
SAVANT PREPARATORY ACADEMY OF BUSINESS

Charter Petition



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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code section 47605(d)(1)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code section 47605(d)(1)]
- Shall not charge tuition. [Ref. California Education Code section 47605(d)(1)]
- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code section 47605(c)(1)]
- Shall, on a regular basis, consult with parents, guardians, and teachers regarding the school’s educational programs. [Ref. California Education Code section 47605(c)(2)]
- Shall admit all students who wish to attend Savant Preparatory Academy of Business, and who submit a timely application, unless Savant Preparatory Academy of Business receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing. Admission to Savant Preparatory Academy of Business shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. California Education Code section 47605(d)(2)(A)-(B)]. Preference in the public random drawing shall be given as required by Education Code section 47605(d)(2)(B). 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(d)(2)(C).
- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code § 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of Savant Preparatory Academy of Business for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. California Education Code section 47605(b)(5)(O)]
- Shall adhere to all provisions of federal law relating to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at Savant Preparatory Academy of Business hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code section 47612.5(a)(1)(A)-(D).
- Shall notify the superintendent of the school district of the student's last known address within 30 days, if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code section 47605(d)(3)]
- Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to SPAB and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) Savant Preparatory Academy, Inc. ("SPA") corporate entity, and for all purposes related to this Charter or the operations of SPAB, both the School and SPA, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.
- Throughout this Charter and any attachments, exhibits, and/or appendices hereto, anytime that SPA/SPAB states that it will follow the requirements of a particular Section of the Education Code or other law, it means that SPA/SPAB will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code section 47612(b), 47610]
- Shall, to the extent independent study is provided, comply with state laws relating to independent study as set forth in Education Code section 47612.5

- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code section 47612.5(a)]
- Shall comply with all applicable portions of the Elementary and Secondary Schools Act.
- Shall meet or exceed the minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Shall comply with all applicable portions of the Every Student Succeeds Act and/or any successor provisions and all applicable federal laws.
- Shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code section 47605-47605.1]
- Shall comply with the Williams Legislative requirements.
- Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail. SPA shall provide written notice to SBCUSD of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the SPA governing board. Should SBCUSD consider the proposed revision(s) to be a material revision to SPA's governance structure or Charter, SPA may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should SPA adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to SBCUSD within three (3) business days of the adoption of such revision(s). SPA shall provide to SBCUSD copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.
- SPA will adhere to the Political Reform Act (Government Code section 81000, *et seq.*) and will adopt and promulgate a conflict of interest code that incorporates by reference the Fair Political Practices Commission's standard conflict of interest code at 2 CCR section 18730.
- SPA shall ensure in its corporate Bylaws that one SPA Board representative is reserved for a parent of a student currently attending a charter school operated by SPA, subject to any other the limitations set forth in the SPA Bylaws.
- By the terms of this Charter, SPAB and SPA's Board members and employees are obligated to comply with the requirements of Government Code section 1090, *et seq.*, the Political Reform Act, the Brown Act, and the California Public Records Act to the same extent as if the Charter School were a noncharter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code section 1090, *et seq.* and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.

- Shall maintain all necessary and appropriate insurance coverage at all times per District requested amounts.
- Accepts and understands its obligations with specific sections of the Education Code § 47611 (STRS) and § 41365 (Revolving Loan Fund).
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- Agrees to abide by all laws applicable to charter schools, and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time.

Interpretation of Terms

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

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

Terms and Renewal of Charter

The term of this Charter shall run from July 1, 2018 through and including June 30, 2021. SPA may submit a request for renewal of its Charter between October 1, 2020 and January 31, 2021 unless otherwise agreed with the SBCUSD, which timing the parties agree will provide adequate information regarding SPA's performance during the current term, specifically including increases in pupil academic achievement, while also providing adequate time for the consideration of and action on the renewal request. SPA understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not created internally by SPA) and the documents specified below, has been submitted to the SBCUSD, receipt of the Charter renewal will be placed on the next regular or special SBCUSD Board meeting agenda for which meeting the agenda deadline has not passed, and such receipt by the SBCUSD Board shall commence the timelines for action on the renewal request. SPA further acknowledges that SBCUSD Board agenda deadlines are

generally at least two weeks prior to the Board meeting, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the District's normal agenda deadline requirements, and SPA may obtain specific agenda deadline information from the SBCUSD Superintendent or designee prior to submittal.

The renewal process shall be governed by the provisions of Education Code section 47607 and the California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

The SBCUSD Governing Board delegates to the Superintendent or designee and the SPA Board delegates to the Principal or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of this Charter. Team Capacity

Savant Preparatory Academy of Business is a school being built with and for the San Bernardino community. A group of community members and parents have come together to develop the Mission, Vision, Program, and Operations and Governance Structures for the school, drawing upon the breadth and depth of their expertise and experience. This includes an active Founding Board, as well key external consultants who have provided additional expertise as needed in the formation of this petition. Finally, it includes a dedicated group of Founding Board Members who have committed their thought, time, and energy toward the development of the school.

Founders

The Founders are a group of qualified educators united by a belief that offering a unique educational opportunity to students in an experiential academic learning environment will afford them the ability to develop as financially literate entrepreneurs. The Founders are distinguished and experienced in their own areas of expertise, including curriculum and instruction, school personnel, school business and budget (both at the site and district levels), administration, and teaching. These varying skills and expertise will afford SPAB set sound policies for the school as well expertly supervise employees, consultants, or contracted entities that will provide services to the School. Through their vision and ideas, this group will collaborate and work diligently to serve the best interest of the students.

The Founders are familiar with and are actively involved community members in the city of San Bernardino. These individuals see the growth and potential of their community and believe their investment in the education of their communities' children is the key to achieving their students' that potential. Founding Board Members are as follows:

Eva Tillman founder and lead petitioner, is a credentialed teacher who has been teaching in San Bernardino since 2011. She received a Bachelor of Arts in Liberal Studies from California State University, Long Beach and obtained both a teaching credential and master's degree in educational administration from California State University, San Bernardino. She is a founder and lead petitioner for Savant Preparatory Academy of Business and brings six years of educational experience and accomplishments. She has been recognized as Teacher of the Year from Students First, a Community Builder from Black Voice News, an Outstanding Technology Educator by the San Bernardino City Unified School District, and honored for her "dedicated service in the education of youth" by her church. She has experience in quality lesson design, student engagement, analyzing student data and outcomes, improvement processes, and staff development and assessment through her work as administrative designee. Since 2014, she has volunteered her time to tutoring students in the community after school and has, as a result, developed a free afterschool tutoring program that is managed and operated by the board of Savant Preparatory Academy, Incorporated. Eva is determined to use her work in education to make a lasting impact on the lives of students and families for future generations to further the development of her beloved San Bernardino community.

Jeannette Balcazar founder and director of curriculum and instruction obtained her Bachelor of Arts degree in Liberal Studies from University of California, Riverside and obtained both a teaching credential and master's degree in education from University of Phoenix. She has recently completed another master's degree in educational administration at California State University, San Bernardino. She is a founder of Savant Preparatory Academy and has six years of experience in education. Jeannette is a credentialed teacher who has been teaching in San Bernardino since 2012. She is a strong advocate of hands-on, inquiry-based learning, involves her students in a variety of community service, problem-solving, and technology-infused activities that provide them with opportunities to become an educated person in the twenty-first century. She has leadership roles on both the Leadership Team and AVID committee in which she leads staff developments, supports and monitors collaborative teams, and plans development for academic improvement. As a board member of Savant Preparatory Academy Incorporated, Jeannette has developed a free afterschool tutoring program to aide students who need extra support. She is committed to working extensively and effectively in her hometown community of San Bernardino to provide students with the tools to become successful scholars in the years to come.

Jea Reese founder and director of operations, obtained her Bachelor of Arts degree in Education and Public Policy from Ashford University, and joins the founding Board with experience in business management, operations, and information technology. Having

spent much of her career working in charter schools, Jea has extensive experience leading organizational teams and transformative projects. Professionally, she has managed general and administrative expenses, analytics, finances, and compliance agreements. Jea's professional exposure has been the foundation of her credible background as she demonstrates proficiency in various accounting and enterprise resource systems.

Jea has served in many different capacities from administrative assistant to office manager. In her current role, she is the lead for the organization's recruitment and development, sits on the Board of Concerned African American Parent Alliance, and is the a founder Savant Preparatory Academy Incorporated. As a board member of Savant Preparatory Academy, she has developed and actively contributed to Savant's free tutoring program for students in San Bernardino City. As a member of the community, Jea takes ownership and responsibility for making sure that students in San Bernardino are reaching their full potential and achieving academic excellence.

Element 1: EDUCATIONAL PROGRAM

Governing Law: "A description of the educational program of the school, designed, among other things, to identify those whom the 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." California Education Code section 47605 (b)(5)(a)(i)

Governing Law: "A description, for the charter school, of annual goals, 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, or the nature of the program operated, by the charter school, 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." California Education Code section 47605 (b)(5)(a) (ii)

Mission

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

Vision

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

Target Population

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

Savant Preparatory Academy of Business focuses on students who come from economically disadvantaged families and may be significantly behind in reading and math. SPAB is open to all students and will actively recruit a diverse student population. In the first year, Savant will recruit 100 students from transitional kindergarten to second grade, and will gradually expand in subsequent years to eventually serve 325 students in kindergarten through 6th grade by the year 2022-2023. SPAB strives, through recruiting efforts, to achieve a racial and ethnic balance of students that will reflect the general population within the territorial jurisdiction of the San Bernardino City Unified School District. This school also has, as part of its unique focus, a specific mission to target the lowest-performing students in San Bernardino City schools.

To be clear, SPAB will serve all students who choose to enroll and will be fully prepared to serve English Language Learners, At-Risk Students, Special Education Students, and High Achieving Students. SPAB will be inclusive of students with a wide range of talents and abilities, and will utilize differentiation and specific interventions to serve all students that enroll. SPAB anticipates that 85% of the students will come from economically disadvantaged families. Research indicates that students who come from low socio-economic backgrounds particularly in language especially if they are speaking languages other than English. This lack of language severely impacts acquisition of academic vocabulary and other early literacy skills and mathematical concepts. Because of this, we expect that the majority of our students will need intense intervention in English language arts and mathematics.

SPAB will not discriminate against any child on the basis of race, ethnicity, nationality, gender, gender identity, gender expression, disability, religion, or sexual orientation and/or association with individuals with one or more of these characteristics or any other characteristic that is contained in the definition of hate crimes as set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. SPAB recognizes this extends to

the prohibition against discrimination against any person based on the perception that the person has any of those characteristics or that the person is associated with someone who has, or is perceived to have, any of those characteristics. All students are welcomed at SPAB.

The Charter School founders have already made significant connections with local community organizations that will help with recruitment, and, in some cases, have become service providers when the school opens. A solid recruitment plan will be developed to include multiple strategies of recruitment including door-to-door street canvassing, advertisement in local papers, and attendance at community events. A community events calendar will be developed and implemented that consists of attendance at a cross-section of events covering all student populations including academically high-achieving students, special needs, English Learners, and migrant students. With effective outreach and established connections, as outlined above, SPAB anticipates meeting its projected growth plan targets with ease. SPAB recognizes transitional kindergarten is a requirement and comes fully equipped and qualified to offer this program.

Enrollment

Savant Preparatory Academy of Business will be a site-based school serving approximately 325 students in TK through 6th grade by the year 2022-2023. The Charter School will initially open with the grades of transitional kindergarten to 2nd grade and will add subsequent grades through the years until SPAB is serving transitional kindergarten through 6th Grade.

Savant anticipates having the following number of classes for each grade level. It is possible to add 20% based on demand for entrance into our Academy.

Projected School Enrollment by Grade and Year

Grades	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
TK	25	25	50	50	50
K	25	25	50	50	50
1	25	25	50	50	50
2	25	25	25	50	50
3	0	25	25	25	50
4	0	0	25	25	25
5	0	0	0	25	25

6	0	0	0	0	25
Total	100	125	225	275	325

Educational Philosophy

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

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

How Learning Best Occurs

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

This occurs when:

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

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

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

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

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

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

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

1. Academic Strength- An individual who has a wide range of general knowledge in all subjects, especially SPAB core subjects of English, Math, Science, Social Science, Business, and Technology.
2. Socially Responsible Individualism- An educated person understands that they are responsible for the advancement of their community and the world around them. Business leaders have a unique understanding of their role in the community and support civic action. They see themselves as a contributing member of the community. Operating under this notion, an educated person will embrace a deliberate sense of duty to uplift their community.
3. Character Development-
 - a. Work Ethic
 - b. Honoring Commitments
 - c. Resiliency (internal vs. external locus of control)
 - d. Growth Mindset
4. Industrious- Educated persons are confident in their ability to impact the world around them.
 - a. According to Erik Erikson, students will be in the Industry vs. Inferiority developmental stage. “If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior,

doubting his own abilities and therefore may not reach his or her potential.” (McLeod, 2013)

- b. Develop critical thinking skills that enable scholars to describe or explain, apply and analyze, evaluate and ultimately create a new body of work based on the knowledge that was attained.
- c. Recognition that one must have a particular skill-set to compete globally. This kind of thinking is enhanced by developing the skill set that lays the foundation for ensuring knowledge is retained and ultimately applied.

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

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

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

Savant Preparatory Academy of Business Five Pillars

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

1. **Vision** - Savant scholars will be taught to see opportunity everywhere. Our scholars will be innovative thinkers who are always looking for ways to create new ideas or improve on current processes, services, and/or products. Our scholars will be able to look to the future to develop and initiate a plan to make life better for those to come.

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

Curriculum and Instruction

Savant Preparatory Academy of Business is a seat based TK-6 charter school. Students in transitional kindergarten through Grade 6 will receive well-rounded, standards-based instruction focusing on an innovative educational experience that comes from a balance of both experiential and academic learning. Teachers will use Common Core State Standards for reading/language arts and math to plan and construct lessons that will: prepare children for the demands of the 21st century, equip students with skills necessary to compete globally, ensure that scholars are both career and college ready, and develop a growth mindset to encourage leadership and management capabilities.

SPAB recognizes that children have a natural curiosity that will be fostered in a supportive, positive environment which permits interaction and exploration. Each grade will build on the existing interests, skills, and motivations of the learner until

students reach mastery of academic standards. The founders/directors of SPAB are individuals whom have been involved with education and recognize that the traditional approach to instruction does not work for all children. We believe that the combination of an innovative instructional schedule in a small learning community, combined with a strong academic and business curriculum is a more effective approach to meet the needs of all students and help them reach their full potential.

Academic Curriculum

All TK-6 core curriculum at Savant Preparatory Academy of Business will be based on California Common Core State Standards. Students will be expected to meet or exceed grade level standards in reading, writing, math, science, and social studies. SPAB believes that learning is best achieved when students are motivated to learn. Based on Dweck and Elliot's research on Achievement Motivation, "Students' motivation in the classroom depends on how they define success in that situation, as well as messages about the criteria for success in the classroom." (Dweck & Elliot, 1983) Therefore, SPAB will use a flexible curriculum model along with Lev Vygotsky's Zone of Proximal Development to scaffold learning materials based on specific classroom needs as well as specific student needs. SPAB understands that what works for one student may not necessarily work for another student. As a result, SPAB will use a variety of strategies to teach the standard curriculum. Some of the suggested core materials can be seen on table 1 below.

SPAB Curriculum

Table 1 suggested core materials

The following curriculum is just a sample and subject to change based on student needs.

