent/guardian concerns or complaints

so that a representative of each entity may attend. PSASB shall be ultimately responsible for determining how to respond to parent concerns or complaints, under the direction of its Board of Directors and/or the District SELPA.

PSASB and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Section 504 and Americans with Disabilities Act

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 Charter School. PSASB shall be solely responsible, at its own expense, for compliance with Section 504 and the ADA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

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

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

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

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

High-Achieving Students

Teachers use a variety of assessment measures 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 have a number of opportunities for accelerated classes, including honors, as well as articulated and concurrent college courses. Students in grades 9-12 may take up to two college classes per year and have the opportunity to work toward achieving their Associates degree by the end of their 12th grade year.

Students Achieving Below Grade Level

PSASB provides a number of interventions for students who are struggling academically. Students who are not performing well may need a pre-referral for an SST. During the pre-referral process, any/all of the following interventions may be implemented:

- Classroom Interventions such as preferential seating, zone of proximity, and incentives.
- Additional tutoring during and after school.
- Parent/guardian partnerships.
- Check-in/Check-out with TOSA to start their day on a positive note, and recap at the end of the day.

During this time, *typically about 4 weeks*, staff collects and analyzes data, and determines if additional interventions are needed. If the student continues to struggle *with* interventions, an SST referral is made.

Socioeconomically Disadvantaged/Low Income 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 at-home academic/social/emotional support that many families and communities take for granted.

Students in Other Student Groups

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

Instructional Strategies for Special Populations

PSASB is committed to addressing special needs populations (English learners, high-achieving, underachieving, 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 staff by providing ongoing opportunities for professional growth. PSASB staff are required to attend four staff meetings per month on "Late-start Mondays," one which addresses school business matters, while the other three consist of professional development and department meetings. Additionally, Title II categorical funding provides ongoing opportunities for teachers or other staff members to attend professional development training and conferences. PSASB staff members who have been trained in specific areas regularly present best practices, research-based strategies and methodologies that are proven to increase student achievement.

Western Association of Schools and Colleges ("WASC") Accreditation

PSASB is fully accredited, through June 30, 2028, 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

As PSASB is accredited by WASC, courses offered by PSASB are transferable to other public high schools. 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

PSASB cadets must meet all credit and non-credit graduation requirements. 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 graduation requirements have been fulfilled. 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. 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.

Goals and Actions in the State Priorities

In accordance with Education Code Section 47605(c)(5)(A)(ii), the Charter School has provided a reasonably comprehensive description of goals and actions, schoolwide and for numerically significant student populations, in the State Priorities, in its Local Control and Accountability Plan (LCAP), which is submitted to the District annually. The most recent board-approved LCAP goals and actions are included in Element 2.

Element 2 - Measurable Pupil Outcomes

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

PSASB is modeled after many of California’s most successful charter 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 close ties with local police and fire organizations and all branches of the United States Military. PSASB has modeled its own expectations around the expectations of these organizations. The staff members of PSASB utilize strategies that promote student engagement through active learning. It is the belief of PSASB staff that when students are engaged in the learning process, motivation increases.

Student Outcome Goals

Commitment to PSASB's educational philosophy empowers students to achieve the following outcome goals as approved in the Local Control and Accountability Plan, which are explicitly aligned with LCFF State Priorities and with the school’s definition of what it means to be an educated person in the 21st Century.

LCAP aspiration goals to drive student improvement and achievement while taking into account where our students actually are across a six year grade span. Meeting those aspirational goals will require realistic steps that the school needs to take.

GOAL #1	
Continue to develop an infrastructure for ongoing implementation and analysis of data including: student achievement, performance data and demographics to measure program efficacy and ensure maximization of human, material, physical, and financial resources that will drive the school's strategic and long-range planning.	Related State Priorities: x 1 <input type="checkbox"/> 4 x 7 x 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	

- 1.1 Facility: Leases, Insurance, Security, Utilities, and Maintenance
- 1.2 Supplies and equipment for maintaining facilities
- 1.3 Certified core instructional program staffing
- 1.4 CTE Staffing, curriculum and supplies
- 1.5 Contracted vendors to provide a range of services (e.g., finance/back office, security, athletics, psych services, legal, etc.)
- 1.6 Student learning materials (core curriculum, agendas)
- 1.7 Software licenses for core and intervention
- 1.8 Software licenses for administration and operations
- 1.9 Technology for classrooms and school operations
- 1.10 Student technology devices
- 1.11 Professional development
- 1.12 Social-emotional well-being and Wellness

Expected Annual Measurable Outcomes

Outcome #1: Teachers who are clear credentialed & appropriately assigned
Metric/Method for Measuring: Teacher Assignment Monitoring Outcomes (TAMO)

Applicable Student Groups	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	75.5%	95%	100%	100%	100%	100%

Outcome #2: Safe and secure facilities in “good” repair
Metric/Method for Measuring: Facilities Inspection Tool (FIT)

Applicable Student Groups	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”

Outcome #3: Implementation of state academic content standards
Metric/Method for Measuring: Local Indicator ratings for LCFF Priority 2

Applicable Student Groups	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”

Outcome #4: All students will have access to standards-aligned instructional materials
Metric/Method for Measuring: Local Indicator ratings for LCFF Priority 2

Applicable Student Groups	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
English Learner Students	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
Socioecon. Disadv./Low Income Students	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
Foster Youth Students	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
Students with Disabilities	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
African American Students	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”
Asian Students	“Met”	“Met”	“Met”	“Met”	“Met”	“Met”

Outcome #4: All students will have access to standards-aligned instructional materials Metric/Method for Measuring: Local Indicator ratings for LCFF Priority 2						
Applicable Student Groups	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Filipino Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Latino Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Native Hawaiian/Pacific Islander Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
White Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Students of Two or More Races	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"

Outcome #5: All students will have access to the broad course of study including A-G, CTE Metric/Method for Measuring: Local Indicator ratings for LCFF Priority 7						
Applicable Student Groups	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
English Learner Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Socioecon. Disadv./Low Income Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Foster Youth Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Students with Disabilities	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
African American Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Asian Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Filipino Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Latino Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Native Hawaiian/Pacific Islander Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
White Students	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"
Students of Two or More Races	"Met"	"Met"	"Met"	"Met"	"Met"	"Met"

GOAL #2	
Ensure students are demonstrating annual growth and progress in the mastery of English/Language Arts standards as demonstrated by an improvement in grades, local formative assessments, and State tests.	<p>Related State Priorities:</p> <input type="checkbox"/> 1 x 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 x 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<p>Local Priorities:</p> X: State-verified language arts data growth <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
2.1 ELA Professional development 2.2 ELA Curriculum & Extra Duty Stipends 2.3 ELA Student Incentives	

Expected Annual Measurable Outcomes

**Outcome #1a: Students demonstrate growth on state-verified data source for ELA grades 6-8
Metric/Method for Measuring: Renaissance Reading STAR, (Transitioning to IXL in 2024-25)**

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	33%	40%	45%	50%	55%	60%
English Learner Students	20%	25%	30%	35%	40%	45%
Socioecon. Disadv./Low Income Students	33%	40%	45%	50%	55%	60%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	9%	15%	20%	25%	30%	35%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

* Represents less than 10% of the student population and no data is available.

**Renaissance does not provide ethnic breakdown

**Outcome #1b: Students demonstrate growth on state-verified data source for ELA grades 9-12
Metric/Method for Measuring: Renaissance Reading STAR, (Transitioning to IXL in 2024-25)**

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	34%	40%	45%	50%	55%	60%
English Learner Students	36%	40%	45%	50%	55%	60%
Socioecon. Disadv./Low Income Students	34%	40%	45%	50%	55%	60%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	40%	45%	50%	55%	60%	65%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

* Represents less than 10% of the student population and no data is available.

**Renaissance does not provide ethnic breakdown

Outcome #2: Improve student achievement on SBAC ELA by decreasing the DFS Metric/Method for Measuring: CA Dashboard English Language Arts Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	"Orange"	"Orange"	"Yellow"	"Yellow/Green"	"Green"	"Green"
English Learner Students	"Red"	"Orange"	"Orange"	"Yellow"	"Yellow/Green"	"Green"
Socioecon. Disadv./Low Income Students	"Orange"	"Orange"	"Yellow"	"Yellow/Green"	"Green"	"Green"
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	"Orange"	"Orange"	"Yellow"	"Yellow/Green"	"Green"	"Green"
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

*No performance color available

GOAL #3	
Ensure students are demonstrating annual growth and progress in the mastery of state standards in mathematics and science.	Related State Priorities: <input type="checkbox"/> 1 x 4 <input type="checkbox"/> 7 x 2 <input type="checkbox"/> 5 x 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: X: State-verified math data growth <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
3.1 Math Professional Development 3.2 Science Professional Development 3.3 Math & Science Curriculum/Extra Duty Stipends 3.4 Math & Science Student Incentives	

Expected Annual Measurable Outcomes

Outcome #1a: Students demonstrate growth on state-verified data source for mathematics grades 6-8

Metric/Method for Measuring: Renaissance Math STAR, (Transitioning to IXL in 2024-25)

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	31%	35%	40%	45%	50%	55%
English Learner Students	17%	20%	25%	30%	35%	40%
Socioecon. Disadv./Low Income Students	31%	35%	40%	45%	50%	55%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	20%	25%	30%	35%	40%	45%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

* Represents less than 10% of the student population and no data is available.

**Renaissance does not provide ethnic breakdown

Outcome #1b: Students demonstrate growth on state-verified data source for mathematics grades 9-12

Metric/Method for Measuring: Renaissance Math STAR, (Transitioning to IXL in 2024-25)

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	34%	40%	45%	50%	55%	60%
English Learner Students	33%	40%	45%	50%	55%	60%
Socioecon. Disadv./Low Income Students	34%	40%	45%	50%	55%	60%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	31%	35%	40%	45%	50%	55%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

* Represents less than 10% of the student population and no data is available.

**Renaissance does not provide ethnic breakdown

Outcome #2: Improve student achievement on SBAC Mathematics by decreasing the DFS Metric/Method for Measuring: CA Dashboard Mathematics Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	"Red"	"Red"	"Red/Orange"	"Orange"	"Orange"	"Yellow/Green"
English Learner Students	"Red"	"Red"	"Red"	"Red/Orange"	"Orange"	"Orange"
Socioecon. Disadv./Low Income Students	"Red"	"Red"	"Red/Orange"	"Orange"	"Orange"	"Yellow/Green"
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	"Red"	"Red"	"Red/Orange"	"Orange"	"Orange"	"Yellow/Green"
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

*No performance color available

Outcome #3: Annual growth on CA Science Test (CaST) to improve "Met"/"Exceeded" for grades 8 & 11 Metric/Method for Measuring: CA Science Test						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All 8th Grade Students (Schoolwide)	14%	20%	25%	30%	35%	40%
All 11th Grade Students (Schoolwide)	7%	15%	20%	25%	30%	35%

GOAL #4	
Ensure students who are identified as English learners and/or identified learning disabilities are provided with the necessary support in order to demonstrate annual growth and progress.	Related State Priorities: <input type="checkbox"/> 1 x 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
4.1 English Language Development 4.2 Special Education Program Services 4.3 Supplemental Curriculum, & Programs to Provide Academic Interventions	

Expected Annual Measurable Outcomes

Outcome #1: English learner and Students with Disabilities demonstrate growth on state-verified ELA data source grades 6-12

Metric/Method for Measuring: Renaissance ELA STAR, (Transitioning to IXL in 2024-25)

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	33%	40%	45%	50%	55%	60%
English Learner Students	29%	35%	40%	45%	50%	55%
Socioecon. Disadv./Low Income Students	33%	40%	45%	50%	55%	60%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	27%	35%	40%	45%	50%	55%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

* Represents less than 10% of the student population and no data is available.

**Renaissance does not provide ethnic breakdown

Outcome #2: English learner and Students with Disabilities demonstrate growth on state-verified math data source grades 6-12

Metric/Method for Measuring: Renaissance Math STAR, (Transitioning to IXL in 2024-25)

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	33%	40%	45%	50%	55%	60%
English Learner Students	26%	30%	35%	40%	45%	50%
Socioecon. Disadv./Low Income Students	33%	40%	45%	50%	55%	60%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	26%	30%	35%	40%	45%	50%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	**	**	**	**	**	**
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

* Represents less than 10% of the student population and no data is available.

**Renaissance does not provide ethnic breakdown

Outcome #3: Annually improve English learner progress Metric/Method for Measuring: CA Dashboard English Learner Progress Indicator (ELPI)						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learner Students	"Orange"	"Yellow"	"Yellow/Green"	"Green"	"Green/Blue"	"Blue"

Outcome #4: Increase English learner reclassification rate Metric/Method for Measuring: ELPAC						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learner Students	13.6%	20%	25%	30%	35%	40%

Outcome #5: Improve performance of ELs by decreasing the DFS in ELA Metric/Method for Measuring: CA ELA Dashboard Indicator for English Learners						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learner Students	"Red"	"Orange"	"Orange"	"Yellow"	"Yellow/Green"	"Green"

Outcome #6: Improve performance of SWDs by decreasing the DFS in ELA Metric/Method for Measuring: CA ELA Dashboard Indicator for SWD						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Students with Disabilities	*	*	*	*	*	*

*No color in dashboard

Outcome # 7: Improve performance of ELs by decreasing the DFS in math Metric/Method for Measuring: CA Math Dashboard Indicator for SWD						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learner Students	"Red"	"Red"	"Red"	"Red/Orange"	"Orange"	"Orange"

Outcome #8: Improve performance of SWDs by decreasing the DFS in math Metric/Method for Measuring: CA Math Dashboard Indicator for SWD						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Students with Disabilities	*	*	*	*	*	*

*No color in dashboard

GOAL #5	
Engage students, teachers and parents as partners through education, communication, and collaboration to strengthen their understanding of the public safety theme/focus of the school to improve successful post-secondary outcomes.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 x 5 <input type="checkbox"/> 8 x 3 x 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
5.01 Strategies, Programs, & Activities to Promote Student Engagement, and Decrease Suspension Rates and Chronic Absenteeism 5.02 Fundraising 5.03 ASB 5.04 Strategies, Programs, & Activities to Promote Staff Engagement 5.05 Athletics 5.06 College/Career and Public Safety Pathways Explorations 5.07 Field Trips: Curriculum Based 5.08 School Uniforms 5.09 Family Engagement Opportunities 5.10 Healthy Student Program 5.11 Student Progress Monitoring 5.12 Marketing and Advertising	

Expected Annual Measurable Outcomes

Outcome #1: Opportunities for Parent involvement & input in decision-making
Metric/Method for Measuring: Ensure the following meetings are held each academic year: 8 Board of Directors meetings, 8 SSC/ELAC meetings, 5 Coffee with the Principal events, 2 Coffee with the Counselor events

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	23	24	25	26	27	28

*Metric in LCAP contains detailed information

Outcome #2: Parent participation in programs/workshops for families of unduplicated students and Students with Disabilities
Metric/Method for Measuring: Annually provide programs/workshops to increase parent involvement

Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	5	6	7	8	9	10

Outcome #3: Maintain or decrease suspension rates Metric/Method for Measuring: CA Dashboard Suspension Rate Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	"Yellow"	"Yellow/Green"	"Green"	"Green"	"Green/Blue"	"Blue"
English Learner Students	"Orange"	"Orange/Yellow"	"Yellow"	"Yellow/Green"	"Green"	"Green/Blue"
Socioecon. Disadv./Low Income Students	"Yellow"	"Yellow"	"Green"	"Green"	"Green/Blue"	"Blue"
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	"Orange"	"Orange/Yellow"	"Yellow"	"Yellow/Green"	"Green"	"Green/Blue"
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	"Yellow"	"Yellow"	"Green"	"Green"	"Green/Blue"	"Blue"
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

*No performance color available

Outcome #4: Maintain or decrease expulsion rates Metric/Method for Measuring: CDE Dataquest						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
English Learner Students	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Socioecon. Disadv./Low Income Students	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<0.5%	<0.5%	<0.5%	<0.5%	<0.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

* Represents less than 10% of the student population and no data is available.