	Core Materials	Intervention Materials
Math	Engage New York	<p>Zearn Zearn is an online intervention site that supplements math content through independent digital lessons and small group instruction. This program offer sover 100 independent digital lessons for each grade that enables students to learn new concepts and review old ones at their own pace.</p> <p>Tenmarks Tenmarks in an online, standards-based program that complements the Engage New York math curriculum. This program provides scaffolded lesson, guided practice, inquiry based performance tasks, assessments, and intervention to help students reach mastery.</p> <p>Xtra Math Xtra Math is an online intervention site that focuses on the mastery of basic addition, subtraction, multiplication, and division fact fluency.</p> <p>Prodigy Prodigy is an engaging, online math intervention site that has content for Grades 1-8. This program uses the information gathered from a diagnostic assessment to place students in an individualized learning program that helps students reach mastery.</p>
ELA	Wonders	The Wonders' curriculum comes equipped with intervention materials such as leveled readers, ELD workbooks, fluency, and reinforcement activities that help students at many different levels meet mastery.
Science	STEMScope	
Social Studies	Houghton Mifflin Harcourt	

Business	Your Financial Future Future	
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English Language Arts

Philosophy:

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

Instructional Framework:

The Wonders curriculum is designed to follow the California Common Core State Standards. The K-12 standards define what students should understand and be able to do by the end of each grade and transitional kindergarten will modify kindergarten standards to create a developmentally appropriate framework. They correspond to the following College and Career Readiness (CCR) anchor standards:

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

Knowledge of Language
Vocabulary Acquisition and Use

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Each unit in the Wonder’s curriculum is organized by units that are designed around “Big Ideas” and weekly lessons that address a weekly concept, essential question, and a science and/or social studies standard. Wonders is equipped with resources that include a read aloud, reading/writing workshop, literature anthology, leveled readers, vocabulary units, phonics and spelling activities, fluency passages, and research and inquiry performance tasks. Table 2 is a sample layout of units for kindergarten through sixth grade:

Table 2: English Language Arts Scope and Sequence

Transitional Kindergarten		
<p><u>Unit 1</u></p> <p>Big Idea: Take a New Step</p> <p>Essential Question: What can we learn when we try new things?</p>	<p><u>Unit 2</u></p> <p>Big Idea: Let’s Explore</p> <p>Essential Question: What can you find out when you explore?</p>	<p><u>Unit 3</u></p> <p>Big Idea: Going Places</p> <p>Essential Question: What can you learn by going to different places?</p>
<p><u>Unit 4</u></p> <p>Big Idea: Around the Neighborhood</p> <p>Essential Question: What do you know about the people and the places in your neighborhood?</p>	<p><u>Unit 5</u></p> <p>Big Idea: Wonders of Nature</p> <p>Essential Question: What kinds of things can you find growing in nature?</p>	<p><u>Unit 6</u></p> <p>Big Idea: Weather for all Seasons</p> <p>Essential Question: How do weather and seasons affects us?</p>
Kindergarten		
<p><u>Unit 1</u></p> <p>Big Idea: Take a New Step</p> <p>Essential Question: What can we learn when we try new things?</p>	<p><u>Unit 2</u></p> <p>Big Idea: Let’s Explore</p> <p>Essential Question: What can you find out when you explore?</p>	<p><u>Unit 3</u></p> <p>Big Idea: Going Places</p> <p>Essential Question: What can you learn by going to different places?</p>

<u>Unit 4</u> Big Idea: Around the Neighborhood Essential Question: What do you know about the people and the places in your neighborhood?	<u>Unit 5</u> Big Idea: Wonders of Nature Essential Question: What kinds of things can you find growing in nature?	<u>Unit 6</u> Big Idea: Weather for all Seasons Essential Question: How do weather and seasons affects us?
First Grade		
<u>Unit 1</u> Big Idea: Getting to Know Us Essential Question: What makes you special?	<u>Unit 2</u> Big Idea: Our Community Essential Question: What makes a community?	<u>Unit 3</u> Big Idea: Changes Over Time Essential Question: What can happen over time?
<u>Unit 4</u> Big Idea: Animals Everywhere Essential Question: What animals do you know about? What are they like?	<u>Unit 5</u> Big Idea: Figuring It Out Essential Question: How can we make sense of the world around us?	<u>Unit 6</u> Big Idea: Together We Can Essential Question: How does teamwork help us?
Second Grade		
<u>Unit 1</u> Big Idea: Friends and Family Essential Question: How do family and friends grown, learn, and help one another?	<u>Unit 2</u> Big Idea: Animal Discoveries Essential Question: How do animals play a part in the world around us?	<u>Unit 3</u> Big Idea: Live and Learn Essential Question: What have you learned about the world that surprises you?
<u>Unit 4</u> Big Idea: Our Life/Our World Essential Question: How do different environments make the world an interesting place?	<u>Unit 5</u> Big Idea: Let's Make a Difference Essential Question: How can people make a difference?	<u>Unit 6</u> Big Idea: How on Earth? Essential Question: What keeps our world working?
Third Grade		

<u>Unit 1</u> Big Idea: Growing and Learning Essential Question: How can learning help us grow?	<u>Unit 2</u> Big Idea: Figure It Out Essential Question: What does it take to solve a problem?	<u>Unit 3</u> Big Idea: One of a Kind Essential Question: Why are individual qualities important?
<u>Unit 4</u> Big Idea: Meet the Challenge Essential Question: What are different ways to meet challenges?	<u>Unit 5</u> Big Idea: Take Action Essential Question: What are ways people can take action?	<u>Unit 6</u> Big Idea: Think It Over Essential Question: How do we decide what's important?
Fourth Grade		
<u>Unit 1</u> Big Idea: Think It Through Essential Question: How can a challenge bring out our best?	<u>Unit 2</u> Big Idea: Amazing Animals Essential Question: What can animals teach us?	<u>Unit 3</u> Big Idea: That's the Spirit Essential Question: How can you show your community spirit?
<u>Unit 4</u> Big Idea: Fact or Fiction? Essential Question: How do different writers treat the same topic?	<u>Unit 5</u> Big Idea: Figure It Out Essential Question: What helps you understand the world around you?	<u>Unit 6</u> Big Idea: Past, Present, and Future Essential Question: How can you build on what came before?
Fifth grade		
<u>Unit 1</u> Big Idea: Eureka! I've Got It! Essential Question: Where can an idea begin?	<u>Unit 2</u> Big Idea: Taking the Next Step Essential Question: What does it take to put a plan into action?	<u>Unit 3</u> Big Idea: Getting from Here to There Essential Question: What kinds of experiences can lead to new discoveries?

<u>Unit 4</u> Big Idea: It's Up to You Essential Question: How do we decide what's important?	<u>Unit 5</u> Big Idea: New Perspectives Essential Question: In what ways can things change?	<u>Unit 6</u> Big Idea: Linked In Essential Question: How are we all connected?
Sixth Grade		
<u>Unit 1</u> Big Idea: Changes Essential Question: How can changes transform the way people look at the world?	<u>Unit 2</u> Big Idea: Excursions Across Time Essential Question: What can we gain from reading about past civilizations?	<u>Unit 3</u> Big Idea: Accomplishments Essential Question: What does it take to accomplish a goal?
<u>Unit 4</u> Big Idea: Changing Environments Essential Question: How do people meet challenges and solve problems?	<u>Unit 5</u> Big Idea: Discoveries Essential Question: How can discoveries open new possibilities?	<u>Unit 6</u> Big Idea: Resources Essential Question: When is it important to take action?

Mathematics

Philosophy:

The Mathematics Program at Savant Preparatory Academy of Business is built upon a growth mindset that supports students as they transform their belief about how mathematics works. Just as adults see math everywhere, students begin to establish those same connections and a foundation for persistence that will carry over into all aspects of their lives, especially as it relates to entrepreneurship and financial literacy. Savant Preparatory Academy of Business encourages the struggle, understanding that through this process students will gain even more learning to think critically and become active problem-solvers. The curriculum is developmentally appropriate and thus encourages a high level of student engagement while demanding higher-order thinking in math. Teachers follow an inquiry-based model of instruction that includes cooperative learning, direct instruction, labs, hands-on investigations, manipulatives, engineering principles, and authentic tasks. Through these

experiences, students develop academic vocabulary as well as a means to take risks, share their thinking, and make mistakes.

This approach in the math program supports the shifts in the Common Core as follows:

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

Instructional Framework:

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

The core of the math curriculum utilizes the workshop model, including a mini-lesson, guided practice, independent practice, and a closing/sharing. While the workshop generally follows this sequence, steps can be inverted to place a focus on inquiry with a guided exploration preceding the mini-lesson. During the mini-lesson, the concepts, skills, and expectations are clearly articulated. The teacher’s role during this time is to provide direct instruction as concepts are introduced, skills are modeled, and instructions are provided. During guided practice, the teacher invites students to participate in the learning at hand, highlighting the various approaches to problem solving and encouraging student sharing, articulation, and ownership while also using cognitive coaching to push thinking and clarify misconceptions. Finally, students are released for independent practice. During this time, teachers examine student work, provide small group instruction, conference with students, and provide additional skills that build upon the learned concept. Students are able to work on their own trajectory of learning and extend their thinking and application with games, fact practice, and use of manipulatives. At the end of the lesson, students are brought back together for a closing and sharing. This is a time for the teacher to check for understanding, provide just-in-time feedback via cognitive coaching to remediate any misconceptions, as well as link the days learning to that of the next lesson or the unit as a whole.

Through use of the workshop model, students learn to justify their thinking as teachers act as a facilitator of learning. Students learn to clearly articulate their

thinking through discussions rich with mathematical language, sharing their observations and misconceptions. Finally, students begin to make connections as they explore the math strands and experience multiple ways to solve the problems.

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

Samples of the scope and sequence for transitional kindergarten through sixth grade are provided in Table 3. Transitional kindergarten will modify kindergarten standards to create a developmentally appropriate framework for math content. The scope and sequence is organized into modules. Students move through these modules within their core classroom.

Table 3: Mathematics Scope and Sequence

Transitional Kindergarten

Transitional kindergarten mathematics is modeled after the CCSS Major Math Strands and Concepts for kindergarten math and will be modified to be developmentally appropriate. Transitional kindergarten and kindergarten is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

CCSS Major Math Strands and Concepts:

Counting and Cardinality

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Beginning of Year Unit:

Transitional Kindergarten: The First 10 Days, Week of Inspirational Math (2 weeks)

Essential Modules:

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10-20 and Counting to 100

Kindergarten

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

CCSS Major Math Strands and Concepts:

Counting and Cardinality

- Know number names and count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Beginning of Year Unit:

Kindergarten: The First 10 Days, Week of Inspirational Math (2 weeks)

Essential Modules:

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10-20 and Counting to 100
- Module 6: Analyzing, Comparing, and Composing Shapes

First Grade

First Grade mathematics is about: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

CCSS Major Math Strands and Concepts:

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Beginning of Year Unit:

First Grade: The First 10 Days, Week of Inspirational Math (2 weeks)

Essential Modules:

- Module 1: Sums and Differences to 10
- Module 2: Introduction to Place Value Through Addition and Subtraction

Second Grade

Second grade mathematics is about: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

CCSS Major Math Strands and Concepts:

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Beginning of Year Unit:

Second Grade: The First 10 Days, Week of Inspirational Math (2 weeks)

Essential Modules:

- Module 1: Sums and Differences to 100
- Module 2: Addition and Subtraction of Length Units
- Module 3: Place Value, Counting, and Comparison of Numbers to 1000
- Module 4: Addition and Subtraction Within 200 with Word Problems to 100
- Module 5: Addition and Subtraction Within 1000 with Word Problems to 100
- Module 6: Foundations of Multiplication and Division
- Module 7: Problem Solving with Length, Money, and Data

Third Grade

Third grade mathematics is about: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

CCSS Major Math Strands and Concepts:

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Beginning of Year Unit:

Third Grade: The First 10 Days, Week of Inspirational Math (2 weeks)

Fourth Grade

Fourth grade mathematics is about: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

CCSS Major Math Strands and Concepts:

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Fifth grade

Fifth grade mathematics is about: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

CCSS Major Math Strands and Concepts:

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

Sixth Grade

Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking

CCSS Major Math Strands and Concepts:

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Multiply and divide multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability
- Summarize and describe distributions.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science

Philosophy

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

Instructional Framework

The science program includes a scientific inquiry approach that will allow all students to utilize an online learning platform, facilitated by hands-on exploration and teacher modeling to help students think and act like scientists. Savant Preparatory Academy of Business will implement Next Generation Science Standards (NGSS) using the STEMScopes, a research-based science curriculum for grades PreK-12. Within the curricular framework are scopes for Physical Sciences, Life Sciences, and Earth and Space Science. Each STEMScope unit follows a similar design to provide multiple exposures to scientific concepts. Every module in each grade level uses the 5E+IA lesson model, which emphasizes student learning through hands-on science, and includes intervention and acceleration resources.

5E+IA Instructional Model

- Engage: Students are presented with a probing activity to gauge student's prior knowledge before engaging in the inquiry process.
- Explore: Students are presented with a series of tasks in which they complete rigorous, hands-on activities. Tasks are aimed to have students design, test, and build solutions to problems based on given criteria and challenges.
- Explain: The educator presents vocabulary terms with visuals and definitions. A class activity is performed in which students use different forms of communication to discuss scientific topics connected to the content. During this phase, students will also engage in watching videos that engage them to formulate meaning with content.
- Elaborate: Students are given the chance to connect to other content areas, such as mathematics, to further address the concepts and gain a deeper understanding. Students are given additional reading passages designed to be guided by the educator for understanding.
- Evaluate: A standards-based assessment will be completed by students in which students will write a scientific explanation to show their understanding of the concept, respond to an open-ended prompt, and complete a multiple choice assessment.

- Intervention: Teachers are provided with resources in how to administer small-group lessons to students who may need intervention on the topics and other content-related resourced applicable to the specific module.
- Acceleration: An extension of ideas and activities are provided to further elaborate the concepts for students who are high achievers.

A sample Scope and Sequence for transitional kindergarten through 6th grade is provided in Table 4. These are aligned to the NGSS, with Performance Expectations detailed in alignment to the content and standards.

Table 4: Science Scope and Sequence

Transitional Kindergarten		
Early Explorer <ol style="list-style-type: none"> 1. Calendar Time 2. Five Senses 3. Properties of Matter 4. Forces 5. Objects in the Sky 6. Sun's Heat Weather Patterns 7. Caring for Our Earth 8. Life Cycles 9. Food Sources 10. Habitats 11. Food as Energy 12. Basic Needs 		
Kindergarten		
NGSS Performance Expectation The student will demonstrate mastery of the following NGSS aligned performance expectations: <ul style="list-style-type: none"> • K-PS2 Motion and Stability: Forces and interactions • K-PS3 Energy • K-LS1 From Molecules to Organisms: Structures and Processes • K-ESS2 Earth's Systems • K-ESS3 Earth and Human Activity 		
Physical Science Modules <ol style="list-style-type: none"> 1. Energy from the Sun 2. Pushes and Pulls 3. Speed and Direction 	Life Science Modules <ol style="list-style-type: none"> 1. Animal Needs 2. Plant Needs 	Earth and Space Science Modules <ol style="list-style-type: none"> 1. Habitats 2. Uses of Natural Resources 3. Organisms Impact on Environments 4. Reducing Human Impact 5. Weather Conditions 6. Measurement of Weather 7. Weather Hazards

1st Grade		
NGSS Performance Expectation The student will demonstrate mastery of the following NGSS aligned performance expectations: <ul style="list-style-type: none"> • 1-PS4 Waves and their Applications in Technologies for Information Transfer • 1-LS1 From Molecules to Organisms: Structures and Processes • 1-LS3 Heredity: Inheritance and Variation of Traits • 1-EES1 Earth’s Place in the Universe 		
Physical Science Modules 1. Sound 2. Communication 3. Behavior of Light	Life Science Modules 1. Parts of Plants 2. Parts of Animals 3. Plant Survival 4. Animal Survival 5. Plant Trait Inheritance and Variation 6. Protecting the Young 7. Animal Trait Inheritance and Variation	Earth and Space Science Modules 1. Patterns in Space 2. Seasonal Patterns
2nd Grade		
NGSS Performance Expectation The student will demonstrate mastery of the following NGSS aligned performance expectations: <ul style="list-style-type: none"> • 2-PS1 Matter and Interactions • 2-LS2 Ecosystems: Interactions, Energy, and Dynamic • 2-LS4 Biological Evolution: Unity and Diversity • 2-ESS1 Earth’s Place in the Universe • 2-ESS2 Earth’s Systems • K-2-ETS1 Engineering Design 		

Physical Science Modules <ol style="list-style-type: none"> 1. Properties and States of Matter 2. Properties of Materials 3. Building Blocks of Matter 4. Changes from Heat 	Life Science Modules <ol style="list-style-type: none"> 1. What Plants Need 2. Animal and Plant Dependence 3. Diversity of Living Things 	Earth and Space Science Modules <ol style="list-style-type: none"> 1. Mapping Our World 2. Forms of Water on Earth 3. Quick Changes to Land 4. Slow Changes to Land 5. Effects of Wind and Water
3rd Grade		
NGSS Performance Expectation The student will demonstrate mastery of the following NGSS aligned performance expectations: <ul style="list-style-type: none"> • 3-PS2 Motion and Stability: Forces and Interactions • 3-LS1 From Molecules to Organisms: Structures and Processes • 3-LS2 Ecosystems: Interactions, Energy, and Dynamic • 3-LS3 Heredity: Inheritance and Variation of Traits • 3-LS4 Biological Evolution: Unity and Diversity • 3-ESS2 Earth's Systems • 3-ESS3 Earth and Human Activity 		
Physical Science Modules <ol style="list-style-type: none"> 1. Objects and Motion 2. Electric and Magnetic Forces 	Life Science Modules <ol style="list-style-type: none"> 1. Life Cycles 2. Inheritance and Variation of Traits 3. Social and Group Behavior 4. Survival of the Fittest 5. Environmental Traits 6. Environmental Changes and Effects 7. Adaptations 8. Fossils 9. Plant and Animal Extinction 	Earth and Space Science Modules <ol style="list-style-type: none"> 1. Weather and Climate 2. Processes and Impacts of Natural Hazards
4th Grade		

NGSS Performance Expectation

The student will demonstrate mastery of the following NGSS aligned performance expectations:

- 4-PS3 Energy
- 4-PS4 Waves and their Applications in Technologies for Information Transfer
- 4-LS1 From Molecules to Organisms: Structures and Processes
- 4-ESS1 Earth's Place in the Universe
- 4-ESS2 Earth's Systems
- 4-ESS3 Earth and Human Activity

Physical Science Modules

1. Energy and Speed
2. Energy and Collision
3. Transfer of Energy in Collision
4. Chemical Processes
5. Energy and Electric Currents
6. Wavelength and Amplitude
7. Motion of Waves
8. Light Reflection
9. Information Technologies

Life Science Modules

1. Sense Receptors
2. Plant and Animal Parts

Earth and Space Science Modules

1. Renewable and Nonrenewable Resources
2. Rock Patterns
3. Changing Land
4. Plate Tectonics
5. Natural Processes
6. Plants' Effects on Regions

5th Grade**NGSS Performance Expectation**

The student will demonstrate mastery of the following NGSS aligned performance expectations:

- 5-PS1 Matter and Its Interactions
- 5-PS2 Motion and Stability: Forces and Interactions
- 5-PS3 Energy
- 5-LS1 From Molecules to Organisms: Structures and Processes
- 5-LS2 Ecosystems: Interactions, Energy, and Dynamics
- 5-ESS1 Earth's Place in the Universe
- 5-ESS2 Earth's Systems
- 3-5-ETS1 Engineering Design

Physical Science Modules <ol style="list-style-type: none"> 1. Matter is Everywhere 2. Matter Changing States 3. Properties of Matter 4. Mixtures 5. Energy Transfer 6. Gravity 	Life Science Modules <ol style="list-style-type: none"> 1. Matter and Energy in Plants 2. Basic Needs 3. Food Webs 4. Ecosystems 5. Matter Cycles 	Earth and Space Science <ol style="list-style-type: none"> 1. Earth's Systems 2. Earth's Systems Interactions 3. Water Sources 4. Human Footprint 5. Reducing Human Footprint 6. Earth's Rotation 7. Observing the Stars 8. Objects in the Sky
6th Grade		
NGSS Performance Expectation The student will demonstrate mastery of the following NGSS aligned performance expectations: <ul style="list-style-type: none"> • MS-PS1 Matter and Its Interactions • MS-PS2 Motion and Stability: Forces and Interactions • MS-PS3 Energy • MS-PS4 Waves and their Applications in Technologies for Information Transfer • MS-LS1 From Molecules to Organisms: Structures and Processes • MS-LS2 Ecosystems: Interactions, Energy and Dynamics • MS-LS3 Heredity: Inheritance and Variation of Traits • MS-LS4 Biological Evolution: Unity and Diversity • MS-ESS1 Earth's Place in the Universe • MS-ESS2 Earth's Systems • MS-ESS3 Earth and Human Activity • MS-ETS1 Engineering Design 		
Physical Science <ol style="list-style-type: none"> 1. Thermal Energy Transfer 2. Energy Transfer in Motion 3. Energy Transfer and Temperature 4. Energy Transfer Optimization 	Life Science <ol style="list-style-type: none"> 1. What Are Cells? 2. Anatomy of a Cell? 3. Bodies and Systems 4. Reproduction in Plants and Animals 5. Growth of Plants 6. Sensory Receptors 7. Genetic Variation 8. Inheritance 9. Reproduction and Variation 	Earth and Space Science <ol style="list-style-type: none"> 1. The Water Cycle 2. Influences on Weather and Climate 3. Water on Earth 4. Ocean's Influence on Weather and Climate 5. Water in the Atmosphere 6. Predicting Weather 7. Changes to Earth's Environment 8. Human Activities and Global Climate Changes

Curriculum

Savant Preparatory Academy of Business intends to utilize the following high-quality, research-based instructional materials for the Science program.