Outcome #5: Increase participation rate on parent survey Metric/Method for Measuring: YouthTruth Survey Data						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	27%	30%	35%	40%	45%	50%

Outcome #6: Increase student participation rate on student survey Metric/Method for Measuring: YouthTruth Survey Data						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	90%	>90%	>90%	>90%	>90%	>90%

Outcome #7: Increase teacher participation rate on school survey Metric/Method for Measuring: YouthTruth Survey Data						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	97%	>97%	>97%	>97%	>97%	>97%

Outcome #8: Increase attendance rates Metric/Method for Measuring: P Annual						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	95%	>95%	>95%	>95%	>95%	>95%

Outcome #9: Decrease Chronic Absenteeism rates Metric/Method for Measuring: CA Dashboard Chronic Absentee Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	"Orange"	"Yellow"	"Yellow/Green"	"Green"	"Green/Blue"	"Blue"
English Learner Students	"Orange"	"Yellow"	"Yellow/Green"	"Green"	"Green/Blue"	"Blue"
Socioecon. Disadv./Low Income Students	"Orange"	"Yellow"	"Yellow/Green"	"Green"	"Green/Blue"	"Blue"
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	"Yellow"	"Yellow"	"Yellow/Green"	"Green"	"Green/Blue"	"Blue"
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: Decrease Chronic Absenteeism rates Metric/Method for Measuring: CA Dashboard Chronic Absentee Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Students of Two or More Races	*	*	*	*	*	*

*No performance color available

Outcome #10: Increase the percentage of students that are “college ready” Metric/Method for Measuring: CA Dashboard College/Career Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	“High”	“High”	“High”	“Very High”	“Very High”	“Very High”
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	“High”	“High”	“High”	“Very High”	“Very High”	“Very High”
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	“High”	“High”	“High”	“Very High”	“Very High”	“Very High”
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

*No performance color available

Outcome #11: Maintain graduation rates Metric/Method for Measuring: CA Dashboard Graduation Rate Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	“Blue”	“Blue”	“Blue”	“Blue”	“Blue”	“Blue”
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	“Blue”	“Blue”	“Blue”	“Blue”	“Blue”	“Blue”
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	“Blue”	“Blue”	“Blue”	“Blue”	“Blue”	“Blue”
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #11: Maintain graduation rates Metric/Method for Measuring: CA Dashboard Graduation Rate Indicator						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Students of Two or More Races	*	*	*	*	*	*

*No performance color available

Outcome #12: Increase the percentage of Grade 12 students that are CCR: UC A-G Completion rate Metric/Method for Measuring: Four-year ACGR						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	43%	50%	55%	60%	65%	70%
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	46%	50%	55%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

*Represents less than 10% of the student population and no data is available.

Outcome #13: Increase CTE completion rate Metric/Method for Measuring: SARC						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	87%	>90%	>90%	>90%	>90%	>90%

Outcome #14: Increase percentage of grade 7 students participating on PFT Metric/Method for Measuring: CDE DataQuest/Local Data						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	97%	>95%	>95%	>95%	>95%	>95%

Outcome #15: Increase percentage of grade 9 students participating on PFT Metric/Method for Measuring: CDE DataQuest/Local Data						
Applicable Student Groups	Baseline (Based on most recent data available)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students (Schoolwide)	97%	>95%	>95%	>95%	>95%	>95%

Specific Annual Actions are Detailed Below:

Goal 1 Actions in Detail

Action #	Title	Description
1.01	Facility: Leases, Insurance, Security, Utilities, and Maintenance	<p>In order to provide all students and staff with a safe, clean, and well-maintained school site, PSASB:</p> <ul style="list-style-type: none"> Operates and maintains one main campus building that includes additional modular classrooms on the property as well as one gymnasium to the North of the property. PSASB provides regular maintenance and repairs to the main campus building, modular classrooms, and gymnasium (leasing & insurance costs/maintenance costs) Annually completes a Facility Inspection Tool (FIT) Report. Annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. Update and maintain school perimeter fencing. Utilities Costs
1.02	Supplies & Equipment	<p>Maintain a clean and safe school environment day-to-day, through deep cleaning over breaks, and annual inspections. This action includes:</p> <ul style="list-style-type: none"> Purchase of day-to-day cleaning supplies Maintain all classrooms and offices with necessary emergency supplies. Staff desks, cabinets, chairs, etc. <p>Individual student learning supplies (Not related to technology):</p> <ul style="list-style-type: none"> PE equipment Scissors Crayons Markers Calculators Student desks Pencils

Action #	Title	Description
		<ul style="list-style-type: none"> ● Folders ● Bags ● Scratch Paper
1.03	Staffing	<p>Ensure highly-qualified teachers and administrators are available to ALL students. Staffing costs including <u>salaries, benefits and workers' compensation</u> for the following employees:</p> <ul style="list-style-type: none"> ● 17 Classroom Teachers ● 3 Counselors ● 3 Administrators (Principal, Assistant Principal, Administrator of Instruction) ● 3 Full-time RSP Teachers ● 1 Full-time TOSA (Teacher and Student Support) <p>Staffing costs including salaries and benefits for the following classified support staff:</p> <ul style="list-style-type: none"> ● 1 Business Manager/Registrar ● 2 Attendance Clerks ● 1 Administrative Assistant ● 1 Cadet Supervisor ● 1 Parent Liaison ● 1 Custodian ● 1 Technology Specialist ● 1 Full-time Recreational Aide ● 1 Part-time Recreational Aide ● 5 Full-time SPED Aides <p>Staffing costs including salaries and benefits for the following employees:</p> <ul style="list-style-type: none"> ● 1 Lead Tutor ● 14 Instructional Tutors <p>Note: 42.6% of this action is contributing to the increase or improvements of services (teacher salaries)</p>
1.04	CTE: Staffing, Curriculum, & Supplies	<p>CTE Pathway Courses offered: Law and Justice, Protective Services, Restorative Justice, Dispatch, Police Academy, EMR, Med Core, Administration of Justice college course</p> <p>Ensure highly-qualified Career Technical Education and College Instructors are available to ALL students. Staffing costs including salaries and benefits for the following employees:</p>

Action #	Title	Description
		<ul style="list-style-type: none"> ● 1 Full-time CTE Administration of Justice/Law and Justice teacher ● 1 Full-time EMR/Med Core teacher ● 1 Full-time Police Academy teacher ● 1 Part-time CTE Dispatch and Restorative Justice teacher ● 1 Part-time Fire Technology teacher <p>Hand-on training activities such as:</p> <ul style="list-style-type: none"> ● CTE extracurricular/practicals costs ● CTE field trips ● Curriculum & supplies related to CTE courses
1.05	Contracted Vendors	<ul style="list-style-type: none"> ● Back-Office financial services ● 1 Director of Security ● 1 Full-time Security Guard ● 1 Athletic Director ● 1 College Spanish teacher ● Speech Therapist ● Occupational Therapist ● School Psychologist ● Annual Independent Auditor ● Legal Services ● Livescan ● SELPA District Oversight Fee for special education program (pass-through expense) ● Remote IT Services ● California Charter School Association ● School meal program
1.06	Physical Student Learning Curriculum/Materials	<p>All learning materials for students including:</p> <ul style="list-style-type: none"> ● Mastery Education Measuring Up Grades 6-8 ELA and Math consumables ● Student Agendas ● Scholastic Magazine ● Amplify Interactive Notebooks ● History Consumables
1.07	Software Licenses: Digital Instruction & Intervention	<p>Subscriptions and licenses for the following online programs:</p> <ul style="list-style-type: none"> ● Amplify ● IXL ● Renaissance ● Gizmos ● Edpuzzle

Action #	Title	Description
		<ul style="list-style-type: none"> ● Turnitin ● Delta Math ● Cyber High ● Kahoot+ ● ClassroomScreen ● Teachers Pay Teachers content ● Newsela ● Schoology (LMS)
1.08	Software Licenses: Admin/Operations	<p>Subscriptions and licenses for the following online programs and applications:</p> <ul style="list-style-type: none"> ● PowerSchool ● Kickboard (PowerSchool Behavior Support) ● ParentSquare ● GoGuardian ● Adobe ● Campus Suite (website) ● Enrollease ● Lotterease ● Raptor ● Textbook Inventory Software ● Zoom ● Internet Service Provider ● Edjoin ● Document Tracking Services
1.09	Technology: Classroom & School Operations	<p>Costs associated with upgrading of technology infrastructure to ensure classroom instructional technology is aligned to 21st century teaching and learning. Examples:</p> <ul style="list-style-type: none"> ● Smartboards ● Projectors ● Document cameras ● Staff laptops ● Laptop replacement parts ● TV Screens ● Microphones ● Speakers ● Phones ● PA System ● Copiers/Copies ● Security Cameras, alarm system, etc.