STEMScope

STEMScope is a PreK-12 hands-on science curriculum created by Accelerated Learning, in conjunction with Rice University. The curriculum is built around the proposition that all students learn science best by doing science. The curriculum is designed for educators to adopt effective STEM instructional practices, improve student performance, and increase the engagement of parents through high quality, customized, standards-aligned, hands-on digital STEM curricula and resources. Program components include an extensive teacher guide, embedded professional development within the program, onsite launch, advanced and coaching mentoring sessions. The Curriculum Materials detailed above, as well as the Examples of Scope and Sequence, may be changed based on student needs and shall not be considered a material revision of the charter.

Social Studies

Philosophy

Savant Preparatory Academy of Business will create classrooms where students are inundated with the importance of studying historical events and the message that if we do not learn from our past, it will become our future. Students will become engaged in the learning process in learning from a variety of sources. Savant Preparatory Academy of Business believes social studies in an ever growing, ever evolving study of human life and the events that have built our society into what it is today. Students must learn to absorb the information that will affect them for a lifetime.

Instructional Framework

Units will be developed around Big Ideas, centered in the History and Social Studies discipline and aligned with the History-Social Science Framework for California Public Schools. Students will engage in a Social Studies block on a daily basis, in which students explore big ideas in an authentic and hands on setting. Students will learn about the qualities of the characters, cultures, and social issues as they are exposed to a variety of authors and writers. Savant Preparatory Academy of Business will emphasize reading skill development and reinforcement, skilled lessons that promote participation, hands-on engagement, technology integration, and the ability to reach all learners, which are found within Houghton Mifflin Harcourt's curriculum philosophy. Table 5 shows the Units of Study for transitional kindergarten through sixth grade aligned with History-Social Science Framework for California.

Table 5: Social Studies Scope and Sequence

Transitional Kindergarten: Learning and Working Now and Long Ago
<p>The transitional kindergarten social studies curriculum is modeled after the CCSS and concepts for kindergarten social studies and will be modified to be developmentally appropriate. Students in transitional kindergarten and kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p>
Kindergarten: Learning and Working Now and Long Ago
<p>Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.</p>
First Grade: A Child's Place in Time and Space
<p>Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.</p>
Second Grade: People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

Third Grade: Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

Fourth Grade: California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Fifth Grade: United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo Christian principles, the ideals of the Enlightenment, and the English traditions of self government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

Sixth Grade: World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Curriculum

Savant Preparatory Academy of Business intends to utilize the following high-quality, research-based instructional materials for the Social Studies program.

Houghton Mifflin Harcourt Social Studies

Houghton Mifflin Harcourt is designed to engage and motivate every student. The curriculum goes through themes and skills needed for students to become informed, consider diverse points-of-view, use critical thinking skills, and become active in their communities. The Curriculum Materials detailed above, as well as the Examples of Scope and Sequence, may be changed based on student needs and shall not be considered a material revision of the charter.

Integrated Business Curriculum

Philosophy:

Savant Preparatory Academy of Business believes that students need to be educated about money management and entrepreneurship. SPAB wants to enlighten, equip, and engage students to be exposed to the world of financial literacy. Through an integrated business curriculum within other core subject areas, scholars will receive an invaluable opportunity to understand how their personal choices will make a difference throughout their lives in their education, career, and money management.

Instructional Framework:

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

1. Executive summary
2. Business description
3. Products and services

4. Sales and marketing
5. Operations
6. Management team
7. Development
8. Financial summary

Each of these components will promote the 21st century skills of collaboration, critical thinking, communication, and creativity and will support the California Common Core standards for math and English language arts.

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

At the end of each school year, students from the 3rd-6th grade will present their business plan at SPAB's annual business fair where parents and community members will support them. Students will be challenged to come up with a pitch and add visual elements to engage their audience and potential buyer. Such an experience will help students learn how to articulate their ideas in a clear manner and further develop the skills necessary to be successful.

The structure of this program is consistent for all grade levels. Units are developed from different concepts that are imperative to teaching finances. Each unit will contain activities that will have students make connections with the information being taught. The lessons provide students with clear topic objectives, opportunities for reflection, and the reality that financial and entrepreneurship are truly attainable. Table 6 shows the three different levels of Your Financial Future for 3rd-6th grade. Students K-2nd grade will receive the same concepts as 3rd grade at their level.

Table 6: Business Curriculum Scope and Sequence based on *Your Financial Future*

Business Curriculum Scope and Sequence		
Level One (TK-2 nd Grade)	Level Two (3 rd -5 th Grade)	Level Three (6 th Grade)

Unit 1: The Economic Way of Thinking Unit 2: Money Management and the Basics of Banking Unit 3: Saving and Investing Unit 4: Spending	Unit 1: The Economic Way of Thinking Unit 2: Money Management and the Basics of Banking Unit 3: Saving and Investing Unit 4: Spending Unit 5: Credit Unit 6: Philanthropy and Giving	Unit 1: The Economic Way of Thinking Unit 2: Money Management and the Basics of Banking Unit 3: Saving and Investing Unit 4: Spending Unit 5: Credit Unit 6: Personal Insurance Needs Unit 7: Philanthropy and Giving Unit 8: Career Planning: Taking Charge of Your Life
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Your Financial Future

Your Financial Future is designed to engage and teach finance to every student. The pacing guide goes through different skills that are needed to become financially literate. Materials detailed above, as well as the examples of scope and sequence, may be changed based on student needs and shall not be considered a material revision of the charter.

Academic Instruction

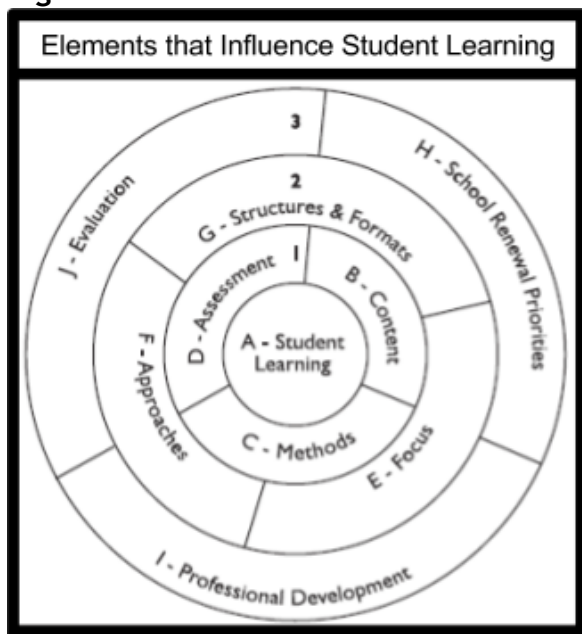
Savant has established its TK-6 program based on the research and writing of Carl Glickman. His ideas express that teachers use a plethora of instructional practices, reflection, and observation to foster student learning. According to Glickman, "Effective teaching is not a set of generic practices,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

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

1. **Direct-** This strategy is highly teacher centered and includes lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
2. **Indirect-** This strategy is student centered and includes inquiry, induction, problem solving, decision making, and discovery
3. **Interactive-** This strategy is reliant upon on discussion and sharing among students and teachers. This strategy is extremely on collaborative projects.
4. **Experiential-** This strategy is learner centered and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Personalized reflection about an experience and the formulation of plans to apply learnings to other contexts are critical factors in effective experiential learning. Experiential learning greatly increases understanding and retention in comparison to methods that solely involve listening, reading, or even viewing (McNeil & Wiles, 1990). Students are usually more motivated when they actively participate and teach one another by describing what they are doing.
5. **Independent-** This strategy focuses on fostering the development of individual student initiative, self-reliance, and self-improvement. It is very flexible and can be used in conjunction with other strategies and supplemental technological programs.

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

Figure 1



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

The use of his idea of a minimum maximum curriculum, in which students receive additional time to master the basics before high school or continue to work on more specialized or deeper content, will also ensure that SPAB students have at least mastered the basics for success for high school and beyond. Some of SPAB's staff development during the next 5 years will be used to develop these grade level continuums and to look at research based instructional practices such as differentiated instruction, service learning, cooperative learning, and curriculum mapping. These practices will be used to encourage access to the curriculum and to promote collaboration in learning. These practices and future staff development will also support the Common Core Standards and the SBAC.

The goal for all students at SPAB is success. As such, students and parents will know and understand the school wide academic and social expectations of the curriculum. Families will continue to be encouraged to give 10 volunteer hours a year in or out of the classroom to be involved in their children's education. SPAB's curriculum will create successful students that are ready for high school, students that monitor their academic goals, accept responsibility, possess self-esteem, are organized, exhibit positive attitudes and an enthusiasm for learning.

Technology

Savant will operate with the understanding that technology has become one of the core subjects in the 21st century. Students will begin exposure to technology in TK by

engaging in software that increases their English language arts and math basic skills. SPAB will invest in enough computers/laptops to cover the largest class with a 1:1 ratio. In addition to this, SPAB will create a school website that will be interactive for students, parents, and teachers. This website will be updated on a regular basis.

Innovative Instructional Schedule

In an effort to meet all student needs, SPAB will use academic ability grouping during key points of the day to aid in differentiated instruction. The research on academic ability grouping shows that this strategy is effective in improving students understanding of the material as well as their attitude toward the material.

In order for this strategy to be most effective all grade levels need to be following the same academic schedule. This allows for students to move between classes based on their ability level but still be focused on a certain subject or objective at a time.

SPAB will offer a full day kindergarten. Operating under the belief that kindergarten sets the foundation for learning and attitudes toward school, SPAB will focus on cultural building, habits, and attitudes toward learning, as well as academics. In transitional kindergarten and kindergarten, students will have two 20-minute recess times as well as a half-hour lunch time. During their lunch hour, students will, not only enjoy a healthy meal, but learn about table manners and etiquette.

Students in Grades 1-3 will have identical schedules to allow for differentiated instruction as described above. Students in these grades will have two 20-minute recesses as well as a 30-minute lunch.

Sample Year One Daily Schedule

Full Day Bell Schedule

Regular Schedule			
TK	Kinder	1st Grade	2nd Grade
Breakfast 7:45-8:00	Breakfast 7:45-8:00	Breakfast 7:45-8:00	Breakfast 7:45-8:00
Mathematics 8:00-9:30	Mathematics 8:00-9:30	Mathematics 8:00-9:30	Mathematics 8:00-9:30
English Language Arts 9:30-10:00	English Language Arts 9:30-10:00	English Language Arts 9:30-10:20	English Language Arts 9:30-10:20

Recess/Snack 10:00-10:20	Recess/Snack 10:00-10:20	Recess/Snack 10:20-10:40	Recess/Snack 10:20-10:40
English Language Arts 10:20-11:20	English Language Arts 10:20-11:40	English Language Arts 10:40-12:00	English Language Arts 10:40-12:00
			Science 12:00-12:40
Lunch 11:20-11:40	Lunch 11:40-12:00	Lunch 12:00-12:20	Lunch 12:40-1:00
P.E. 11:40-12:00	P.E. 12:00-12:20	P.E. 12:20-12:40	P.E. 1:00-1:20
Recess 12:00-12:20	Recess 12:20-12:40	Recess 12:40-1:00	Recess 1:20-1:40
English Language Arts 12:20-12:50	Science 12:40-1:50	Science 1:00-2:00	Science 1:20-1:50
Science 12:50-1:50			
Recess/Snack 1:50-2:10	Recess/Snack 1:50-2:10	Social Studies 2:00-2:40 Recess/Snack 2:40-3:00	Social Studies 1:50-2:40 Recess/Snack 2:40-3:00
Social Studies 2:10-3:00	Social Studies 2:10-3:00		
Business 3:00-4:00	Business 3:00-4:00	Business 3:00-4:00	Business 3:00-4:00

Minimum Day Bell Schedule

Minimum Day Schedule			
TK	Kinder	1 st Grade	2 nd Grade
Breakfast 7:45-8:00	Breakfast 7:45-8:00	Breakfast 7:45-8:00	Breakfast 7:45-8:00

Mathematics 8:00-9:30	Mathematics 8:00-9:30	Mathematics 8:00-9:30	Mathematics 8:00-9:30
English Language Arts 9:30-10:00	English Language Arts 9:30-10:00	English Language Arts 9:30-10:20	English Language Arts 9:30-10:20
Recess/Snack 10:00-10:20	Recess/Snack 10:00-10:20	Recess/Snack 10:20-10:40	Recess/Snack 10:20-10:40
English Language Arts 10:20-11:00	English Language Arts 10:20-11:20	English Language Arts 10:40-11:20	English Language Arts 10:40-11:20
		Science/S.S. 11:20-11:40	Science/S.S. 11:20-12:00
Lunch 11:00-11:20	Lunch 11:20-11:40	Lunch 11:40-12:00	Lunch 12:00-12:20
Recess 11:20-11:30	Recess 11:40-11:50	Recess 12:00-12:10	Recess 12:20-12:30
English Language Arts 11:30-11:50	Science/S.S. 11:50-12:30	Science/S.S. 12:10-12:30	Business 12:30-1:00
Science/S.S. 11:50-12:30			
Business 12:30-1:00	Business 12:30-1:00	Business 12:30-1:00	

Savant Preparatory Academy of Business will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. school-wide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the school-wide goals for relevant sub-groups and corresponding assessments. Beginning in fiscal year 2018-19, Savant Preparatory Academy of Business will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

SPAB will meet all required instructional minutes. For charter schools, the required grade level minimum of minutes is as follows:

Grades	Proposed Class Size	# of Classes	Annual Instructional Minutes	# of School Days
TK	25	2	65,220	186
K	25	2	65,220	186
1	25	2	65,220	186
2	25	2	65,220	186
3	25	2	65,220	186
4	25	2	65,220	186
5	25	2	65,220	186
6	25	2	65,220	186

SPAB's academic calendar shall commence before September 30 in accordance with Education Code 47652 and includes at least 175 instructional days and for *each fiscal year, offer, at a minimum, the following number of minutes of instruction:*

- A. *To pupils in kindergarten, 36,000 minutes.*
- B. *To pupils in grades 1 to 3, inclusive, 50,400 minutes.*
- C. *To pupils in grades 4 to 8, inclusive, 54,000 minutes.*
- D. *To pupils in grades 9 to 12, inclusive, 64,800 minutes.*

School hours will be 8:00am-4:00pm. Monday will be a minimum day which will be used for professional development. Teachers will come in three additional days before school begins to prepare for the academic school year. SPAB's parents are responsible for sending their children to school and providing an explanation for absences.

Plan for students who are academically low achieving

At Savant Preparatory Academy of Business, all students will be held to high expectations and will be provided with differentiated scaffolds and supports to ensure that they progress at their optimal rate of development. Toward this end, Savant Preparatory Academy of Business will support students who are not meeting outcomes, students who are exceeding outcomes, and subgroups of students who require specialized instruction including but not limited to English Language Learners and Students with Special Needs. The differentiation and supports built into the Savant Preparatory Academy of Business design will provide these students with the scaffolds, supports, and/or extensions necessary to meet or exceed the school's exit

outcomes. Savant Preparatory Academy of Business will utilize a variety of assessment data to monitor student progress. This includes, but is not limited to, analysis of student work, projects and products, portfolios, teacher created assessments, benchmark assessments, state assessments, and teacher observations.

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

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

Based on the "Response to Intervention" model, SPAB supports a Three-Tiered Model. The model monitors student progress with different levels of intervention intensity. Prior to a low performing child is designated for special education, he or she is offered intense, individualized academic intervention. The student's progress is evaluated and recorded to see if interventions yield adequate academic growth.

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

SPAB takes a systematic approach to closing the achievement gap by targeting multiple resources and interventions towards low performing students. Students who are not meeting grade level benchmarks will be provided additional interventions. The interventions focus on building and supporting basic reading, writing, and math skills for success in the regular grade level appropriate curriculum. Additionally, the

interventions provide opportunities for students to re-learn concepts taught during the day.

Academically low-achieving students are expected to demonstrate at least the equivalent of one and a half years of growth in relation to CCSS. However, they may require additional time and resources to meet expected levels of proficiency. Therefore, in addition to in-class differentiation of instructional activities, low-achieving students will be provided with supplementary intervention courses until they have attained the expected level of proficiency. When additional interventions are needed, the staff are proactive in coordinating support services.

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

Services for academically low achieving students begin with a diagnostic assessment of student abilities and needs. Depending on identified needs, students will receive one or more of the following interventions according to various research based interventions listed below. It is essential for SPAB to monitor closely each intervention and its impact to ascertain progress for each student. The benchmark assessment in concert with formative assessments and parent teacher feedback will be used as ongoing evaluation to evaluate academic progress. Additionally, the following strategies will be implemented to identify educational needs.

- Classroom-based: Instructional activities will be modified to accommodate different learning styles to draw out students' various strengths.
- Students' simply needing additional assistance subjects or skill areas may obtain additional help from peers, staff, tutors, and mentors.
- A Student Success Team meeting will be conducted with a student's parent/guardian and SPAB personnel if a student is still not achieving grade-level standards.
- SPAB may develop intervention classes either during, before, or after school depending on student needs, staff availability, and scheduling demands.
- SPAB implements tiered instruction to ensure all learners' needs are met, in this case a student might move down a level.
- One on One support.
- Afterschool intervention/tutoring classes.
- Parent training/Workshops to Assist Student;
- Instructional software
- Re-teaching

- Differentiated instruction

Retention and Promotion Policy

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

Student Success Team at SPAB has included the Student Success Team (SST) process as a regular education process. Please note, including the SST under the special education section is meant to reflect the language in the 2004 reauthorization of Individuals with Disabilities Education Improvement Act (IDEA) which allows schools to “use a process which determines if a child responds to scientific, research-based intervention.” If the teacher or those closely associated with an at risk and/or academically low achieving student determine that the student needs further intervention and support, the parents of the student shall be contacted and included in the development of strategies to meet the specific learning needs of the student.

SPAB is committed to working with students who are academically low-achieving to help them increase performance and move closer to achieving grade level standards of academic performance, those students who are performing above grade level and needing additional challenge, and those students who are struggling at SPAB for any reason. SPAB will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Success Team process to develop a plan to address their individual needs.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for SPAB accountability; and serves to assist and counsel the parent, teacher, and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to the SST for consideration following documented attempts to address the concern. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers, and law

enforcement. The meeting is designed to create program modifications for the student that will result in greater student achievement.

The SPAB 12 SST meeting steps shall include:

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

After implementation of a SST plan and follow up, if the problem continues after 60 days, revisions to the plan may be necessary, or a referral for special education/ related services or Section 504 assessment might be deemed necessary by the SST.

Plan for students who are academically high achieving

Teachers at SPAB use strategies such as differentiated instruction, cubing (students get cubes with different tasks on each side that help students analyze a concept from different perspectives), tic-tac-toe (a choice board with nine different differentiated tasks that students may choose from as long as the tasks chosen are in 3 adjacent or diagonal boxes) , independent learning contracts, and rubrics to differentiate content, process, and product for ALL students. Teachers use the work of Carol Ann Tomlinson as a resource for instructionally effective differentiation. Differentiated instruction is defined an approach to teaching that is comprehensive and guides teachers in all aspects of their practice. It does not mean grading academically high-achieving students harder than other students or assigning extra work to keep students busy (Tomlinson, 1995). It is a continuous process of learning about students' needs and interests and using that knowledge to guide instruction.

This process is most effective in a flexible and supportive learning environment, which encompasses both the physical setting of the classroom and its climate. The teacher sustains a relaxed yet challenging environment by encouraging responsibility and autonomy, supporting students' different needs, and emphasizing students' strengths. In addition, sharing responsibility for the classroom climate with students helps to ensure that it is productive and comfortable for everyone. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner. Parents will receive progress report three times a year during parent-teacher conferences. In

between these reporting periods parents will receive two additional progress reports. Parents will be informed if their student is academically high. Teachers will communicate to parents of the differentiated instruction that is occurring in the classroom. Parents will also be given suggestions on alternative assignments, projects, and/or assignments that the scholar can complete outside of the classroom. Both parent and educator will work together to ensure the student is being challenged to continue to grow academically.

Students working at different levels will sometimes be paired so that students excelling in a particular subject help students struggling with material more challenging. Brain-based research shows that people deepen understanding through the process of teaching others (Caine & Caine, 1998). Responses to the needs of high achieving students include:

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

Plan for English Language Learners

Savant Preparatory of Academy of Business will comply with all applicable state and federal laws regarding services and the education of English Learner (EL) students. Specifically, SPAB will develop, implement, and maintain policies and procedures for EL students in accordance with guidelines published by the Office of Civil Rights of the U.S. Department of Education, State and Federal Court decisions and policies, and California Education Code.

These policies and procedures will:

- Ensure outreach to parents of English Learners, provide training and hold regular meetings to inform them how to be involved with the education of their children.
- Inform parents of English Learners of the placement of their children in Structured English Immersion classrooms, and notify them of their opportunity to apply for an exception waiver for their children to participate in an alternative program.
- Properly identify English Learners through the Home Language Survey and assess their primary language and English Language proficiency through the English Language Proficiency Assessments for California (ELPAC) and benchmark testing of English language proficiency.
- All students with a home language other than English, are tested using ELPAC within 30 days or 60 days before the start of the school year, and annually each year afterward.
- School will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results.
- Allocate general funds for core instruction of English Learners, as well as categorical funds that supplement the core curriculum.
- Develop in compliance with state criteria and regulations, a program informed by a sound educational theory recognized by experts in the field or deemed a legitimate experimental strategy, and ensure the steps are taken to implement effectively the educational theory adopted by the school.
- Examine the program for English Learners for indications that language barriers confronting students are being overcome, and modify the program, if needed.
- Place English Learners in classrooms that enable them to have equal access to the School's educational program, and ensure they receive instruction in English Language Development and the core curriculum.
- Ensure that English Learners are taught by qualified staff, have sufficient curricular materials, and the facilities are in a clean and safe condition.
- Develop appropriate evaluation standards, including exit criteria, for measuring the progress of students.

Reclassification of English Learners

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

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

sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Language Learners

Savant Preparatory Academy of Business has developed its English Language development program in alignment with the California English Language Development (ELD) Standards. This includes a combination of Integrated English Language Development in the general education setting and, as needed, Targeted English Language Development in homogenous groupings by language level to ensure ELLs advance at their optimal rate of development and achieve the school's exit outcomes. Underlying this program is a focus on strong instruction and differentiation for all students, which has been shown to promote the learning of English Language Learners and their non-language learning peers. Toward this end, all students, including English Language Learners (ELLs), will be supported in achieving high levels of academic achievement and personal development through strong academic instruction throughout their coursework and high levels of differentiated scaffolds and supports

Integrated English Language Development

Savant Preparatory Academy of Business will use research-based methodologies and instructional practices in an Integrated English Development model to support ELLs in language and content acquisition. In the model, all students are instructed in English by teachers who use specific methods and strategies to front load the content vocabulary and the forms and functions of language necessary for students to engage in the content at hand. The integrated curriculum model provides an authentic, inquiry-based context that promotes student engagement and desire to practice these vocabulary and structures. Structures within the school model, such as risk-taking, flexible grouping, and cooperative learning, further facilitate this process.

During Integrated English Language Development, all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. This includes explicit language practice every day, in addition to thoughtful integration of the following into lesson planning across all disciplines: a language objective, identification of academic vocabulary, a focus on language structures and functions, opportunities for oral practice, collaborative conversations, visual cues, and graphic organizers. Lesson planning will be driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, teachers will:

- Identify academic vocabulary and language forms and functions key to accessing and demonstrating knowledge of the content.
- Set language objectives, differentiated for students based on proficiency level (Emerging, Expanding, Bridging).

- Incorporate opportunities for oral practice and collaborative conversations, as well as the use of visual cues and graphic organizers to support the language objectives.
- Utilize observation rubrics to monitor student language and adjust supports, scaffolds, or extensions accordingly

Designated English Language Development

In addition to the Integrated English Language Development supports and strategies in the immersion classroom, each English language learner who requires it under State and Federal Law will also receive Designated English Language Development tailored to their proficiency level (Emerging, Expanding, Bridging) on a daily basis. Designated ELD occurs during the Intervention block and provides the protected time for teachers to use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. It will also go beyond the needs of the coursework at hand, to explicitly teach language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

The California ELD framework, as well as curricular units as appropriate, will be used to guide this curriculum.

Plan for Special Education Including Children with Disabilities

Overview

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

The Charter School shall be categorized as a public school of the District in accordance with Education Code section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Special Education

Students with Special Needs

Savant Preparatory Academy of Business (SPAB) recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the San Bernardino City Unified School District (SBCUSD) and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. SPAB will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, SPAB will comply with SBCUSD and SELPA guidelines and all California laws pertaining to students with disabilities..

SELPA Affiliation

SPAB shall initially be deemed, by default, a public school of SBCUSD for purposes of special education, pursuant to Education Code section 47641(b). However, SPAB reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. In this case, SPAB will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

School of the Authorizer

So long as SPAB operates as a public school of SBCUSD for purposes of providing special education and related services under the IDEA pursuant to Education Code section 47641(b), in accordance with Education Code section 47646 and Section 1414, Title 20 of the United States Code, San Bernardino City Unified School District will provide an equitable share of special education services and/or funding for students enrolled at SPAB, to the extent required by law and in the manner specified in the MOU.

SPAB agrees to collaborate with the SBCUSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records.

Child Find

SPAB understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

SPAB will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, SPAB shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or SPAB staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. SPAB may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

School of the Authorizer

So long as SPAB operates as a school of the authorizer for special education purposes, in order to comply with state and federal Child Find requirements, SPAB will follow the applicable SBCUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. SPAB will collaborate with San Bernardino City Unified School District to ensure timely transfer of Individualized Education Program (IEP) records and will utilize SBCUSD policies, procedures, and forms to appropriately identify and refer students for special education.

Referral for Assessment

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. SPAB’s internal method for referral for assessment will be the Student Success Team (SST). Parents/guardians will be informed that special education and related services are provided at no cost to them.

School of the Authorizer

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, Savant Preparatory Academy of Business shall assist parent/guardian to submit a request in writing. So long as SPAB operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, SPAB will notify San Bernardino City Unified School District within 2 days of any such referrals and will work collaboratively with SBCUSD to respond to the request in writing within 15 days.

If SPAB, in collaboration with SBCUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/

guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

School of the Authorizer

So long as Savant Preparatory Academy of Business operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, San Bernardino City Unified School District will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by SBCUSD. SPAB will work collaboratively with the SBCUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and SPAB will work with SBCUSD to provide an interpreter, if needed. Administration will be responsible for gathering all pertinent information and sharing such information with SBCUSD, as needed.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

School of the Authorizer

So long as SPAB operates as a school of the authorizer for special education purposes, SPAB will work with SBCUSD to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with SBCUSD, to provide the necessary placement and/or services.

Savant Preparatory Academy of Business views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school, in collaboration with SBCUSD, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by SPAB, in cooperation with SBCUSD as agreed upon in the MOU.

School of the Authorizer

So long as Savant Preparatory Academy of Business operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, SBCUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SBCUSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to SPAB. The school will work with the SBCUSD to respond to the request.

Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the SBCUSD's policies and procedures and using the SBCUSD's forms.

Special Education Strategies for Instruction and Services

School of the Authorizer

So long as SPAB operates as a school of the authorizer for special education purposes, SPAB shall collaborate with SBCUSD to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. We will be sure that all students are able to learn the principles of financial literacy and entrepreneurship and will provide students who receive special education services adequate time and support. SPAB reserves the right to contract with agencies and vendors outside of the authorizer, when appropriate, to secure special education services, including administrative support services.

Interim and Initial Placements of New Charter School Students

Savant Preparatory Academy of Business shall comply with Education Code section 56325 with regard to students transferring into the Charter School within the academic school year.

School of the Authorizer

So long as Savant Preparatory Academy of Business operates as a school of the authorizer for special education purposes, if a student enrolls at SPAB with an existing IEP, SPAB will notify the SBCUSD, in accordance with any applicable SBCUSD policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, SPAB shall work with the SPAB to implement the existing IEP at SPAB and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

Staffing

So long as Savant Preparatory Academy of Business operates as a school of the authorizer for purposes of special education, SBCUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. SPAB is committed to cooperating with the SBCUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the charter school and the authorizer.

It is the goal of Savant Preparatory Academy of Business to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess a Special Education Credential. This teacher, along with the Director of Curriculum and Instruction, will be the primary SPAB representatives tasked with ensuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at SPAB will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Savant Preparatory Academy of Business plans to employ a Program Coordinator for Special Education that will have duties that include:

- Ensure that all aspects of the IEP are followed
- Arrange for the teacher of the student to attend the team meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult quarterly with the Principal to ensure

Professional Development for Charter School Staff

Savant Preparatory Academy of Business administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SBCUSD. So long as Savant Preparatory Academy of Business operates as a school of the authorizer for special education purposes, SBCUSD agrees to allow SPAB staff access to all special education related professional development opportunities that are available to other employees of the SBCUSD.

Reporting

Savant Preparatory Academy of Business, in collaboration with SBCUSD where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from SPAB of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Administrators. Administrators will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Administrators will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Savant Preparatory Academy of Business must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Savant Preparatory Academy of Business will utilize the Notice of Procedural Safeguards used by the SBCUSD.

School of the Authorizer

So long as Savant Preparatory Academy of Business operates as a school of the authorizer for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. SPAB work with the SBCUSD to arrange a meeting between the parents/guardians, the school, and SBCUSD staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

School of the Authorizer

So long as Savant Preparatory Academy of Business operates as a school of the authorizer for special education purposes, in the event that a parent/guardian files a

request for a due process hearing or request for mediation, the SBCUSD and SPAB shall work together to defend the case.

In the event that the SBCUSD determines that legal representation is needed, the SPAB agrees that it shall be jointly represented by legal counsel of the authorizer's choosing. SBCUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in SPAB if the authorizer determines such action is legally necessary or advisable. SPAB agrees to cooperate fully with the authorizer in such a proceeding. SPAB understands that the SBCUSD shall have sole discretion to settle any matter in mediation or due process. The SBCUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any SPAB student.

Complaint Procedures

Parents or guardians also have the right to file a complaint with San Bernardino City Unified School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

Savant Preparatory Academy of Business recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPAB. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

SPAB shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the SPAB shall be accessible for all students with disabilities in accordance with the ADA.

SPAB will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Administration and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's

disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports 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 the 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 School's professional staff.

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

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

Professional Development

SPAB will hold professional development as a standard. Acknowledging that staying current and relevant in the field of education will help to develop the most knowledgeable teachers. SPAB will also adopt an attitude of lifelong learning that will be stressed throughout our school culture as not only for the students but all employees alike. SPAB will commit to spending at least 80 hours a year on developing our staff professionally. This 80 hours may be spent by, but not limited to, any of the following developmental tasks:

- Seminars
- Webinars
- Book Clubs
- Staff Driven Staff Meeting
- Grade Level Research
- Grade Level Meetings

Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code section 47605(b)(5)(A)(ii), Savant Preparatory Academy of Business has set annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities
2. Alignment to the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Broad Course of Study
8. Pupil Outcomes

Savant Preparatory Academy of Business will use the multiple forms of data collected to assess progress toward the goals outlined in Element A of this charter. Pursuant to Education Code section 47606.5, Savant Preparatory Academy of Business will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. Savant Preparatory Academy of Business will comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education. The LCAP table with these annual goals, actions, and measures are detailed in Element B of this charter.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

“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

school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code § 47605(b)(5)(B).

SPAB shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

At SPAB all curriculum and work will be used as a guide to meet the California Common Core standards as well as any other frameworks adopted by the state of California as well as federal guidelines as they are presented. The California Assessment of Student Performance and Progress (CAASPP) will measure student achievement and SPAB will actively pursue strategies to improve scores on a yearly basis.

SPAB will use a variety of software as well as measurable formative testing methods to identify students who are at risk. Students who are well below meeting grade-level standards will receive Multi-Tier System of Supports (MTSS) intervention supports prior to the RTI process.

We also use state test scores to identify areas of weakness as our focus for the next school year. Teachers will use data driven practices to assess student mastery and adjust lessons plans and drive instruction. The curriculum of SPAB will meet California Common Core Standards to which our students will be held accountable as defined in The Charter Schools Act (Education Code section 47605 (b)(5)(B)).

SPAB acknowledges that exit outcomes and performance goals may need to be modified over time. The chart on the following page outlines the outcomes and the assessments which will be used as the guide for the evaluation of student learning.

SPAB will also measure the following goals on a tri-annual basis:

1. Parents will be encouraged, not mandated, to complete 100% of their volunteer hours.
2. SPAB will provide at least 3 enrichment opportunities for students a year.
3. 100% of students will complete their business plan by the end of each year
4. SPAB will provide at least 4 opportunities for students, staff, and parents to build relationships.

5. Both certificated and classified staff will participate in professional development throughout the school year.
6. SPAB staff will actively aim at achieving higher parent involvement than the previous year
7. SPAB will manage funding responsibly and provide the best services possible to our families and community.

Measurable Goals of the Educational Program

Savant Preparatory Academy of Business Has clearly defined school wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

SPAB owing school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

“(i) The subgroup consists of at least 30 pupils each of whom has a valid test score, (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B)

The following chart delineates SPAB school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code section 52060(d).

As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, SPAB will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

Achievement Goal #1— Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Goal(s)

- Educators will all possess a California Teaching Credential.
- Students will all have access to a quality standard-based instruction, including instructional materials and all other needed supplies.
- The administration will administer an annual survey of students, families, and staff that investigates quality of teachers, program, and facility.

Action(s)

- Educators will continue to participate in professional development trainings to continue to grow in their professional careers.
- Educators will teach using common core state standards. Classrooms will be provided the necessary resources to engage students in unique, effective, and quality instruction by choosing curriculum materials specific to the content area.
- The Director of Operations will survey the campus weekly to make sure the facility complies per state regulations.

Method of Assessment(s)

- Teaching credentials will all be verified through the ctc.ca.gov website
- Annual inventory will be conducted to ensure the appropriate materials, books, supplies, etc. is being provided for instruction.
- The percent of students who engage in a curricular program that includes English, mathematics, science and engineering, social studies, visual and performing arts, physical education and health, world languages, and business literacy will be 100%.
- The percent of students, families and staff who Agree or Strongly Agree that the charter school's program supports students in mastery of state standards, as measured by the annual survey, will increase from the 2018-19 baseline until the goal of 80% is met, overall and for all significant subgroups.
- The Director of Operations will conduct a facility audit monthly to evaluate the buildings, grounds, equipment, rooms, and spaces.

Achievement Goal #2— Implementation of Common Core State Standards

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

Goal(s)

- Students will use critical and creative thinking to engage in the world around them to approach their future successfully in college and/or career.
- Savant Preparatory Academy of Business will be accountable in implementing Common Core State Standards to ensure students become critical thinkers, use communication, collaborate, and be creative in all content areas.