Action #	Title	Description
1.10	Technology: Student Devices	Students will be provided with a grade-appropriate electronic device to enhance learning at school and in the home, and wifi hotspots for those who lack a stable internet connection/web-access at home. Examples: <ul style="list-style-type: none"> ● Chromebooks (updated technology based on the cycle detailed in the Technology Plan) ● Chargers ● Classroom earbuds/headphones ● Wi-fi Hotspots
1.11	Professional Development	Instructional staff are encouraged to attend two off-site professional developments per year which may include the following topics: (Excludes ELA, Math, Science, & CTE) <ul style="list-style-type: none"> ● Analyze data from local assessments ● Vertical alignment across grade levels ● Classroom management ● Elective courses ● Administrative trainings
1.12	Social-Emotional Well-Being and Wellness	In-house social emotional learning curriculum to address student well-being to be implemented by the three counselors: <ul style="list-style-type: none"> ● Peer counseling ● Advisement lessons ● Kaiser Permanente Health Assembly ● Suicide Awareness ● Behavior support plans ● Victor Community services ● Groups led by counselors: Girl’s club on self-esteem, Suicide awareness and prevention, anger management, etc.

Goal 2 Actions in Detail

Action #	Title	Description
2.01	ELA Professional Development	ELA teachers and support staff attend regular professional development to stay current in best practices for student achievement in reading, writing, and oral communication skills.
2.02	ELA Curriculum & Extra Duty Stipends	Stipends are provided for: <ul style="list-style-type: none"> ● Teacher-developed ELA curriculum ● Peer-coaching and mentoring among new and experienced teachers ● “Test-Prep” classes

Action #	Title	Description
		<ul style="list-style-type: none"> • Saturday School classes • Data analysis and planning • Induction Coaching • Credit Recovery • Any other duties related to ELA achievement falling outside of the regular workday
2.03	ELA Student Incentives	Student awards and prizes for ELA growth on local and state assessments (including meal vouchers for catered lunches, testing breakfast, end of the year field trip, etc).

Goal 3 Actions in Detail

Action #	Title	Description
3.01	Math Professional Development	Math teachers and support staff attend regular professional development to stay current in best practices for student achievement in math.
3.02	Science Professional Development	Science teachers and support staff attend regular professional development to stay current in best practices for student achievement in science.
3.03	Math & Science Curriculum/Extra Duty Stipends	<p>Stipends are provided for:</p> <ul style="list-style-type: none"> • Teacher-developed math/science curriculum • Peer-coaching and mentoring among new and experienced teachers • “Test-Prep” classes • Saturday school classes • Data analysis and planning • Induction Coaching • Credit Recovery • Any other duties related to math/science achievement falling outside of the regular workday
3.04	Math & Science Student Incentives	Student awards and prizes for growth in math/science on local and State assessments (including meal vouchers for catered lunches, testing breakfast, end of the year field trip, etc).

Goal 4 Actions in Detail

Action #	Title	Description
4.01	English Language Development	<ul style="list-style-type: none"> ● ELD Stipends for teachers ● ELD Curriculum ● Professional development related to ELD ● Placement of bilingual tutors for EL support
4.02	Special Education Program Services	<ul style="list-style-type: none"> ● Professional development for RSP teachers and aides. ● Costs for all SPED testing and other instructional materials
4.03	Supplemental Curriculum, & Programs to Provide Academic Interventions	<ul style="list-style-type: none"> ● Access to translated content for ELL students ● Programs to help streamline 504s and IEPs

Goal 5 Actions in Detail

Action #	Title	Description
5.01	Strategies, Programs, & Activities to Promote Student Engagement, and Decrease Suspension Rates and Chronic Absenteeism	<ul style="list-style-type: none"> ● Drill competitions ● Peer mentoring ● Restorative Justice ● Character Counts! program ● Events for positive behavior support ● Awards and prizes for perfect attendance, good character, community service, etc... (Dash Passes, AirPods) ● Assemblies (8th grade promotion, senior signing, etc.) ● Non-academic based Incentives ● Graduation
5.02	Fundraising	<ul style="list-style-type: none"> ● School clubs ● Athletic teams fundraising ● Supplemental field trips
5.03	ASB	<ul style="list-style-type: none"> ● Pep rallies ● Skate nights ● Movie nights ● Spirit week ● Dances (Prom, Homecoming, MS dances, etc.) ● Grad Nite ● Transportation related to ASB

Action #	Title	Description
5.04	Strategies, Programs, & Activities to Promote Staff Engagement	<ul style="list-style-type: none"> ● Holiday parties ● Team building ● Staff of the Month ● Snacks ● Appreciation Awards
5.05	Athletics	<ul style="list-style-type: none"> ● Coaching stipends ● Referees ● Trainer fees ● Driver Fees ● Transportation related to athletics ● Sports equipment and uniforms ● Field rentals ● Banquet ● Certifications (CPR, First Aide, AED, NFHS Coaching Certificate) ● Dues (CIF, State, League, Cross League dues, etc.)
5.06	College/Career and Public Safety Pathways Explorations	<ul style="list-style-type: none"> ● Leadership Camp (staffing costs included in 1.03) ● Student Leadership program ● Career day ● ASVAB ● Increase community partnerships ● Guest speakers related to career exploration ● a-g college prep coursework accessible to all students
5.07	Field Trips: Curriculum Based	<p>Each teacher is allotted \$1000 towards an academic field trip</p> <ul style="list-style-type: none"> ● Transportation (busses/vans) ● Entrance fees
5.08	School Uniforms	<ul style="list-style-type: none"> ● Costs associated with providing/fixing/maintaining school uniforms ● Student grooming supplies ● Student haircuts
5.09	Family Engagement Opportunities	<ul style="list-style-type: none"> ● Monthly School Site Council (SSC) ● FAFSA Workshops ● College Application Process ● ASVAB Analysis Workshop ● a-g Requirements Workshop ● Coffee/Pizza with the Principal ● Coffee with the Counselors ● Back to School Night

Action #	Title	Description
		<ul style="list-style-type: none"> ● Administer educational partner LCAP survey (cost in 1.05) ● Communicate with families on upcoming events, committee meetings, etc. ● Parent resource center that connects students to college and career resources in the community ● Issue invitations to families for school-wide events and forums ● Ensure school's website is updated regularly for parents
5.10	Healthy Student Program	<ul style="list-style-type: none"> ● Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits. ● Wellness Policy
5.11	Student Progress Monitoring	<ul style="list-style-type: none"> ● Students will be enrolled in Advisory, which will meet for one hour three times per week to discuss current grades on PowerSchool. ● 4-week Summer School Program through Options For Youth that will provide ELA, Math, Science, and History courses. ● Check in/check out program
5.12	Marketing and Advertising	<ul style="list-style-type: none"> ● Swag (Lanyards, backpacks, pens, mugs, etc.) ● Marketing materials (Signs, postcards, etc.) ● Media equipment (cameras, software) ● Social Media promotion

Element 3 - Methods of Assessment & Uses of Data

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

Student Outcome Measurement

PSASB utilizes a number of methods of measuring our academic and schoolwide success. The following methods of measurement are also included in the Local Control and Accountability Plan (LCAP).

Area	Methods of Assessment
English Language Arts	<ul style="list-style-type: none"> ● Teacher-created formative and/or summative assessments ● Publisher-created formative and/or summative assessments ● Teacher Observation ● Homework & Classwork ● Writing Assignments ● Classroom Presentations ● Student Journals ● Local Benchmark exams (Renaissance & IXL) ● CAASPP
Mathematics	<ul style="list-style-type: none"> ● Teacher-created formative and/or summative assessments ● Publisher-created formative and/or summative assessments ● Teacher Observation ● Homework & Classwork ● Writing Assignments ● Classroom Presentations ● Local Benchmark exams (Renaissance & IXL) ● CAASPP
Science & Technology	<ul style="list-style-type: none"> ● Teacher-created formative and/or summative assessments ● Publisher-created formative and/or summative assessments ● Teacher Observation ● Homework & Classwork ● Writing Assignments ● Classroom Presentations ● Student Journals ● Local Benchmark exams (Renaissance & IXL) ● CAST
History – Social Sciences	<ul style="list-style-type: none"> ● Teacher-created formative and/or summative assessments ● Publisher-created formative and/or summative assessments ● Teacher Observation ● Homework & Classwork ● Writing Assignments ● Classroom Presentations ● Student Journals ● Local Benchmark exams (Renaissance & IXL)

Visual & Performing Arts	<ul style="list-style-type: none"> ● Formative/Summative Assessments ● Written responses applying the Eight Principles of Visual Arts. ● Visual and Performing Arts are also assessed via visual/oral critique of the student's work/performance.
Public Safety Academy of San Bernardino Elective (Leadership Studies)	<ul style="list-style-type: none"> ● Students translate trainings from Leadership Studies into a Community Improvement Project (CIP) of their original design ● Periodic formal inspections by public safety community partners ● Writing Assignments ● Classroom presentations ● Periodic assessments on the PSASB Handbook, Code of Ethics, Cadet Creed, and Cadet Pledge.
English Language Learner Achievement and Reclassification	<p>ELPAC <i>Differentiation as needed via SDAIE methodologies in all of the following:</i></p> <ul style="list-style-type: none"> ● Teacher-created formative and/or summative assessments ● Publisher-created formative and/or summative assessments ● Teacher Observation & Dialogue ● Homework & Classwork ● Writing Assignments ● Classroom Presentations ● Student Journals ● ELPAC
Special Education Achievement	<p><i>Students are to be assessed on all of the following with modifications as outlined in their IEP or 504 Plan:</i></p> <ul style="list-style-type: none"> ● IEP Meetings- Assessment of Annual Goals and Results ● Teacher-created formative and/or summative assessments ● Publisher-created formative and/or summative assessments ● Teacher Observation & Dialogue ● Homework ● Writing Assignments ● Classroom Presentations

Uses of Data/Reporting 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.

Teachers at PSASB are required to use backwards planning/backwards design, to ensure assessments are standards-aligned as well as aligned to specific goals/expected student outcomes throughout the year. For one example, teachers use the CAASPP ICA to develop target standards, and then backwards plan, incorporating Interim Block Assessments to address those target standards. For another example, teachers cycle through other types of assessments, such as IXL, publisher or teacher-created assessments, then using that data, backwards map their upcoming unit based off of the assessment results. All assessments used by PSASB are standards-aligned, and by virtue of backwards mapping, are also closely aligned with the specific curriculum being taught at any given time.

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 staff at PSASB to keep all lines of communication open to assure that student needs are met and that students are given the opportunity to achieve to the best of their abilities. 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 Language Arts levels. Teachers meet to analyze all State Testing (CAASPP, California Alternate Assessment ("CAA"), CAST, and ELPAC) results of returning students and meet monthly during the year to review student progress. At these meetings teachers determine which students may need more aggressive support, acceleration, remediation, or a Student Success Team Plan.

CAASPP 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 State Standards.

Exit Outcomes of Students' Acquisition of State Standards and Life Skills

PSASB graduates are expected to exit Public Safety Academy with a mastery of California State Standards in the areas of Mathematics, English Language Arts, History, and Science. Graduates are prepared to enroll in community college, a four-year university, the United States Military, or the workforce. Graduates will have the necessary soft skills to include strong ethical character, logical reasoning and critical thinking, self-confidence, flexibility, perseverance, teamwork, creativity, attention to detail, conflict-resolution, empathy, organization, and time management.

Student Promotion/Retention Requirements

Student Promotion

Students in 6th-8th grade are typically promoted to the next grade level regardless of grades or performance on grade-level assessments, as the middle school grade levels are non-credit bearing. Because of the potential academic and social setbacks associated with retention in secondary education, students are advanced to the next grade unless there are significant deficiencies in learning that the benefits of retention would outweigh promotion to the next grade. Although students in the middle grades are promoted to the next grade level, they may be placed in support classes if performance in the previous year does not indicate mastery of standards.

With regard to 9th-12th grade, the process is similar with regard to promotion to the next grade level, however, as 9th-12th grade courses are credit bearing, students are not officially documented as completing all grade level requirements until all credits for that particular grade are earned. For example, students in the 9th grade who are credit deficient at the end of the school year may be promoted to the 10th grade, but their transcripts will not indicate completion of the 9th grade until those credits are made up via summer school or credit recovery classes.

Student Retention

Although rare, there are certain circumstances in which students may be retained. If the student receives special education services, they may be “retained” in the 12th grade year for an additional year if they are credit deficient. This allows the student to complete all credits and still earn a high school diploma. SPED students may stay enrolled until age 22.

PSASB addresses other circumstances with 6th-12th grade non-SPED students and retention on a case-by-case basis. If it is determined that the student would benefit from retention more than they would suffer future academic and/or social setbacks as a result of the retention, the school may agree to retention. This is a rare, “last resort” however, and would be considered after all possible interventions were exhausted. The decision to retain requires SST team approval, to include parent approval.

Student Information System & Attendance Tracking

PSASB utilizes the Power School as its Student Information System (SIS).

School Accountability Report Card (SARC)

PSASB produces and publicly posts the School Accountability Report Card (SARC). The SARC is available on the PSASB website (www.pasb.us) and it is also submitted to the San Bernardino City Unified School District, and the California State Department of Education. The School Accountability Report Card (SARC) includes, but is not limited to, enrollment /demographics, state assessment data, facilities, instructional materials, staffing information, and opportunities for parent involvement.

PSASB complies with all District requests regarding all curriculum, staff credentials, staff background checks, and fiscal records which are consistent with the District's oversight responsibilities under Education Code Sections 47604.3, 47604.32 and 47607.

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 Sections 47604.32 and 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 District, the San Bernardino County Superintendent of Schools, the San Bernardino County Board of Education, and the State Superintendent of Public Instruction.

PSASB Reporting Data to the San Bernardino City Unified School District

In addition to the SARC, PSASB Annual Report, and compliance with all requested oversight 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 District with any additional information as requested, consistent with the District's oversight responsibilities as the Charter School's authorizer. 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 additional reporting if requested.

Element 4 - Governance

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

The Charter School will be a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

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

Pursuant to the provisions of Education Code 47605(h),

PSASB shall be subject to Section 1090, 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 has adopted a Conflict of Interest Code compliant with these applicable laws and will 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 the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code).

PSASB shall operate autonomously from the District, with the exception of supervisory oversight. Pursuant to the Education Code Section 47604(d), the District 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 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 wellbeing 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 staff, and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

The primary method for executing the Board’s 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. All directors shall be designated by the existing Board of Directors. In accordance with Education Code Section 47604(c), the District has the right to appoint a representative to the PSASB Board. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The names and relevant qualifications of all persons whom the petitioner nominates to serve on the Board of Directors is described at <https://www.pasab.us/board-of-directors>

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Principal of the Charter School;
- Approve all major contractual agreements in excess of \$25,000.
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;

- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit.

To the extent allowable by law, the Board may delegate the implementation of its duties to the principal or other appropriate Charter School employee with the exception of budget approval or revision, approval of the fiscal audit and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Day-to-day business operations of PSASB and educational oversight are managed by the Charter School Principal. The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences. The Principal must report directly to the Charter School Board of Directors, and the Principal is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

PSASB and PSASB, Inc. complies with all regulations set forth in the Brown Act, the Public Records Act, and the Political Reform Act, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1. 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 three years. PSASB shall also provide minutes in hardcopy form for distribution to any person requesting them.

PSASB, shall comply with the Brown Act and any attendant regulations as they may be amended from time to time.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

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 Principal and evaluates the 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 Charter School.

Board Standing Committees

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

These committees are generally chaired by Board Members, but are open to all staff members, parents, and community members, and all community partners are eagerly encouraged to serve on Board committees. All committees serve in an advisory capacity to the Board, and comply with the provisions of the Brown Act.