Action(s)

- The school design team and administration will research and adopt the most up-to-date curriculum, aligned with the CCSS, NGSS, and State Standards, prior to the opening of the charter school and the addition of each new grade level.
- Students will engage in a robust course of study, that prioritizes integration of content, development of language and literacy, and fostering of community and leadership.
- Baseline, formative, and summative assessments aligned to standards will be used to monitor student development and inform instruction.

Method of Assessment(s)

- The Direction Curriculum and Instruction will ensure the curriculum is aligned with Common Core California State Standards.
- The percent of students, as measured by student retention data, will increase from the 2018-19 baseline until the goal of 90% is met, overall and for all significant subgroups.

Achievement Goal #3— Parental Involvement

The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Goal(s)

- Parental involvement in student's academics and all other school-related activities.
- Families will know the content and personal expectations for their child, and how they can support them in their development.
- Families will have opportunities to provide input on key decisions.

Action(s)

- An orientation will be held at the beginning of each school year, to introduce families to their children's teachers, orient families to the content and standards their child will be mastering, and provide resources and strategies that can be used at home to support learning.
- Meetings with families, students, and the teacher will be held three times, to discuss grade level standards, analyze the child's progress in meeting those standards, and identify goals and strategies to support future development.
- A parent advisory group will be formed, to work on key initiatives for the school and provide critical input on the program and strategic plan.
- A survey will be administered to gather input on the instructional program, including curriculum and teaching.

Method of Assessment(s)

- Having 90% parental involvement during parent-teacher conferences.
- SPAB will collect all parent volunteer logs and total the amount of hours tri-annually.
- The percent of families who Agree or Strongly Agree with SPAB will be measured annually from the 2018-19 baseline until the goal of 80% is met, overall and for all significant subgroups.

Achievement Goal #4— Student Achievement

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

1. CA Measurement of Academic Progress and Performance on statewide assessment (as available)
2. The Academic Performance Index (API) (as available)
3. Percentage of pupils who are college and career ready
4. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)
5. EL reclassification rate
6. Percentage of pupils who have passed an AP exam with a score of 3 or higher
7. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. § 99300, *et seq.*) or any subsequent assessment of college preparedness

Goal(s)

- Students will complete Business Plan as part of their educational school year.
- Identifying students' scores based on CAASPP results, if applicable, of previous school year to increase student achievement, plan interventions accordingly, and continue to challenge high achievers.
- Identifying students' scores based on CST (or CMA) results, if applicable, of previous school year to increase student achievement, plan interventions accordingly, and continue to challenge high achievers
- Students with an IEP will be assessed for progress according to their own personal IEP goals and be monitored throughout the course of the school year.
- English Learner students will be reclassified in accordance to ELPAC assessment.
- Students will 80% of 5th grade scholars will pass the Fitness Gram at the conclusion of the school year

Action(s)

- Educators will guide students in completing their Business Plan through the planning of SPAB's specialized Business curriculum.
- Students will be given instruction/interventions based upon data results from CAASPP and/or other measures.
- The school design team and administration will research and adopt the most up-to-date curriculum, aligned with the CCSS, NGSS, and State Standards, prior to the opening of the charter school and the addition of each new grade level.
- Baseline, formative, and summative assessments aligned to standards will be used to monitor student development and inform instruction.

Method of Assessment(s)

- 95% of students will complete their Business Plan during showcase. This will occur at the end of the school year.
- Curriculum embedded, interim and post assessments, will be given regularly.
- The SBAC will measure student growth in English language arts and math at the end of the year
- The CST for science (or CMA) will measure student growth and achievement in science at the end of the year
- The Fitness Gram will measure the students' physical abilities by the end of the year.
- The charter school will meet the annual State target for percent of ELLs making Annual Progress as measured by the ELPAC.
- MTSS data will be evaluated bi-weekly, Annual and Tri-Annual IEP meetings will be evaluated according to each individual student's goals. The percent of students with special needs who make adequate progress or meet their IEP goals, as measured by end-of-year IEP Goal Report, will increase from the 2018-19 baseline until the goal of 80% is met.

Achievement Goal #5— Student Engagement

The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High School graduation rates

Goal(s)

- 96% average daily attendance.

Action(s)

- Incentives for attendance, both for parents and students.
- SPAB will utilize the Response to Intervention (RTI) model, to monitor students at risk of truancy and provide student and family interventions as needed, overall and within significant subgroups.

Method of Assessment(s)

- The Average Daily Attendance, as measured by audit of Attendance Data, will meet or exceed that of SBCUSD, overall and for all significant subgroups, and will have a goal of 96% or greater.
- The annual Chronic Absentee Rate, as measured by audit of Attendance Data, will be 5% or lower, overall and for all significant subgroups.

Achievement Goal #6— School Climate

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Goal(s)

- Parent satisfaction with SPAB.
- Staff will engage in PBS with a goal of keeping suspension rates down.
- Students embrace diversity through cultural awareness.

Action(s)

- Structures to foster community within the classroom and schoolwide for students and families.
- Service learning projects and extracurricular activities will be offered to engage students in the school community and the community at large.
- An annual survey will be conducted with students, families, and staff to assess school climate.

Method of Assessment(s)

- Ongoing PBIS walkthroughs and measures of positive to negative reinforcement data.
- The annual suspension rate, as measured by discipline audit, will be 3% or lower, overall and for all significant subgroups.
- The annual expulsion rate, as measured by discipline audit, will be 0.25% or lower, overall and for all significant subgroups.
- The percent of students who Agree or Strongly Agree that the charter school is supporting them in developing the knowledge, skills, and personal qualities needed to be active and engaged citizens in the 21st century, as measured by annual community survey, will increase from the 2018-19 baseline until the goal of 80% is met, overall and for all significant subgroups.
- The percent of families who Agree or Strongly Agree that the charter school is supporting them in developing the knowledge, skills, and personal qualities needed to be active and engaged citizens in the 21st century, as measured by annual community survey, will increase from the 2018-19 baseline until the goal of 80% is met, overall and for all significant subgroups.

Achievement Goal #7— Course Access

The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goal(s)

- Provide instruction that is held to the same standards as the San Bernardino City Unified School District that are provided by CCSS for English, mathematics, science and engineering, social studies, visual and performing arts, physical education and health, world languages, and business literacy

Action(s)

- Use Common Core approved curriculum
- Implement technology as a means to access online courses and intervention programs

Method of Assessment(s)

- Annual inventory will be conducted to ensure the appropriate materials, books, supplies, etc. is being provided for instruction.

Achievement Goal #8— Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

Goal(s)

- Students assume leadership and mentorship roles
- Students approach their future with insight and confidence

Action(s)

- Students will engage in a robust course of study, that prioritizes integration of content, development of language and literacy, and fostering of community and leadership.
- PBIS will be present as a whole school to meet individual, and school wide expectations, as a scholar to be successful in everyday life.

Method of Assessment(s)

- Students will show developmental level mastery at 100% in accordance to each individual student.

ELEMENT 3: METHOD OF ASSESSMENT OF STUDENT OUTCOMES

“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.” Cal. Ed. Code § 47605(b)(5)(C).

SPAB recognizes that assessment is a critical element for student success and teacher planning in all grades. Assessment data will provide the necessary information to create strategic instructional programs to meet student needs. This may include various formative, informal, and summative assessments. We will also use authentic assessments to measure standards’ mastery and social development. We recognize the importance of both formative assessments, which will allow for adjustment to educational strategies, as well as, summative to evaluate effectiveness of our

programs. The following list provides some formative and summative assessments that will be used:

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

Savant Preparatory Academy of Business shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section Savant Preparatory Academy of Business will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered per the assessment cycle below.

Assessment	Description	Outcomes	Assessment Schedule	Subject Areas	Grade Levels
ELPAC	<ul style="list-style-type: none"> • Measure student's mastery of grade level ELD standards, including listening, speaking, reading and writing • Provide criterion-referenced data on student mastery 	<ul style="list-style-type: none"> • Early Advanced (4) • Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language 	Upon Enrollment Annually until Reclassified	ELD standards integrated across all subject areas	TK-6
Smarter Balanced Assessment Continuum (SBAC)	<ul style="list-style-type: none"> • Measure student's mastery of grade level ELA and Mathematics standards • Provide criterion-referenced data on student mastery of grade level standard 	<ul style="list-style-type: none"> • Proficient 	Annually	ELA Math	3-6

California Standards Test (CST) California Modified Assessment (CMA)	<ul style="list-style-type: none"> • Measure student's mastery of grade level science standards • Provide criterion-referenced data on student mastery of grade level standard 	<ul style="list-style-type: none"> • Proficient 	Annually	Science	5
Fitness Gram	<ul style="list-style-type: none"> • Measure student's physical fitness 	<ul style="list-style-type: none"> • Physically fit in at least 4 of 6 areas 	Annually	Physical Education	5
School Designed Assessments (Tests, Quizzes, Projects, Pre and Post Assessments)	<ul style="list-style-type: none"> • Measures student's proficiency level • Provide criterion to have students leveled in different interventions, small grouping, etc. 	<ul style="list-style-type: none"> • Artifacts demonstrating grade level mastery • 80% or higher of standards met (Post Assessment) 	Weekly, bi-weekly, monthly	All Content Areas	TK-6

Student Work and Portfolio	<ul style="list-style-type: none"> Student mastery of grade level standards, evidence of student mastery, artifacts to reflect student's strengths and weaknesses 	<ul style="list-style-type: none"> 80% of standards to date have evidence of mastery 	Ongoing	All Content Areas	TK-6
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Use and Reporting of Data

- Data will be used for continued improvement. Teachers will use the collection of data for analysis of student achievement on a continuous basis. Reports will help determine which students need more aggressive support, acceleration, intervention, and/or remediation. Assessment and data will drive our instruction. In addition, SPAB will use the California Accountability Model and School Dashboard report to monitor growth and create goals for the upcoming year.
- Data will be used for reporting pupil achievement. In addition to formal assessments, teachers will use classroom-based observations and assessments as part of the grading process. Students will receive a standards-based report cards at three intervals throughout the school year during parent conferences. The report will also include business education progress grades and attendance data. Parents will receive progress reports twice during each reporting period.
- Data will be used for the School Accountability Report Card (SARC). The final use of the data will be to create a School Accountability Report Card in order to report school performance to the community. The SARC will be produced on a yearly basis and will clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).
- Data will be used to create an annual performance report for the charter school authorizer, if requested, that will include:
 1. Summary data showing student and school-wide progress toward goals.
 2. Summary of major decisions and policies set forth by SPAB's Board of Directors during the year.
 3. Data on the parental involvement in School's Governance and other facets of the school.
 4. Data regarding the number of staff working at the school and their qualifications.

5. A copy of the school's health and safety policies and any major changes to those policies during the year.
6. A comprehensive view of SPAB's admission practices during the year. This will include the number of students enrolled, students on the waiting list, and the suspensions and expulsions.
7. A parent/teacher satisfaction survey.
8. Any other information regarding the educational program, the administrative, legal, and governance operations of SPAB relative to compliance with the terms of the charter.

SPAB and SBCUSD Board of Education will jointly develop any additional content, evaluation criteria, timelines and process for the annual performance report. SPAB agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight pursuant to Education Code section 47607. Also pursuant to Education Code section 47604.3

SPAB shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from SBCUSD, the County Office of Education, and the State Superintendent of Public Instruction.

SPAB will use the data in the performance report to assess and improve upon its educational programs as deemed necessary. This performance report shall be made available to the public. State test scores will be used to monitor and measure sub group data yearly during a professional development day. SPAB will work with the District's Testing Coordinator each year to identify its testing coordinators, participate in all district trainings, and ensure compliance with all of SPAB's testing responsibilities.

ELEMENT 4: SCHOOL GOVERNANCE STRUCTURE

Governing Law: "The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement." California Education Code section 47605 (b)(5)(D)

Legal Status

SPAB will be an independent charter school operated by Savant Preparatory Academy, Inc. ("SPA" or the "Corporation"), a California non-profit public benefit corporation, pursuant to California law,. The school shall be governed pursuant to its Articles of Incorporation, Corporate Bylaws adopted by the Board of Directors, as subsequently amended from time to time, but which shall be maintained to be consistent with this charter and the requirements of the Brown Act, Government Code 1090, and the California Political Reform Act of 1974. The Articles of Incorporation, Conflict of

Interest, and Corporate By-laws are provided in the Appendix. The SPA Board acts as the fiscal agent of SPA to the fullest extent of the law.

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

SPA Board of Directors

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

Board Composition

Strong governance, community support, and committed leadership are vital to fulfill the mission of Savant Preparatory Academy of Business. SPAB will be governed and operated by a high capacity and diverse team of educational, civic, and business leaders. SPA strives to identify and encourage community members to serve as board members who have expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, nonprofit governance, public affairs and governmental affairs, business, and legal affairs. Pursuant to Ed. Code section 47604(b), the District shall be entitled to a single representative on the Board of Directors of SPA.

Selection Process/Terms

The SPA Board elects its members according to the procedures set forth in its Bylaws. The SPA Board consists of a minimum of three (3) and a maximum of five (5) voting members as outlined in the Bylaws. Members are selected for their expertise in educational leadership, business, school operations, and project management finance, fundraising, community development, and real estate. The Charter Board includes at least one parent representative and one community representative. The parent/guardian representative is selected with input from SPAB parents/guardians. Per Education Code section 47604(b), the authorizing school district may designate a representative to the SPA Board who shall be a voting member.

The school shall be nonsectarian in its governance and administration.

Board members serve staggered terms to ensure continuity on the Board. Three Officers (3) members will serve an initial three (3) year term and the remaining members will serve an initial two (2) year terms.

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

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

Board Responsibilities

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

- Upholding the mission and vision of the school.
- Overseeing the implementation of the charter.
- Providing notice and holding meetings in compliance with the Brown Act.
- Creating external or subcommittees as needed, including but not limited to a nominating committee and an audit committee.
- Ensuring compliance with applicable law.
- Approving and monitoring the implementation of all operational policies.
- Approving and monitoring the SPAB annual budget and budget revisions.
- Monitoring the school's fiscal practices.
- Act as a fiscal agent, including receipt of funds for the operation of the School, solicitation, and receipt of grants and donations.
- Approving and monitoring service contracts with outside service providers
- Actively pursue fundraising on an ongoing basis, with the objective of raising operating and capital funds.
- Solicit and receive grants and donations consistent with the Mission of Savant Preparatory Academy of Business
- Approving and monitoring the instructional programs and materials.
- Approving personnel policies, and overseeing and approving all hiring, promotion, discipline and dismissal of school personnel upon recommendation of the Principal.
- Hiring, supervising, evaluating, disciplining, and dismissing of the Principal.

- Approving and monitoring management of school liabilities, insurance, health, safety, and risk related matters.
- Approving all expenditures over 1% of the total school budget.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly measure progress of both student and staff performance based on reports and evaluations.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Meet as such times and places as required by these Bylaws.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit and performance report.
- Shall conduct an annual meeting at the end of each fiscal year.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.
- Adopt an independent study policy for students that will miss school for an extended period of time.
- The ethnic and cultural diversity of the communities served by Savant Preparatory Academy of Business shall be reflected and honored in all the activities of the Board and its committees.

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

SPA shall ensure in its corporate Bylaws that one SPA Board representative is reserved for a parent of a student currently attending a charter school operated by SPA, subject to any other the limitations set forth in the SPA Bylaws.

Board Professional Development

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

State and Federal Law Compliance

SPA shall comply with the Brown Act (*California Government Code section 54950 et seq.*). All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least every month, reserving the right to cancel meetings during the summer and winter breaks. The board meeting will be video conferenced to allow participation from all locations. Notices, agendas, and minutes of meetings will be posted, recorded and retained in the SPA files. These records will be accessible for public and District review upon request. The Board of Directors and SPA staff will be trained at least annually on the requirements of the Brown Act during the first three months of each school year.

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

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

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

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

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

Conflict of Interest

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

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

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

The CMO, EMO or back office provider retained by SPA and SPA will, upon request of the SBCUSD representatives, SBCOE staff and/or FCMAT, respond to and provide copies of any and all documents related to the operations of the school in the possession and control of the CMO, EMO or back office services provider. Additionally, the CMO, EMO and/or back office provider will respond to any and all reasonable inquiries in the same manner as the charter school, as provided in Education Code section 47604.3. If the CMO, EMO and/or back office provider fail to provide the requested information to SBCUSD, SBCOE and/or FCMAT, the charter school will take affirmative steps to terminate the contract between the charter school and its operating organization SPA and the CMO, EMO and/or back office provider.

School Administration

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

The administrative team at Savant Prep consists of the Principal, who will manage the day-to-day affairs of the school, any behavioral incidences, and maintain the relationship between the school and stakeholders; the Director of Curriculum and Instruction, who will be responsible for developing and implementing professional development for teachers and researching quality instructional practices and

resources; and the Director of Operations, who will be sure that the school stays in healthy financial standing by managing the business operations of the school office.

Within the initial years of operation, Savant recognizes that the budget will not allow for each of these administrative positions to be occupied by a full-time staff member. To accommodate for this challenge in year one, there will be two teacher administrator positions that will allow two classroom teachers to take on adjunctive duties as outlined in the Principal, Director of Curriculum and Instruction, and Director of Operation descriptions in Element 5 and receive financial compensation for the increase in responsibility. With each subsequent year of Savant's operation, one teacher administrator will make a complete transition from the classroom to a full-time administrator until the budget can accommodate providing a full-time salary and benefits to all three administrative positions by year 5. A complete description of the teacher administrator position is outlined in Element 5.

The Principal

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

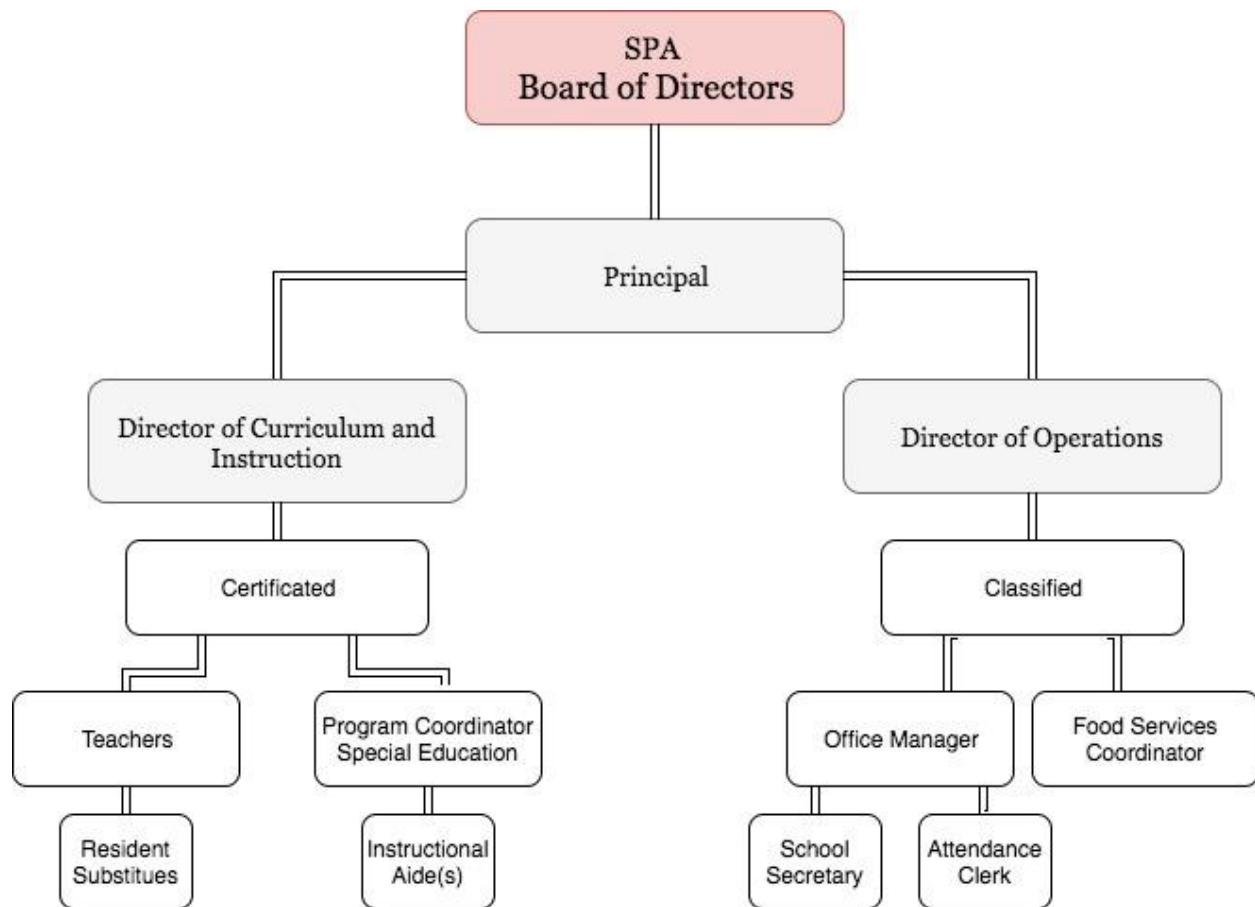
SPA Director of Curriculum and Instruction

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

SPA Director of Operations

SPAB's Director of Operations is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide to the school principal, relieving him/her of administrative details. The Director of Operations shall perform assigned tasks as directed by the principal and shall be required to undertake some or all of the tasks detailed below.

Organizational Chart



Parent Involvement in Governance

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

In order to ensure significant parent involvement, Savant Preparatory Academy of Business encourages the development of parent-based groups. These groups are responsible for recruiting parents in the activities of Savant Preparatory Academy of Business for the purpose of strengthening the community. All parents and guardians are continuously encouraged to attend parent meetings. Although involvement is

strongly encouraged, SPAB shall provide notice to parents/guardians that parental involvement is not a requirement for acceptance to, or continued enrollment at SPAB.

Parent Involvement

The school empowers parents/guardians as educational partners. Parents/Guardians should know that their voice and participation at the school influences the development of the total school and its components. Parents/Guardians will have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

School Site Council

To ensure parent/guardian participation, SPA shall appoint a standing School Site Council (“SSC”) which serves in an advisory capacity to the SPA Board and is open to all parents/guardians and staff. The SSC shall be comprised of SPAB parents, educators and staff. The SSC will advise the SPA Board through the Principal on the operations of the school, staff, teachers, and students. It reviews and provides input on policies and procedures for expulsions, curriculum, fundraising, and governance. The SSC is comprised of the Principal, one staff representative, two teacher representatives, and four elected parents. If the number of English Language Learners increases to or exceeds twenty-one students, the Board will establish an English Learner Advisory Committee (ELAC).

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

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

- The times and dates of all parent/guardian meetings and all Board meetings for the year
- Special classroom and school-wide events to be held during the year
- The process for time and labor donations to the school
- The process for “phone tree/email communication” for all classrooms
- Access to a SPA website
- The procedure for verifying parent/guardian participation at all school and school-- related events to enable families to meet their annual hourly participation goals;
- How to access and monitor their student’s progress on line
- Procedure for contacting parents/guardians during an emergency and location of their students for pick-up during any emergency

Parents/Guardians are encouraged to take advantage of Labor Code section 230.8 which bars discharge or discrimination against an employee for taking time off to visit their student's school or for using vacation, personal leave, compensatory time off or time off without pay (up to eight hours in any calendar month, up to 40 hours each school year).

Parent Committees

Each year parents are given a parent committee letter and sign-up sheet. SPA has parent committee for all aspects of SPA. We encourage parents to join committees in which they feel comfortable or have expertise. These committees allow parents to give input and have involvement in the full education of their children. See Appendix for a list of Parent Committees. These parent committees will not be board-appointed committees and thus are not subject to the Brown Act. **ELEMENT 5: Employee Qualifications**

Governing Law: "The qualifications to be met by individuals to be employed by the school." California Education Code section 47605(b)(5)(E)

SPAB is dedicated to hiring the most dedicated and knowledgeable staff. SPAB will seek to hire teachers with different areas of expertise who have the credentials equal to those required by the district as applicable by and required by law for Core and College prep course. SPAB is a school of choice and no employee will be forced to work at the school. SPAB will comply with all state and federal laws concerning the maintenance and disclosure of employee records and with all state and federal mandates and legal guidelines relative to ESSA. The Charter Academy shall be nonsectarian in its employment practices and all other operations. The Savant Preparatory Academy shall not discriminate on the basis of gender, gender identity, gender expression, sex, actual or perceived race or ethnicity, national origin, religion, political beliefs, sexual orientation, or disability or any other characteristic described in Education Code section 220. All employees shall be fingerprinted and receive a background clearance in the accordance with Education Code section 44237 prior to commencing employment with the Charter Academy.

By the 2022/2023 school year, SPAB will require 16 full-time teachers (TK-6), one principal, one Director of Curriculum and Instruction, and One Director of Operations, one secretary, and one attendance clerk. Our budget may include instructional aides, Physical Education, and Elective teachers, based on available funds.

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

Teacher Qualifications

The most important characteristic of teachers at SPAB will be their care for students, enthusiasm, willingness to work hard and responsibility for student learning.

Specific qualifications include:

1. SPAB shall comply with Education Code section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public school would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.”

All teachers will be required to hold a CLAD certification or an equivalent recognized by the California Commission on Teacher Credentialing.

2. Teachers assigned to a TK classroom after July, 2015, must have been issued at least on credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:
 - At least 24 units in early childhood education, or childhood development, or both
 - As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
 - A child development permit issued by the CTC.

3. ESSA highly qualified for elementary school.

Accordingly, a teacher of core academic subjects must have:

- A bachelor’s degree;
- Hold full state certification
- And demonstrated subject matter knowledge and teaching skill in each core academic subject assigned to teach

SPAB will verify annually the validity of teaching credentials through the Commission’s Online Verification System along with a hard copy of a credentialing certificate from the commission. Employees will be notified in writing 8 months before the credential’s expiration that their credential needs renewal. Credentials are renewed

online. To renew their credential, the holder needs to submit an application form and fee to the Commission within six months prior to the expiration date. The renewal period is three years. SPAB shall only assign teachers to subjects for which they are properly credentialed, including English Learner authorization.

The Principal

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

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

- Ensure the charter school enacts its mission;
- Supervise and evaluate teachers and staff;
- Give reports to the SPA Board of Directors;
- Manage school finances to ensure financial stability;
- Participate in and design professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the charter school;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or SPA Board of Directors and/or the District;
- Identify the staffing needs of the charter school and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;

- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the security of the school building;
- Encourage and support teacher professional development;
- Provide all necessary financial reports as required for proper attendance reporting;
- Manage student discipline, and, as necessary, participate in suspension and expulsion process.
- Participate in IEP meetings as necessary.

Education and Experience

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

License or Certification

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

Curriculum and Instruction

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

General

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

Curriculum

- Ensures high quality curriculum design and delivery.

- Ensures the alignment of the written, taught and tested curriculum.
- Develops, implements and evaluates curriculum and matters related to the District's instructional program.
- Coordinates curriculum development and ensures articulation with District-wide efforts.
- Provides for an on-going process of assessing student needs.
- Plans/designs the appropriate staff development to support/reinforce the mission of the
- District and the continued professional growth for faculty and staff.
- Demonstrates leadership and support of the educational and administrative philosophies of the district.

Education and Experience

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

License or Certification

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

Director of Operations

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

- Supervising the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
- Supervising the preparation of student enrollment and attendance report.
- Supervising the maintenance of student records, including assessment results, test scores, discipline citation, medical reports and records, and other documents.
- Supervising requisitions, receives, and distributes/stores classroom, school office and work room materials and supplies; maintains ongoing inventory; processes packing slips
- Preparing and processes field trip requests

- Preparing and maintains purchase orders and other expense records; approves logs, and monitors expenditures; reconciles site records with monthly school office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year
- Planning, assigning, training, and evaluating classified staff in accordance with SPAB's standards, timelines, and procedures
- Arranging for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims
- Preparing annual performance audit in collaboration with school principal
- Preparing and processing facility use agreement forms in using established SPAB procedures
- Perform other duties as assigned by SPAB Principal

Education:

- Bachelors in Business Administration, Organizational Management, or related discipline desired

Experience

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

SPAB Teacher Administrators

To accommodate the need for strong administrative leadership and teaching within the jurisdictions of our initial school budget, Savant Prep will have two teacher administrator positions to serve as SPAB Director of Curriculum and Instruction, and Principal . Teacher administrators will provide administrative services during their planning period to supplement the needs of the administration. These educators will work in two different grade levels in order to optimize coverage at the front office. They will be required to meet both the teacher and director qualifications listed above in order to be a full time teacher and perform administrative duties as necessary.

To adequately balance the duties of teaching and leading, the teacher administrator must be willing to:

- Report to the school by 7:00 am to supplement the planning period
- Work in the office during designated PE times
- Stay after school on full and minimum days to facilitate the tutoring program and other duties
- Complete any duties as listed in the principal, director of curriculum instruction, and director of operations descriptions above

In the case of an emergency or necessary absence, Savant will employ a resident substitute to be present everyday. The resident substitute will meet the qualifications listed below and be trained to take over the classroom to provide instruction and perform any other duties as needed.

Resident Substitute

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

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

Skills

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

Education

- Hold CA Teaching Credential or 30-Day Substitute Teacher Permit
- Hold Bachelor's Degree from a regionally accredited college/university (degree must be posted) and passage of a Basic Skills Exam (CBEST, etc.)

Non-certificated Staff

Savant Preparatory Academy shall seek non-certificated candidates that embrace the mission and vision of SPAB and are flexible and able to work collaboratively with

administrators, students, faculty, staff, and parents. Non-certificated candidates must possess adequate professional training and/or experience.

Professional Development / Leadership Model

Staff development will take place approximately three minimum day Mondays of each school year and five days before the school year begins. Teachers will also meet on a weekly basis to develop their skills and expertise in focused areas. SPAB will also use leadership model with teachers at the school. Teachers with greater experience will be used as mentors for the teachers with less experience. Mentors will be required to do peer observations, as well as coaching in terms of best practices and instructional methods. Every grade level will have one veteran teacher matched with one newer teacher to create a stronger staff.

Recruitment

Advertisements for positions will be posted through several job boards to include Ed Join, and local universities as well as local media. SPAB will also participate in local job fairs to ensure access to a qualified and diverse candidate pool. SPAB recruitment will have potential candidates use a web-based employment application.

SPAB recognizes the importance of professional development and the significance of teachers constantly perfecting their skills as teachers and its impact to students. SPAB has identified several days prior to the start of the school year for professional development as well as different opportunities throughout the school year such as early release days to support professional development. Professional development will be aligned to the needs of the students including English Language Learners, Special Education, and low achieving students. Each teacher will also have an individualized professional development plan that is geared to support individualized capacity building.

SPAB will ensure all teachers maintain credentials equal to those required by the district as applicable by required by law for Core and College prep courses. Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and state certification and license requirements under the Every Student Succeeds Act. There will not be discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. SPAB is a School of Choice and no employee will be forced to work there. SPAB will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. SPAB will comply with all State and federal laws concerning the maintenance and disclosure of employee

records. SPAB will comply with all State and federal mandates and legal guidelines relative to ESSA.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with criminal record summary as described in Section 44237.” California Education Code section 47605(b)(5)(F)

In order to provide safety for all students and staff, SPA will adopt and implemented full health and safety procedures and risk management policies about our school site in consultation with its insurance carriers. A full draft will be provided to the District no less than thirty (30) days prior to the first day of instruction. An early draft of these procedures is attached as an Appendix.

Procedures for Background Checks

Savant Preparatory Academy of Business will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. SPAB will comply with all State and federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of SPA will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints prepared for submittal by the employer to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal.

Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without direct supervision of a credentialed employee. Conditions that preclude working at SPAB include conviction on charges of service or violent misdemeanors or felonies, particularly those committed against minors or involving abuse or molestation. Additionally, should an employee subsequent to their employment with SPAB be convicted of serious or violent misdemeanors or felonies, it is expected that the employee will report such to the Director of SPAB.

Role of Staff as Mandated Child Abuse Reporters

Pursuant to Penal Code section 11164 and 11166, all non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting

laws, the same policies and procedures used by the District. All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year.

Health Procedures

TB Testing

Faculty, staff, and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code section 49406. All staff will need to renew their TB test every 4 years. Employees will be notified in writing 90 days in advance of when renewal of their TB test is due. Any entity providing student services to SPAB will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with SPAB students. Documentation of employee and volunteer compliance with TB exams will be kept on file in the office.

Immunizations

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

Administration of Medication

Students will not be given any medications at school unless an Authorization for Medication Form is completed and signed by the child's doctor and submitted to the school office. Prescription medication must be brought to school in the original prescription bottle labeled with the child's name. Students should never bring medication in their backpacks, lunch pails or pocket's under any circumstances. This includes cough drops, Tylenol, Tums, etc. The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. SPAB shall stock the school's restrooms with feminine hygiene products (i.e., tampons and sanitary napkins for use in connection with menstrual cycle) at all times and without charge in accordance with Education Code section 35292.6.

Health and Services and Prescription Medications

Parents/Guardians complete the appropriate form authorizing school staff to administer medication. Staff keeps detailed records and logs of all medication

schedules and dispenses medications at the appropriate times. All medications are stored in secure storage cabinets or secure refrigerators.

Vision, Hearing/Scoliosis

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

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 shall 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Lead Testing of School Water System

SPAB shall cooperate with the community water system and San Bernardino City Unified School District to allow lead testing in the water fountains and faucets used for drinking or preparing food at the school site prior to January 1, 2019. If lead levels are found to exceed safe thresholds, SPAB will shut down the fountains or faucets with elevated levels, and will notify the parents/guardians of SPAB students in accordance with Health & Safety Code section 116277.

Safety Procedures

Complaint Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender, gender identity, gender expression, or disability. The Charter School has developed and shall disseminate at least annually to pupils, parents, and employees a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct), as well as comprehensive policies to address any type of discrimination, harassment, or bullying and complaints of unlawful pupil fees. These

policies include a Uniform Complaint Procedure in accordance with California Code of Regulations, Title 5, Section 4600 *et seq.*, as well as any additional complaint procedures necessary to address stakeholder complaints and concerns. The Charter School takes misconduct of this nature very seriously and will address such misconduct in accordance with its adopted policies and procedures.

Emergency Preparedness

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

Bloodborne Pathogens

Savant Preparatory Academy of Business shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol or disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

SPAB shall comply with Education Code section 47610 by utilizing facilities that are compliant with the Field Act or the California State Building Standards Code, including provisions for seismic safety. Toward that end, the school:

- Shall be housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Shall secure a Certificate of Occupancy before start of school. If SPAB fails to submit a Certificate of Occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools

and/or the local planning department or equivalent agency. If SPAB moves or expands to another facility during the term of this charter, SPAB will provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. SPAB shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. 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.

- 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.

Comprehensive Sexual Harassment Policies and Procedures

Savant Preparatory Academy is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SPAB has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at SPAB (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Savant Preparatory Academy's sexual harassment policy.

Fire Drills

Fire Drills are conducted at least twice during each semester. Office personnel maintain records of fire drills held and the total required time for complete evacuation. When an alarm sounds, teachers lead students in their rooms out of the building in compliance with the evacuation route/map that is posted in each classroom. Once outside the building, teachers take roll to ensure accountability for all students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills

Disaster Drills are conducted once every two months. Students are made familiar with the "duck and cover" routine. In case of a real earthquake, everyone must engage in the duck and cover routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes too dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or other safety zone. Teachers take roll and report any missing students to the administration. Teachers stay with their classes for the duration of the

emergency. In the event of an earthquake or natural disaster, teachers are designated “Civil Defense Workers” and are not allowed to leave the school until they receive official clearance from administrative staff.

Student Supervision

Students are supervised at all times by teachers, support staff, administration, paraprofessionals, or other qualified adults per code and State law.