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

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(s) of the annual audit and makes recommendations for a 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.

Governance Committee

Assists the Board in regular review of procedures and policies, and makes recommendations for necessary updates to ensure that all governing practices are consistent with current legal requirements. This committee will also engage in board recruitment should seats be available on the board. The Governance Committee will periodically review and recommend updates to bylaws.

School Performance Committee (Accountability Committee)

Monitors the school's progress towards all academic and leadership goals as established in our measurable student outcomes by ensuring there are sufficient resources, measures, and supports to attain the established goals; examines the school's education program, curriculum and its effectiveness and recommends changes, as necessary; reviews and analyzes PSASB's local, state and other standardized assessment scores.

Personnel Committee

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. This committee may be made up of 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.

Board Structure

The District shall not be responsible or liable for the operations of PSASB. 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).

Corporate Officers

The Board of Directors has 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.

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. The Board Secretary certifies the written minutes to Board Members.

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 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.

Measures to Ensure Parental Involvement

Parents are encouraged to be involved in all aspects of PSASB. Parents are encouraged to participate on the standing committees of the Board as well as School Site Council, ELAC, or 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 criminal background checks (LiveScan) to the extent required by law.

School Leadership

The Leadership Team of PSASB consists of the Principal, Assistant Principal, Administrator of Instruction, and the Business Manager. These positions are accountable to the Board of Directors. The Principal, Assistant Principal, and the Administrator of Instruction 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.

Element 5 - Employee Qualifications

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

Assurances

PSASB agrees to comply with the provisions of the Education Code as they apply to certificated and paraprofessional employees of charter schools. Teachers shall be well qualified and hold the Commission on Teacher Credentialing certificate, permit, or other document equivalent required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

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 ("TA"s) may assist with instruction and must also meet the minimum ESSA requirements. PSASB utilizes resources for active recruitment of fully credentialed teachers such as the California Charter Schools Association, the Charter Schools Development Center, Careerbuilder.com, Edjoin.org, and other local vehicles.

PSASB shall not employ a person until they have submitted to a criminal background check and furnished a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

PSASB does not discriminate against any employee on the basis of race, religion, creed, color, gender, gender identity, gender expression, nationality, sex, pregnancy, sexual orientation, age, national origin, ancestry, ethnic group identification, genetic information, physical or mental disability, medical condition, marital status, childbirth or related medical condition, military and veteran status, denial of family and medical care leave, or any other protected classification, in accordance with applicable law.

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.

All open positions will be filled with the following process:

- When no “in-house” candidates are available for appropriate promotion within PSASB or when otherwise appropriate, job openings are marketed online via edjoin.org.
- Teacher recruitment agencies 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. Such revisions shall not require the Charter School to seek a material revision of the charter so long as the amendments comport with legal requirements.

Principal

The Principal provides instructional leadership for the academic success of the school. The Charter School Principal reports directly to the Board of Directors, and serves as the educational leader of the Charter School, 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 Charter 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

- 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 Charter School 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 Charter School.
- Provide instructional leadership for the ultimate academic success of the Charter 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 PSASB'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.
- Implement Board policy and comply with all applicable laws 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.
- A Master's Degree in Education and Administrative Credential.
- 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.
- 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 of 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 Charter School.
- Prepare, when needed, detailed reports on financial, human resources, and administrative matters.
- Participate with the 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 the Charter School's back office financial services provider, Business Manager, and Principal on school budget.
- Assist the Charter School's back office financial services provider CSMC with 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 the Charter School’s back office financial services provider & Business Manager on Grant Oversight
- Assist principal with legal issues, pending or potential lawsuits
- Oversight of discipline and counseling programs
- School Site Council
- NHS/CSF and other scholarships
- Rotary and community service
- Lottery and Student Enrollment
- 504 Plans
- New Teacher Induction 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.

Qualifications and Experience

- At least three years of academic leadership experience.
- A Master’s Degree in Education and Administrative Credential.
- 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.
- 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 of current applicable laws, codes, regulations, policies, and procedures.
- Experience meeting schedules and deadlines.
- Ability to work independently.

Administrator of Instruction

- Testing Coordinator
- ELD Coordinator
- SST/Behavior Support Plan (“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 Principal.

Qualifications and Experience

- At least three years of academic leadership experience.
- A Master's Degree in Education and Administrative Credential.
- Strong commitment to the mission and vision of the school.
- Experienced in education, strategic planning, and staff development.
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages.
- 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.

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.
- 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 lunch/nutrition contractor(s)
- All Child Nutrition Information and Payment System ("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
- Ensuring that all classrooms have coverage, attendance sheets and lesson plans when a staff member is out or proctoring state testing

Qualifications and Experience:

- Thorough understanding of finance, accounting, business administration, or a related field.
- Knowledge of education finance laws, regulations, and best practices.
- Strong financial analysis and budget management skills.
- Excellent interpersonal and communication skills.
- Proficiency in financial software and tools.
- Attention to detail and a high level of accuracy.
- Knowledge of human resources and payroll processes.

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 standards-based lessons and curriculum.

Administrative Duties:

- Assist in student arrival and departure, and transitions between class periods.

- Complete lesson plans and submit to the 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 the principal.

Qualifications and Experience

- Bachelor's degree and valid teaching credential.
- The CTC credential required for the teacher's certificated assignment. All interns are required to participate in and complete a new teacher induction program to clear their credential.
- CLAD or BCLAD certification.
- A successful manager of an urban classroom who uses structure, incentives, and high expectations to drive student 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.
- Demonstrate ability to work well in a team, especially with parents and community members.
- Analytical problem solver and basic understanding of data analysis.

Cadet Supervisor

The Cadet Supervisor serves as cadet drill instructor, military training expert, and cadet mentor.

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.
- Work with public safety departments to create instructional programs and opportunities for cadets.
- Promote the school through community involvement opportunities for students.

Administrative Duties:

- Coordinate job shadowing opportunities.
- Coordinate leadership academies.
- Day-to-day oversight of military customs, courtesies, and traditions.
- All other duties as assigned.

Qualifications and Experience

- High School Diploma
- Successful background/career with military, police, or fire department.
- Strong commitment to the mission and vision of the school.
- Ability to work collaboratively with a diverse team.
- Problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges.

Guidance Counselor

- Regularly available to all students seeking guidance and/or counseling services.
- Advocate on behalf of the student and/or their 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 college and career entrance exams.
- Compile and submit data for the Course Offering Report.
- Perform other duties as assigned by Principal.

Qualifications and Experience

- Bachelor's Degree in Counseling or related field
- PPS Credential
- Ability to work with students with diverse backgrounds and levels of ability toward accomplishing their educational and personal goals.
- Communicate effectively with students, parents, administrators, and other staff members, including the ability to discuss sensitive topics.
- Excellent oral and written communication skills.

Attendance Clerk

- Distributes, prepares, maintains, and verifies records of daily, weekly and monthly attendance records.
- Registers new students

- Issues absence admit and tardy slips.
- Contacts parent/guardians to verify absences
- Ensures that attendance for tardy students is recorded.
- Prepares information for referral to the School Attendance Review Board.
- Stays current on changes in statutory law by attending workshops and conferences.
- Perform other duties as assigned by the Principal.

Qualifications and Experience

- High School Diploma
- Knowledge of office methods, procedures and business practices
- Knowledge of computer application software
- Knowledge of District and State attendance policies and procedures

PSASB Professionals:

- Are **C**ommitted to the work.
- Are **C**onnected to our students.
- Are **C**oachable in order to grow as a professional and keep a focus on instruction that improves achievement.
- Are **C**ollaborative in order to share best practices.
- Demonstrate **C**haracter that is worthy of a role model.
- Demonstrate **C**ontent mastery.

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.

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.

Recordkeeping of Credentialed Teachers

PSASB maintains current copies of all teacher credentials and assures that they are readily available for inspection upon request by the 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.

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.

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 a 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 their 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.