Evacuation Plan

In the event an evacuation is warranted, teachers proceed with their students as outlined on the evacuation plan posted in each classroom. Before leaving the room, teachers make sure they have their class attendance roster with them. Students who are not in a classroom will be instructed to attach themselves to the nearest teacher exiting the school for the purpose of getting to a designated evacuation site. Once at the evacuation site, teachers and other staff make sure that students find their proper class and teachers. Teachers then take roll to ensure the accountability of all students. The names of any students unaccounted for will be immediately provided to administrative personnel and a staff member will be assigned the task of finding any missing students. Teachers stay with their class for the duration of the emergency. All students stay with their teachers at the designated evacuation site until administrative staff gives the “all clear” signal. In the event students cannot return to the school, the administrative staff will notify parents/guardians and/or the media where students can be picked-up. A designated staff member will sign-out students as they are being picked up by a parent/guardian or other authorized adult listed on the students’ emergency information card. Parents/Guardians will be asked to remain in a designated pick-up area, and the students will be escorted to their parents/guardians for release.

Cal/OSHA General Industry Safety Orders

SPAB will comply with all Cal/OSHA safety orders and California Code of Regulations; Title 8, section 3203. Posters will be posted to inform employees of these compliance requirements.

Asbestos Management

SPA occupies a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Inspections

SPA agrees to permit the District to inspect and receive copies of all records relating to the operation of SPA shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. SPA shall permit the District to inspect and receive copies of all records relating to the operation of SPA to the extent allowable under federal and state law. SPA is subject to the California Public Records Act (CPRA), however, the District's right to inspect and receive records is not based on the CPRA, but rather on the District's oversight role.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: "The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." California Education Code section 47605(b)(5)(G)

SPAB makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the San Bernardino City Unified School District. SPAB maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school and extends outreach efforts to ensure that the racial balance reflective of the community in which it is located.

SPAB has devised a comprehensive outreach plan to increase the representation of ethnic diversity in our school.

Elements of this outreach plan include:

- The SPAB registration packet is available in Spanish.
- The SPAB website offers a Spanish translation.
- Informational brochures are available in Spanish.
- SPAB will post advertisements in libraries, Boys & Girls Clubs, and churches in predominately ethnically diverse neighborhoods.
- SPA will recruit staff members who are fluent in Spanish.

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

SPA accepts school application during the open enrollment periods each year. The open enrollment shall last 90 days, which should allow sufficient time to receive applications that will satisfy the goal to achieve a racial and ethnic balance closely

resembling the racial and ethnic balance of the district or community where the school is located.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: “Admissions policies and procedures, consistent with subdivision (d) [of Education Code section 47605].” California Education Code section 47605(b)(5)(H)

- SPAB makes the following assurances regarding admissions: SPAB will enroll all students who wish to attend to the extent that space allows
- SPAB will be an open enrollment, tuition-free public charter school with no specific requirements for admission (e.g., test scores, minimum grade point average, discipline records, etc.) as outlined in Education Code 47605 (d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the school.
- SPAB will comply with all laws establishing minimum and maximum age for public school attendance.
- SPAB will be nonsectarian in its programs, admissions, policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 Penal Code or association with an individual who has any of the aforementioned characteristics).
- As part of the Fall Information Update, SPAB will notify the District in writing of the application deadline and proposed lottery date. SPAB will ensure that all application materials will reference these dates as well as provide completed information regarding application procedures, key dates, admissions preferences and requirements consistent with the approved charter.
- Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

SPAB will actively recruit a diverse student population from the district who understand and value the school’s mission and are committed to the school’s instructional and operational philosophy.

- The application process is comprised of the following: Parent attendance at an enrollment meeting. The purpose of this meeting is to ensure parent/guardian understanding of and commitment to the school’s vision and policies. All families seeking admission will receive extensive information about SPAB’s philosophy and educational program, including information regarding the Commitment to Excellence Contract, attached in the Appendix. Multiple enrollment meetings will be held on different days of the week and times of the day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families. Completion of an application form comprised of basic information (i.e. name, address, contact information, and grade level). .

- Transitional kindergarten applicants must meet the age requirements for public school attendance specified in SB 837: 2014-15 Academic Year and Onward, children must turn 4 years of age by September 1. Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381: 2014-15 Academic Year and Onward, children must turn 5 years of age on or before September 1. Proof of minimum age requirement, e.g. birth certificate. Savant Preparatory Academy of Business will accept all students who apply. If more applicants are received than there are available slots, SPAB will hold a public, random lottery moderated by a neutral third part in a public location to determine the following school year's enrollment. Information on the lottery process, timeline, and location will be provided to families during the enrollment meeting. The process will be transparent and fair, and parents/guardians need not be present to participate. Parents and students will be informed of their entrance into Savant Preparatory Academy of Business via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

The following chart illustrated the estimated application, public random drawing, and admission schedule and process proposed, and may be amended by SPAB as necessary. It is SPAB to align the schedule with the San Bernardino City Unified School District schedule for school options. The final schedule and due dates will be communicated to interested parents and students on SPAB's website, through the school newsletter, and through local publications and enrollment meetings. In year one, if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure ll steps are followed within a shorter time frame.

Date	Steps in Process
December, 2017 - January, 2018	Enrollment meeting held on multiple days and multiple times of day; instructions for applying through online application portal shared during meeting.
January 22, 2018	Application deadline
February 2, 2018	Public Drawing (if necessary)
February 5 - 9, 2018	Enrollment results and packets mailed and phone calls made to families
February 16, 2018	Deadline to confirm intent to enroll
April 2 - April 30, 2018	Enrollment Period #2, including 2 enrollment meetings and 1 public drawing (if necessary)

**June 1 - June 29,
2018**

**Enrollment Period #3, including 2 enrollment meetings
and 1 public drawing (if necessary)**

Savant Preparatory Academy of Business is committed to building a community of financially literate entrepreneurs, representing the community of San Bernardino and providing opportunities to underserved children. To reflect these values, in the event of a public random drawing, admission to SPAB shall be granted in the following order of preference and according to the following rationale with the exception of existing student, who will be guaranteed admission in the following school year:

1. Siblings of enrolled and admitted students: to keep families together.
2. Children of SPAB staff, SPAB teachers, SPAB Founding Members and SPAB board members (not to exceed 10% of the total enrollment): to honor those committed to public education.
3. Students zoned to attend underperforming schools within SBCUSD in which 70% or more of students qualify for free and reduced lunch: to provide and equitable, high quality public school option to San Bernardino students and families
4. Other prospective students residing within SBCUSD boundaries; as required by Education Code section 47605 (d)(2)(B) and to serve as a public school option for students and families of San Bernardino
5. All other applicants outside the SBCUSD

Therefore, lottery preferences are applied to provide applicants who meet the group criteria detailed below to participate with a weighed advantage in a lottery process.

- San Bernardino residents who provide proof of residence with the San Bernardino City Unified School District will be drawn in a separate pool prior to non-San Bernardino residents.

If necessary, SPAB will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window or if a substantial quantity of additional applications are received. After all available openings have been filled via lottery, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, SPAB will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. In no circumstance will a waitlist carry over to the following school year.

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunizations
- Proof of Residence
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records (if applicable)

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

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

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

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

In order to support the development of the school, SPAB seeks to have a group of Founding Families (not to exceed 10% of the total enrollment together with siblings, children of SPAB staff and SPAB Board members). The following definitions, requirements, and descriptions apply to the "Founding Family" preference in accordance with Education Code section 47605(d)(2)(A):

- 1.1. "Founding Families" are defined as parent/s, legal guardian/s, or individuals who commit to supporting the development of Savant through the completion of meaningful tasks during the established Founding Period as noted in subsection 1.5.
- 1.2 Assistance in the initial development of SPAB is not a prerequisite or condition for becoming a Founding Family; families who are unable to attempt or complete meaningful tasks will not be turned away.
- 1.3 There shall be no requirement that Founding Families contribute funds or a specific numbers of hours as a part of their commitment.
- 1.4. The selection process for Founding Families includes submission of an interest form during the Founding Family Interest Window that includes ways that the family can meaningfully contribute to the development of the school. Interested Founding Families will be selected on a first-come, first-served basis; SPAB will not

utilize any selection process whatsoever in determining Founding Families. SPAB will not actively advertise the Founding Family designation.

- 1.5. Founding Families will support SPAB during its Founding Period, which will begin with SPAB's approval and end on the first day of instruction.
- 1.6. Founding Family status cannot be delegated or transferred to other individuals.
- 1.7. Admissions preference for children of Founding Families may apply during the life of the charter as long as pupils who qualify for this preference do not constitute more than 10 percent of the school's enrollment (together with siblings and children of SPAB staff and SPAB Board). The admissions preference is applicable to all children of SPAB's Founding Families even if the children do not begin attending SPAB until after the first year of the school's operation.

Under no circumstance shall any student be adversely impacted, in any manner, in admission or in any academic program whatsoever, for financial reasons, including, without limitation, a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to the Charter School, nor shall any course credit or privileges related to Charter School education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any and all volunteer policies, documents, or other communications requesting or encouraging parents/guardians to volunteer or make donations, including any information regarding volunteering, shall clearly specify that donations and volunteer hours, while encouraged, are purely optional, and are not required as a factor affecting or a condition of admission, continued enrollment, or any other privilege offered by the the Charter School, with such notice in a typeface and font as least as large as the remainder of the documentation and formatted in a manner so that it is readily visible. SPAB shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code sections 49010-49013, Government Code section 905, and California Code of Regulations, Title 5, Section 350, in all aspects of the Charter School's program Any complaints alleging unlawful pupil fees shall be processed by the Charter School in accordance with Education Code section 49013 and the Uniform Complaint Procedures.

Public School Choice and ESSA

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

As required under ESSA, all PSC students attending SPAB shall have the right to continue attending SPAB. However, the obligation of the District to provide transportation for a PSC student to SPAB shall end in the event the PSC student's resident District school exits Program Improvement status. SPAB will comply with any applicable requirements to provide transportation to students with special needs, in accordance with an IEP.

Savant Preparatory Academy of Business understands that any and all modifications to the enrollment preferences and procedures described in this petition will require formal approval by the authorizer, as this will be considered a material revision of the charter petition.

ELEMENT 9: INDEPENDENT FISCAL AUDIT AND FINANCIAL REPORTING

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." California Education Code section 47605 (b) (5)(I)

SPA is a fiscally independent, direct funded charter school. A system of internal controls are instituted and maintained by SPA with direct oversight and approval of the Charter Board.

In addition to the revenue sources specified in the Charter School block grant, other revenue sources can include, but are not limited to, the following sources and programs: the California State Lottery; Supplemental Hourly Instruction Program revenues; categorical block grants; charter school funding from the California Department of Education; the federal government, or other sources; and any other available or mutually agreeable sources and funding for programs.

Accountability and Annual Fiscal Audit

An independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures is performed annually. The SPA audit committee will choose an audit firm that is on the State Controller's list of recommended auditors for the preparation and completion of an annual, independent audit of the school's financial affairs as required by Education Code sections 47605(b) (5)(I) and 47605(m). These financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations who is on the State Approved Auditor list. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will conform with the applicable provisions of the California Code of Regulations governing audits of charter

schools as published in the State Controller's California K-12 School Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

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

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

SPA will receive funding pursuant to California Education Code sections 47630-47635 and all applicable education codes. SPAB will provide interim financial data required by the District to fulfill its obligation to the County and State. The Principal, with the assistance of a back office manager, will be responsible for providing SBCUSD with all reports and data necessary to meet County and State financial requirements.

Reports to District

SPA shall submit the following reports to San Bernardino City Unified School District pursuant to Education Code 47604.33 and shall provide additional fiscal reports as requested by the District or required by the MOU with the Authorizer, if any and will annually prepare and submit in standard CDE SACS format, to the District, County Superintendent of Schools, the State Controller, and the CDE the following documents;

- Preliminary budget (on or before July 1);
- Interim financial report (on or before December 15) reflecting budget changes through October 31;

- Second interim financial report (on or before March 15) reflecting budget changes through January 15;
- Final unaudited report for the full prior year (on or before September 15).

The Administration will contract with companies who can provide expertise in areas in which they may be unfamiliar (attorneys, accountants, etc.);

- Classification Report-monthly the Monday after close of the last day of the school month;
- Statistical Report-is turned in at the end of each month's reporting period.
 - Example: Month 1 is July 16–Aug 12; Month 2 is August 15 to Sept 9. This is done in accordance to SBCUSD guidelines of—reporting months.

In addition, SPA/SPAB will comply with all reporting required under state law, including: CALPADS, attendance reports, and School Accountability Report Card (SARC), as well as:

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

SPA/SPAB will also comply with the District's internal schedule for the submission of fiscal documents. The District will provide all charter schools the schedule by July 1st of each school year.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, 'involuntarily removed' includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." Ed. Code § 47605(b)(5)(J).

Grounds for Suspension and Expulsion of Students

The following grounds for suspension and expulsion have been established in order to promote learning and protect the safety and well-being of all students at SPAB. When a student commits an act that constitutes grounds for suspension or expulsion, that student may be suspended or expelled from regular classroom instruction. SPAB staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

These grounds and accompanying policies and procedures will be distributed as part of the Parent-Student Handbook as well students and parents are expected to execute a *Commitment to Excellence Agreement*. The Parent/Student Handbook will clearly describe discipline expectations, including a student's right to a hearing and other procedural safeguards. The *Commitment to Excellence Agreement* includes language governing parent conduct on campus. SPAB's discipline policies are subject to annual review by its Board of Directors. If there are changes to these policies, the District will be provided a copy of the changes within 30 days of the change being made.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. The chart that follows will be reviewed once per year (at a minimum) and policies will be updated to reflect new additions and changes.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not

limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Must recommend expulsion (Mandatory)	Shall recommend expulsion unless particular circumstances render inappropriate (expulsion expected)	May recommend expulsion (Discretionary)
<p>Act must be committed at school or school activity.</p> <ol style="list-style-type: none"> 1. Firearm a. Possessing firearm when a school employee verified firearm possession and when student did not have prior written permission from a certificated employee, which is concurred with by the Principal or designee. b. Selling or otherwise furnishing a firearm. 2. Brandishing a knife at another person. 3. USPAWfully selling a controlled substance listed in <i>Health and Safety Code</i> section 11053 et. seq. 4. Committing or attempting to commit a sexual assault as 	<p>Act must be committed at school or school activity.</p> <p>An administrator shall recommend expulsion for the following violations unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. 3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, 	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> a. Inflicted physical injury† b. Possessed dangerous objects c. Possessed drugs or alcohol d. Sold look alike substance representing drugs or alcohol e. Committed robbery/extortion f. Caused damage to property‡ g. Committed theft h. Used tobacco i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted or defied school staff l. Received stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harassed, threatened or intimidated a student witness p. Sold prescription drug Soma q. Committed hazing r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

In-School Suspension

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

Suspension/Expulsion Procedures

Compliance with the procedures set forth in this Charter shall be the only processes for SPAB to involuntarily dismiss, remove, or otherwise exclude a student who attends SPAB from further attendance at SPAB for any reason, including but not limited to, disciplinary and academic causes. Expulsion as described in this Element 10 of this Charter shall be the sole means to involuntarily dismiss, remove, or otherwise exclude a student who attends SPAB from further attendance at SPAB for disciplinary reasons.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Suspension Time Limits/ Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others

Informal Conference

Suspensions shall be preceded by informal conference conducted by the Directors with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. The conference timeline is within two days and may be omitted if the Directors determine that an emergency situation exists or a parent/guardian is unresponsive. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. Students will have the opportunity to present evidence in defense and the right to waive if they cannot or do not want to participate. No penalties may be imposed for failure of the student's parents to attend.

Notice to Parents/Guardians

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

Authority to Expel

A student may be expelled either by the SPA Board following a hearing before it or by the SPA Board upon the recommendation of an administrative panel to be assigned by the SPA Board as needed. The administrative panel shall consist of at least three members who are certificated and neither a teacher of the student or a SPA Board member. The governing board may expel any student found to have committed an expellable offense(s) set forth in this Charter.

Expulsion Procedure

Students will be recommended for expulsion after the Principal (or designee) conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family. A recommendation for expulsion by the Principal (or designee) will be based on one or both of the following findings:

- Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Principal's (or designee's) recommendation to either expel or reinstate the student will be provided in writing to the parents no more than five (5) days after the date of the pre-expulsion conference.

Expulsion Hearing - Rules and Regulations

The family of a student who has been expelled will be entitled to a hearing, if requested, to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 days from the original expulsion decision. The hearing will be presided over by an administrative panel to be assigned by the SPA Board as needed. A document will be prepared by the Principal (or designee) that includes a full write-up of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Governing Board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

1. The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal.
2. Within 10 schooldays after the conclusion of the hearing, the administrative panel shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed.
3. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impracticable during the regular school year, the principal or the principal's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If

compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

3.1. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of the disciplinary rules of the school that relate to the alleged violation.
4. A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b).
5. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a non-attorney adviser at the hearing.

For purposes of this section, “legal counsel” means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

For purposes of this section, “non-attorney adviser” means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil’s parent or guardian to provide assistance at the hearing.

2. The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 - 2.1. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
 - 2.2. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public 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, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
3. If the administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
4. If the administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
5. The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a 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 that shall be examined only by the administrative

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

6. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
7. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board of the school district to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.
8. In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
9. Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the principal or principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
 - 9.1. Any objection raised by the principal or principal's designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested in writing by the pupil at least three (3) days prior to the date of the scheduled hearing. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
 - 9.2. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.

- 9.3. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.
10. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
 - 10.1. Notice of the right to appeal the expulsion to the Governing Board.
 - 10.2. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
 - 10.3. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
11. The governing board of the school district shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
 - 11.1. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

DECISION OF THE PANEL

The final decision by the administrative panel will be made within 10 school days following the conclusion of the hearing. The administrative panel will make one of two determinations:

1. Uphold the expulsion.
2. Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the hearing, depending on the findings and recommendations of the administrative panel, the administrative panel will send a written Findings of Fact to the parent that contains the following information:

- The outcome of the hearing
- The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is upheld)
- Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with SPAB (if expulsion is upheld)

- Reinstatement eligibility review date (if expulsion is upheld)
- A copy of the rehabilitation plan (if expulsion is upheld)
- The type of educational placement during the period of expulsion (if expulsion is upheld)
- Pupils who are expelled shall be responsible for seeking alternative education programs

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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 his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SPAB must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SPAB must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
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 pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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.
11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of SPAB.

Appeals

If a pupil is expelled from SPAB, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of SPAB which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 schooldays following the filing of a formal request under this section.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party.

The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the administrative panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

The Governing Board shall adopt rules and regulations establishing procedures for expulsion appeals. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing

date, the furnishing of notice to the pupil and the administrative panel regarding the appeal, the furnishing of a copy of the expulsion hearing record to the Governing Board, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

Transcripts

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. The school district shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request. Upon receipt of the records, the pupil shall immediately file suitable copies of these records with the Governing Board.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to submit a written transcription for review by the Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

1. Where the pupil's parent or guardian certifies to the school district that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
2. In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that SPAB reimburse the pupil for the cost of such transcription.

Standard of Review

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

1. Whether the administrative panel acted without or in excess of its jurisdiction.
2. Whether there was a fair hearing before the administrative panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based

upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an “abuse of discretion” is established in any of the following situations:

1. If school officials have not met the procedural requirements of this article.
2. If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.
3. If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

Decision on Appeal

The decision of the Governing Board shall be limited as follows:

1. If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board, it may do either of the following:
 - A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
 - B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.
2. If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all the following requirements:
 - A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil’s parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided

to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

B. The administrative panel shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

3. In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

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

Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

Due Process Appeals

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

Hearings

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or SPAB, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five-day (45) time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and SPAB agree otherwise.

Special Circumstances

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

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

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

Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

- Notice
- Manifestation determination
- Continued receipt of special education services

Procedures for Students Not Yet Eligible for Special Education Services

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

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

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SPAB supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.
3. The child's teacher, or other SPAB personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Readmission

Students who have been expelled from Savant Preparatory Academy of Business will not be readmitted. The decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Savant Preparatory Academy of Business.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five 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 or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in this policy for expulsions, 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 suspensions or expulsions pursuant to the suspension and expulsion procedures described above.

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(b)(5)(K).

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

Certificated staff shall be compensated at a rate that is competitive in the teaching profession and commensurate with experience and education. Certificated staff at the Charter shall participate in the State Teachers Retirement System (STRS) or similar. Classified staff at Savant Preparatory Academy of Business shall participate in the Public Employees Retirement System (PERS) or 403(b) plan (or similar) and federal Social Security, as appropriate.

SPA shall notify all applicants for positions with the charter school that accepting employment in the charter school may exclude the applicant from further coverage in the applicant's current retirement system.

Social Security

All employees who must contribute to Social Security according to federal and state laws and do not contribute to either STRS or PERS because they are ineligible to participate in the Plans, will continue to contribute to Social Security (and not to either Plan) in the same manner with employee withholding and SPA matching.

Labor Procedures

All SPA certificated staff have a term contract which specifies that they are at will employees. For specific language, please see below:

Nothing in this petition, or in any other document or statement, shall limit SPA's right to terminate an employee at any time, with or without cause, or to make changes to an employee's position, title, job responsibilities, benefits, compensation level, or any other terms and conditions of employment.

No manager, supervisor, or other employee of SPA, or any of our schools, has any authority to enter into any agreement for employment for any specified period of time or to make any agreement for employment other than "at will" employment. Only the Board has the authority to make any agreement with another employee, which must be in writing and signed by the employee and the Principal of SPA, for any employment term other than "at will" employment.

The support, evaluation, and intervention process for SPA staff is constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the staff meeting or the staff person at the school site. Currently, SPA has a truncated version of this process; however, as we grow, we expect this process to

evolve. The process will involve three components that directly relate to each other, but also function independently of each other. These three (3) components are (1) Ongoing Support, (2) Evaluation and (3) Intervention. SPA will use these three structures for administrative functions as well. SPA shall conduct formal evaluations annually.

1. Ongoing Support

SPA believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self--assessment, and involvement in educational work beyond the school. Therefore, to assure that staff participates in meaningful activity beyond the classroom, the Principal will plan time for professional development that will challenge and enhance their teaching instructional and support. This work might include structured dialogues, conferences, workshops, school visits, peer observation and coaching, etc.

2. Evaluation

All new and developing staff is to be evaluated every school year. The purpose of the evaluation is to identify effective performance, improve the instructional program and encourage professional growth. Administrative staff will participate in the evaluation by classroom visitations, observations in professional settings, and conferences.

3. Intervention

All SPA staff are expected to work to create a positive atmosphere. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner. The following intervention process is designed to have issues of concern resolved and to have a successful staff. Please note that this process does not apply to: (1) complaints of harassment or discrimination, which are governed by a separate section, (2) other situations requiring immediate response as determined by SPA's sole discretion. The Principal will act as the point person in the intervention process. This intervention process does not change any employee's employment status, which remains at-will at all times, nor does it guarantee any rights or process prior to a disciplinary decision or termination of employment.

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(b)(5)(L).

SPAB is a school of choice, and no student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-

district policies and other options to include independent student, enrollment in school of residence, other public schools and private schools. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of an local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any 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(b)(5)(M).

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

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick, vacation leave, or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code section 47605(b)(5)(N).

Disputes between SPAB and the District

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of SPAB or the District's oversight obligations, or a dispute otherwise arises between the District and SPAB, the following procedures 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 in this Element shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures, the District will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the SPAB representative will be the SPAB Principal or designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4.
4. The 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 curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Internal Disputes

SPAB shall have an internal dispute resolution process to be used for all internal disputes related to the SPAB's operations. Parents, students, board members, volunteers, and staff at SPAB will be provided with a copy of the Charter School's

policies and dispute resolution process. The District will refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to the Charter School for resolution according to its internal dispute resolution process. Should the District receive a complaint regarding SPAB that is referred to SPAB for investigation and/or resolution, SPAB shall provide the District with updates regarding SPAB's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used of the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code section 47605(b)(5)(P).

Term and Renewal

The term of this Charter shall run from July 1, 2018 through and including June 30, 2021. SPAB may submit a request for renewal of its Charter between October 2020 and January 31, 2021, unless otherwise agreed with the District, which timing the parties agree will provide adequate information regarding SPAB's performance during the current term, specifically including increases in pupil academic achievement, while also providing adequate time for the consideration of and action on the renewal request. SPAB understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not solely created internally by SPAB) and the documents specified below, has been submitted to the District Office, receipt of the Charter renewal will be placed on the next regular or special District Board meeting agenda for which meeting the agenda deadline has not passed, and such receipt by the District Governing Board shall commence the timelines for action on the renewal request. SPAB further acknowledges that District Governing Board agenda deadlines are generally at least two weeks prior to the Board meeting, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the District's normal agenda deadline requirements, and SPAB may obtain specific agenda deadline information from the District Superintendent or designee prior to submittal.

Any renewal request shall include all of the following materials:

1. At least 12 hard copies (in notebooks or otherwise bound) of the entire renewal Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;

2. A redline comparing the renewal Charter to the current Charter included in each notebook;
3. An electronic (Word not PDF) version of both the clean and redline versions of the renewal Charter.

The renewal process shall be governed by the provisions of Education Code section 47607 and the California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

The District Governing Board delegates to the Superintendent or designee and the SPA Board delegates to the Principal or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of this Charter.

Closure Procedures

The following procedures shall apply in the event SPAB closes. The following procedures apply regardless of the reason for closure:

Closure of the Charter School will be documented by official action of the SPA Board of Directors. The action will identify the reason for closure. The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the SPA Governing Board votes to close SPAB, or the Charter lapses. SPA Board will be the entity to conduct closure related activities associated with the Charter School. In the event of a Closure Action, the following steps shall be implemented:

1. The SPA Governing Body will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.
2. Written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.
3. Written notification of the Closure Action and the effective date of closure of SPAB shall be made by SPA to the California Department of Education and the San Bernardino County Office of Education by registered mail within 72 hours of the Closure Action.
4. On closure, SPA shall remain solely responsible for all liabilities arising from the operation of the charter school.

5. The SPA Governing Body will ensure notification to the parents and students of SPAB of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.
6. SPAB/SPA will provide parents, students and the receiving school districts with copies of all appropriate student records within seven (7) calendar days from the determination of the Closure Action or within seven (7) days of the last student attendance day at SPAB if SPAB is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. SPAB/SPA will ask the District to store original records of Charter School students.
7. As soon as is reasonably practical, SPAB/SPA will prepare final financial records. SPAB/SPA will also have an independent audit completed by an independent auditor, approved in advance by the District Board, and included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by SPAB/SPA shall be the responsibility of SPAB/SPA and not the District. SPAB/SPA understands and acknowledges that SPA will cover the outstanding debts or liabilities of [Charter School]. Any unused monies at the time of the audit will be returned to the appropriate funding source. SPAB/SPA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.
8. For six (6) calendar months from the later of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the School and student transfers.
9. The SPA Governing 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.

10. In addition to the final audit, SPAB/SPA shall also submit any required year-end financial reports to the California Department of Education and the District, in the form and timeframe required.

11. If SPA is operated by or as a nonprofit corporation, and the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end SPAB's right to operate as a charter school pursuant to this Charter or cause SPAB to cease operation. SPAB/SPA 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 SPAB/SPA breach any obligation under this Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol 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.

All remaining assets will be liquidated and all creditors will be paid first. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to a political subdivision of the state organized for educational purposes at the discretion of the corporation's governing board. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If at any time after the approval of this charter petition Savant Prep will occupy and use any District facilities, Savant Prep shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Savant Prep shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Savant Prep and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

District Impact Statement

Savant Preparatory Academy of Business and San Bernardino City Unified School District

Intent

This statement is intended to fulfill the terms of Education Code section 47605(g) and provides information regarding the proposed operation and potential effects of Savant Preparatory of Business on the San Bernardino City Unified School District. This document is intended for informational purposes only and to assist the District in understanding how the proposed school may affect the District. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and District, and is not a part of the Charter of Savant Preparatory of Business or any related agreements or memoranda of understanding.

Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also 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(g).

Please find the following documents in the Appendix:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

Savant Preparatory Academy of Business shall provide reports to the SBCUSD as follows in accordance with Education Code section 47604.33, and shall provide additional fiscal reports as requested by the SBCUSD:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Savant Preparatory Academy of Business' annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and San Bernardino City Unified School District.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the SBCUSD shall include an annual statement of all receipts and expenditures for the preceding fiscal year. SPAB will provide reporting to the SBCUSD as required by law and as requested by the SBCUSD including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

Savant Preparatory Academy of Business agrees to and submits to the right of the SBCUSD to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code sections 47604.32 and 47607. Pursuant to Education Code sections 47604.3 and 47604.4, SPAB shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SBCUSD.

Pursuant to Education Code section 47604.3, SPA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District. SPA recognizes the authority of the County Superintendent of Schools monitor and conduct an investigation into the operations of SPA based on

complaints by parents or other information that justifies the investigation, pursuant to Education Code section 47604.4.

SPAB will receive its funding directly from the State through the direct funding model. SPAB will have its own mailing address, accounts in the County treasury, and bank accounts and is responsible for managing the school's funds.

Hold Harmless/Indemnification Provision

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

Insurance

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code section 47605(g).

Savant Preparatory Academy of Business will provide or obtain its own administrative services through an appropriately qualified third-party contractor. Savant Preparatory Academy of Business plans to contract with a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS and PERS Setup and Management

- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to SBCUSD & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

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

As such, the District shall charge SPA for supervisory oversight of SPA up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%. unless the District Board contracts out a portion of this oversight to a third party pursuant to Education Code section 47605.6(c), or the District may charge SPAB for the actual costs of supervisorial oversight of SPAB not to exceed 3% if SPAB obtains substantially rent free facility from the San Bernardino City Unified School District. SPA acknowledges that the District actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the Savant Preparatory Academy of Business shall specify where the school intends to locate.” Education Code section 47605(g).

Savant Preparatory Academy of Business will be located at San Bernardino Community Seventh Day Adventist Church.

Address	Cost Per Square Foot	Lease
1696 N G St, San Bernardino, CA 92405	\$0.70	Modified Gross

Description: Facility will have a separate gated area where four classrooms with ensuite bathrooms, additional bathrooms in other parts of the building, small playground area, office space for clerks, eating area for students, and additional room for multi-purpose events/meetings.

Savant Preparatory Academy of Business also reserves the right to submit a Proposition 39 request for facilities to the District.

By year five, Savant Preparatory Academy of Business facilities will hold up to 325 students. For year one Savant Preparatory Academy of Business has a projected enrollment of 100 students with a year two projection of 125 students. Facility requirements to meet the operational needs of the school in year one may include, but are not limited to, the following:

- Reception area for students and visitors
- One administrative office - Principal, Office Manager, First Aid/Supplies
- Four (4) instructional classrooms
- Restroom facilities
- Designated lunch seating area to accommodate 50 students at one time
- Playground/recreation area for staggered TK - 2nd grade use
- Multi-purpose room
- Parking per code for Visitors and Employees

Facilities will be evaluated for structural safety under existing state, SBCUSD and city standards. Prospective facilities will be assessed for projected conditional use permits, tenant improvement needs, parking ratios, and traffic flow.

Savant Preparatory Academy of Business shall secure a facility and shall provide the SBCUSD a Certificate of Occupancy and proper clearances, as applicable to charter schools, no later than 30 days prior to the school's opening date or by a date otherwise agreed to between the parties.

Enrollment

The Charter School will obtain a CDS code number from the CDE and shall complete and submit enrollment and other necessary demographic information to the County, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements.

School Calendar

The Charter School shall provide to the County by July 1 of each year the school calendar for the following school year, including calculation of instructional minutes. If summer school, extended day or intersession is offered, the Charter School shall provide calendars and bell schedules for such programs upon request.

Performance Assessments

The Charter School shall forward results, excepting individual student results, from all statewide assessments, to the District promptly upon receipt by the Charter School, but in no event later than thirty (30) days after such receipt, except that results of the English Language Proficiency Assessments for California (“ELPAC”) shall be submitted to the District no later than two (2) weeks after receipt of test results.

School Accountability Report Card

The Charter School shall post the School Accountability Report Card (SARC) to its website by February 1st, or another date as required by the California Department of Education, and concurrently submit an electronic copy of the SARC to the District.

Banking Arrangements

The Charter School will reconcile the ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare a balance sheet. A cash flow statement will be submitted. The Charter School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred dollars (\$500), may be established with an appropriate ledger to be reconciled quarterly in accordance with procedures adopted by the SPA Board.

Property Inventory

The Charter School's Principal or designee shall establish and maintain an inventory of all Charter School non-consumable goods and equipment according to a policy established by the Charter School's governing board that shall comport with all relevant statutory requirements.

Litigation

The Charter School shall notify the District of any pending litigation or legal action taken by any party against the Charter School or any employee within 30 calendar days of the Charter School receiving said notice.

School Name

The Charter School shall be known as Savant Preparatory Academy of Business. The Charter School may not change its name, nor operate under any other name, without the prior express written approval of the District Board.

Transportation

Savant Preparatory Academy of Business will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

Attendance Accounting

Savant Preparatory Academy of Business will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code section 47605(g).

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

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

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

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

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

Indemnification

To the fullest extent permitted by law, SPAB/SPA agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the District, the District Board, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (“Indemnitees”) from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney’s fees and litigation costs and interest, that in any way arise out of or relate to any actual or alleged act or omission on the part of SPAB/SPA, and/or on the part of the board of directors, members, officers, board appointed groups, committees, boards, and any other SPAB/SPA appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of SPAB/SPA in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter, any memorandum of understanding (MOU) between the parties (except to the extent specified in such MOU), and/or in any way related to the operation or operations of SPAB/SPA or of any other facility, program, or activity.

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

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

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

Pursuant to Education Code section 47604(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. SPAB/SPA shall at all times be operated by or as a nonprofit public benefit corporation.

Nothing in this provision shall serve to reduce or excuse SPAB/SPA's obligations to obtain and maintain the insurance required by this Charter and/or any MOU and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter and/or any MOU between the parties, nor shall limit any rights Indemnitees may have under applicable law, including without limitation, the right of implied indemnity.

Insurance Requirements

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

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

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

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of SPAB/SPA, throughout the life of the Charter and any MOU or other agreement between the parties, SPAB/SPA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to

do business in the State of California and rated not less than “A or A-VII” by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

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

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

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

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

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

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

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, SPAB/SPA shall also provide the District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, SPAB/SPA shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter may be subject to revocation pursuant Education Code section 47607.

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

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

A. Verification of Coverage

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

B. Deductibles and Limits of Liability

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit

the obligation(s) of SPAB/SPA to defend, indemnify, and hold harmless the District and the District Personnel.

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

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

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

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

Debts and Obligations

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

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

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

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

Bernardino City Unified School District and shall be the Charter School's sole responsibility.

Independent Entity

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

Compliance with Laws

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

- The Brown Act (Cal. Gov. Code, § 54950, *et seq.*);
- The Public Records Act (Cal. Gov. Code, § 6250, *et seq.*);
- State conflict of interest laws: the Political Reform Act (Gov. Code, § 87100, *et seq.*; Gov. Code, § 1090, *et seq.*);
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164, *et seq.*);
- The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400, *et seq.*);
- The Americans with Disabilities Acts (42 U.S.C. § 12101, *et seq.*);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act ("FEHA") Cal. Gov. Code, § 12900, *et seq.*);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794, *et seq.*);
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600, *et seq.*);
- The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g, *et seq.*); and
- The Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

Conclusion

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

Savant Preparatory Academy of Business petitioners are eager to work independently, yet cooperatively with the San Bernardino City Unified School District to establish the highest bar for what a charter school can and should be. Toward this end, Savant Preparatory Academy of Business petitioners pledge to work cooperatively with

SBCUSD to answer any concerns concerning this Charter and to present the SBCUSD with the strongest possible proposal requesting a three year term to begin July 1, 2018.