Element 6 - Health and Safety Procedures

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

- (i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

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 all applicable 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 are incorporated into 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 School Safety Plan has been developed and copies are maintained and distributed to all staff. PSASB Administration trains staff annually on the safety procedures adopted in the plan.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Tuberculosis Risk Assessment and Examination

All employees and volunteers who have frequent or prolonged contact with students must provide evidence, from a licensed medical provider, that they are free from tuberculosis. Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Role of Staff as Mandated Child Abuse Reporters

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

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

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

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

- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

PSASB shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV").

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

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Facility Safety

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

Harassment Policies and Procedures

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

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each staff member, at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

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

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element 7 - Means to Achieve Student Population Balance

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

PSASB currently has a student population of approximately 400. PSASB maintains a waiting list to ensure the Charter School meets enrollment goals. It is the goal of PSASB to serve a student population that reflects the population of the city of San Bernardino with regard to its balance of race and ethnicity, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils.

Enrollment Action Plan and Serving All Students

(a) Implementation

PSA will develop an Enrollment Action Plan in compliance with the requirements of Education Code Section 47605(c)(5)(G)) by no later than December 31, 2024. The plan may be updated from time to time, to ensure equitable access to attendance at PSA and increase its enrollment of historically underserved student groups.

(b) Metrics

PSA' Enrollment Action Plan shall include metrics for measuring the success/effectiveness of the plan and its components. This section of the plan will include the following information, which may be summarized in a table:

Identified Metric – measures that will provide actionable data related to enrollment (e.g., Students who are socioeconomically disadvantaged).

Methodology – how the metric will be measured to ensure valid and reliable results (e.g., Number/Percent of students who are socioeconomically disadvantaged who enrolled in the last open enrollment period).

Data Source – the origin of the data (i.e., from where will the data come) (e.g., School's student data system).

Baseline Calculation –the initial, or starting, enrollment data (e.g., 3.71%).

Annual target(s) and plan for achieving the target – where do you want the metric to be after implementing the Enrollment Action Plan for the current year. (Consider past trend and comparable growth rates (e.g., 4.91%).

Progress Monitoring – interim measures that will monitor progress toward annual target(s) (e.g., number of applications received in advance of lottery that qualify for the FRPM preference).

(c) Annual Review, Audit, and Report

At least annually, the Charter School shall review and audit the results of its open enrollment process, including an assessment of the effectiveness of the various components of the Enrollment Action Plan/plan to address the issue of serving all students who wish to attend. The assessment shall include a specific analysis of facts and factors indicating effectiveness. The Charter School shall provide SBCUSD a written report of this analysis and any changes/updates to its plan by April 1 each year.

The Charter School shall annually provide SBCUSD a report (including a data file setting forth the backup data) within 10 days of each public random drawing for admission (lottery) setting forth the results of the lottery. 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 provides. All materials shall be created with the end-reader 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 the 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
- Local YMCA

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 and PSASB representatives will not enter the facilities of any SBCUSD 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 School.

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 District will be invited to attend and participate.

Element 8 – Admission Policies and Procedures

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an online Enrollment Interest form, which can be found on the homepage of the school's website at psasb.us. Once this form is completed, the school will reach out for further instructions regarding the enrollment process if we are not at capacity for that particular grade level. In the event the school is at its capacity, the student will be placed on a waitlist through *Lottrease* online

software, which will send updates as the student moves up on the waiting list and when a slot for enrollment becomes available. Once the student is admitted, they will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records^[1]

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year, beginning January 1 and ending on the Friday after returning from Spring Break at 3:00p.m. 30 each year, for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Socioeconomically Disadvantaged Students
2. Siblings of cadets attending the Charter School
3. Children of Charter School teachers and staff (not to exceed 10% of total enrollment)
4. Residents of the District
5. All other applicants

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

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

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

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

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

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

Element 9 – Annual Independent Financial Audits

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

Annual Independent Audit

Each year PSASB shall contract for and oversee the preparation and completion of an annual independent audit of the Charter School's financial affairs as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles. The audit will be conducted in accordance with generally accepted accounting principles and will conform with the State Controller's K-12 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 or by the District.

The Charter School Board will select the independent auditor, approved in advance by the District Board, and included on the State Controller's approved list of independent auditors. The auditor will have, at a minimum, a CPA and educational institution audit experience. The auditor will verify the accuracy of the Charter School's financial statements, accounting practices, revenue-related data collection and reporting practices and will review the Charter School's internal controls. The audit will include a review of ADA as reported by PSASB. Moreover, the audits will assure that the Charter School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. 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 County Superintendent of Schools 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.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

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., or as otherwise requested or specified by the District.

Element 10 – Student Suspension and Expulsion Procedures

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Rules and Procedures

Students learn best in an environment where there are clear expectations about behavior and where all students are valued and respected. The school's general expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, substance abuse, and other topics are included in the Public Safety Academy of San Bernardino Parent/Student Handbook. All students and parents must read and sign the handbook. Students who violate Public Safety Academy's rules may expect 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

Suspension and Expulsion

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

A student may be suspended and/or expelled for any of the acts enumerated in this section if the act is related to school activity or school attendance occurring at any time including but not limited to:

- While on school grounds.
- While going to or coming from school.
- During, or while going to, or coming from, a school-sponsored activity.
- During the lunch period, whether on or off the school campus.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Public Safety Academy of San Bernardino's policy and

procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter, so long as the amendments comport with legal requirements.

Public Safety Academy of San Bernardino staff shall enforce disciplinary policies and procedures fairly and consistently among all students. 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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

Public Safety Academy of San Bernardino administration shall ensure that students and their parents/guardians are notified in writing of all discipline and involuntary removal policies and procedures.¹ The notice shall state that this Policy and its 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.

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 IDEA or who is qualified for services under 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 requires additional or different procedures.

Public Safety Academy of San Bernardino will follow Section 504, the IDEA, and all applicable federal and state laws, including applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, 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.

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion

Discretionary Suspension Offenses: A student may be suspended when it is determined the student:

- 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.
- Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, an alcoholic beverage, or an intoxicant of any kind, including prescription drugs.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance as defined in Health and Safety Code Sections 11053-11058, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- 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. This section does not prohibit the use of a student's own prescription products by that student.

- 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, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities. This is considered insubordination, is noncompliant with the paramilitary structure of the school, and inconsistent with the school’s mission. This section shall apply only on and after July 1, 2029 and if permitted by law.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that

another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline. .
- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had

obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Alternatives

Interventions will be first attempted as appropriate 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 truancies 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:

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 the 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 to be suspended or suspended pending expulsion, a parent conference will be scheduled in a timely manner, preferably on the day of the suspension though it may be omitted or delayed if the Principal or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be again informed of the reason for the disciplinary action and the evidence against the student, and shall be given the opportunity to present their version

and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held in a timely manner, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not 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 Charter School shall make a reasonable effort to contact the parent/guardian by email, 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(s) committed by the student as well as the date the student may return to school following the suspension.

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.

Length of Suspension without Recommendation for Expulsion

The length of suspension, when not including a recommendation for expulsion, may not exceed a period of five (5) consecutive school days per suspension.

Suspension Time Limits with Recommendation for Expulsion

Upon a recommendation of Expulsion by the Principal, or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following 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. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

Authority to Expel

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

A student may be expelled following a hearing by Public Safety Academy of San Bernardino's neutral and impartial Disciplinary Review Board or Hearing Officer, selected by the Principal. The PSASB Disciplinary Review Board should consist of at least three staff members who are not the student's current teacher, and an administrator (moderator), selected by the Principal. 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

Unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Principal shall suspend and immediately recommend the expulsion of a student when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance, listed in Health and Safety Code Section 11053, *et seq.*
- Committed or attempted to commit a sexual assault as defined in Penal Code Section 261, 266c, 286, 288, or 289 of the Penal Code or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expulsion Offenses

Students may be recommended for expulsion when it is determined the student:

- 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 knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance, as defined in Health and Safety Code Sections 11053-11058, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any 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. This section does not prohibit the use of a student's own prescription by that student.
- 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, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For

purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to,

a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

- (c) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (d) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

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

The Charter School will use the following definitions:

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

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

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 and recommends the student for expulsion. The Disciplinary Review Board or Hearing Officer, as determined by the Principal, will hear the case, and make a decision whether or not to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

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

- 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 PSASB 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 to any other school district or school to which the student seeks enrollment.
- State the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- State the right to inspect and obtain copies of all documents to be used at the hearing.
- State the opportunity to confront and question all witnesses who testify at the hearing.
- State 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

The Disciplinary Review Board or Hearing Officer 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 the Disciplinary Review Board or Hearing Officer.

Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil:

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days-notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, Public Safety Academy of San Bernardino must present evidence that the witness' presence is both desired by the witness and helpful to Public Safety Academy of San Bernardino. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Disciplinary Review Board or Hearing Officer to expel must be supported by 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 or Hearing Officer 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 or Hearing Officer. 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Disciplinary Review Board or Hearing Officer shall be in the form of written findings of fact. The Decision of the Public Safety Academy of San Bernardino Disciplinary Review Board or Hearing Officer is final, except as appealed in accordance with the process described below.

If the Disciplinary Review Board or Hearing Officer decides *not* to expel, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Disciplinary Review Board or Hearing Officer may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board of Directors. During the period of the suspension of the expulsion order, the student is deemed to be

on probationary status. The Principal may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Principal revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Principal shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026.

Written Notice

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

Expulsion Appeal Process

A request for appeal of expulsion must be received by the Principal within five (5) working days after the written notice is provided to the parent/guardian. The appeal will be considered by the PSASB Board of Directors in closed session, by reviewing the record of the Disciplinary Review Panel or Hearing Officer for error. The student will be considered suspended until consideration and action 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.

Expelled Students/ Alternative Education

The Charter School shall assist expelled students with seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. The Charter School shall provide written notification to the District of every student expelled or involuntarily dismissed from the school.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Suspension, Expulsion, or Involuntary Removal of Students with Disabilities

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

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so

that it does not recur. These services may be provided in an interim alternative educational setting.

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 a direct manifestation of, the student’s identified disability.
- The team determines that the student IEP/504 plan was appropriately and faithfully implemented at the time 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 IDEA, its amendments, Section 504, the ADA, 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.

Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in

accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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

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

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.

Element 11 - Retirement Systems

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

Retirement

All eligible, full time certificated school staff will participate in the State Teachers' Retirement System ("STRS"). All eligible classified staff will participate in the Public Employees' Retirement System ("PERS"). Both certificated and classified personnel will be eligible to participate in a 403(b) Retirement Plan. All minimum required contribution levels must be met for employees to participate in the 403(b) program and are the sole responsibility of the employee.

Staff Compensation and Benefits

The principal, in consultation with the Board of Directors, has developed a salary schedule for the Charter School. This schedule will be created in accordance within the fiscal constraints of the operating budget, and 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 – Public School Attendance Alternatives

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

PSASB is a charter school of choice and no child shall be required to attend the Charter School. No governing board of a school district shall require any pupil enrolled in a school district to attend a charter school.

Students who reside within the District whose parents choose for them not to attend PSASB may attend another school within the District according to District policy or request an intra- or inter-district transfer consistent with District policy. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13 - Employee Return Rights

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at PSASB shall have no automatic 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. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. 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.

Element 14 - Dispute Resolution Procedures

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

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

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 Charter School reserves the right to seek legal redress for any such actions under the law.

Any controversy or claim arising out of or relating to the charter agreement between the 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:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to

proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.

3. If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures without following this dispute resolution procedure, the District will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will also 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 the meeting shall be held within 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 Charter School representative will be the Charter School Executive Director or the Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the District to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the Charter.
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.

Internal Disputes

PSASB shall have an internal dispute resolution process to be used for all internal disputes related to PSASB's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, board members, volunteers, and staff at 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. Should the District receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the District with updates regarding the Charter School's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations.

Element 15 - Closure Procedures

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

Revocation

San Bernardino City Unified School District may revoke the charter of PSASB if the District Board finds, through a showing of substantial evidence, that the Charter School :

- committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- failed to meet or pursue any of the pupil outcomes identified in the charter.
- failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- violated any law.

Prior to revocation, and in accordance with Education Code Section 47607(g), San Bernardino City Unified School District shall notify PSASB in writing of the specific violation, and give PSASB a reasonable opportunity to remedy 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.

Closure Procedures

The following are closing procedures that abide by Education Code Section 47605(c)(5)(O), to be used should the school close for any reason. The decision to close the PSASB will be documented by official action of the PSASB Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The 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 (if all appeals are exhausted); the PSASB Board of Directors votes to close the school; or the charter lapses. In the event of such a Closure Action, the Charter School will implement the following steps:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Public Safety Academy of San Bernardino will be issued by PSASB within a timely manner should there be a determination of 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 the name(s) and contact information for the person(s) to whom reasonable inquiries may be made 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 Charter School will promptly notify the District, the San Bernardino County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g. Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) of the Closure Action.
4. The PSASB will prepare an electronic master list of all students and provide the list 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. The list will also include each student's grade level and the classes they have completed, together with information on the student's districts of residence. The master list will also be provided to the entity responsible for closure-related activities.
5. 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.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. 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 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 District can maintain all personnel records as long as they deem necessary.
3. 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.
4. As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. This audit will be conducted by a qualified CPA selected by the Charter School who will employ generally accepted accounting principles, and will be provided to the District promptly upon completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. To the extent the Charter School leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the Charter School shall include a statement describing its plans for the use of the facility in its final audit.
5. Any liability or debt incurred by the Public Safety Academy of San Bernardino will be the responsibility of PSASB and not the District. PSASB 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 to be used to pay creditors.
6. If in possession of PSASB, any unused AB 602 funds will be returned to the District’s SELPA, and other categorical funds will be returned to the source of funds. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

7. For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by 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 pursuant to Education Code Section 47604.33 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. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. 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 operated as a nonprofit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
12. PSASB will provide the San Bernardino City Unified School District 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 PSASB's right to operate as a charter school or cause PSASB to cease operation. PSASB and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should PSASB breach any obligation under this Element 15. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 15 or any

provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the 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.

Miscellaneous Provisions

Budgets and Financial Reporting

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

Attached in the Appendices to the PSASB Charter Renewal Petition, please find the financial projections for the current year through the 2029-2030 school year.

These projections are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

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.

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 City 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.

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School currently contracts with Temecula based Charter School Management Corporation (“CSMC”) for these services.

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

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

PSASB is located within the governmental jurisdiction of the City of San Bernardino and in proximity to its downtown corridor, at 1482 Enterprise Dr. 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

- PSASB property is leased through San Manuel Band of Serrano Mission Indians and Class Leasing (Modular Buildings).
- Facility provides adequate physical activity space, whether indoor or outdoor.
- Facility provides adequate parking for all staff and visitors.
- Facility is 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 will 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 will not open in any location for which it has failed to 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.

Indemnification

To the fullest extent permitted by law, the Charter School agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to DISTRICT and hold harmless the DISTRICT and its 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 Charter School, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other Charter School appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of the Charter School 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 and/or in any way related to the operation or operations of the Charter School or of any other facility, program, or activity.

The obligations of the Charter School 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 paragraph. However, nothing in this paragraph shall be constructed to obligate the Charter School 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 Charter School shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

The Charter School further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

In the event that Charter School exhibits a deficit at any financial reporting period, the Charter School's governing board shall pass a "Resolution of Funding of PSA Charter" stating that The PSA corporation will provide all necessary funds for Charter School to maintain compliance with the law, its Charter. A new resolution must be approved by the Board of Directors each time Charter School reports a deficit in order to evidence that the Board is aware of Charter School's current fiscal situation. A copy of the approved, signed resolution and approved minutes evidencing such approval shall be provided to DISTRICT.

The Charter School'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 the Charter School's Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to its Charter or cause the Charter School 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 Charter School shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the DISTRICT proof of its federal and state tax exempt status on or before July 1 following approval of the renewal of the Charter. Nothing in this paragraph shall serve to reduce or excuse the Charter School's obligations to obtain and maintain the insurance required by the Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Use of San Bernardino City Unified School District Owned Facilities

Throughout the duration of the charter, 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

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.

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 San Bernardino City 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.

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, canceled, 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.

The District retains the right to adjust the amount/ types of insurance PSASB is required to attain at any time during the term of the Charter, as recommended by the District's risk manager.

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.

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.

Attachments

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

PSASB Inc.'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.