

Savant Preparatory Academy of Business
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

| | | | |
|-----------------|--|--------------------|----------------------------|
| Address: | 1885 East Lynwood Dr. San Bernardino, CA , 92404-6230 | Principal: | Eva Tillman, Administrator |
| Phone: | (909) 677-0213 | Grade Span: | K-6 |

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Eva Tillman, Administrator

Principal, Savant Preparatory Academy of Business

About Our School

Contact

Savant Preparatory Academy of Business
1885 East Lynwood Dr.
San Bernardino, CA 92404-6230

Phone: (909) 677-0213

Email: info@savantprepacademy.com

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

| | |
|-----------------------|--|
| District Name | San Bernardino City Unified |
| Phone Number | (909) 381-1100 |
| Superintendent | Ervin, Harry "Doc" |
| Email Address | doc.ervin@sbcusd.k12.ca.us |
| Website | www.sbcusd.com |

School Contact Information (School Year 2020—2021)

| | |
|--|--|
| School Name | Savant Preparatory Academy of Business |
| Street | 1885 East Lynwood Dr. |
| City, State, Zip | San Bernardino, CA , 92404-6230 |
| Phone Number | (909) 677-0213 |
| Principal | Eva Tillman, Administrator |
| Email Address | etillman@savantprepacademy.com |
| Website | https://savantprepacademy.com/ |
| County-District-School (CDS) Code | 36678760137935 |

Last updated:

School Description and Mission Statement (School Year 2020—2021)

Savant Preparatory Academy of Business (SPAB) is a public charter school with the district boundaries of San Bernardino City Unified School District (SBCUSD). Currently serving grades transitional kindergarten to 5th grade, SPAB's will gradually expand in subsequent years to eventually serve students in transitional kindergarten through 6th grade.

Savant Preparatory Academy of Business targets students and families living in the San Bernardino City Unified School District. SPAB students focus on students who come from economically disadvantaged families and may be significantly low in reading and math. SPAB is fully prepared to serve English Learners, At-Risk Students, Special Education Students, and High Achieving Students. SPAB produces scholars who are financially literate, passionate about their purpose, and positioned to become entrepreneurial leaders in the community. The key characteristics of SPAB include:

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.

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.

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.

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.

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.

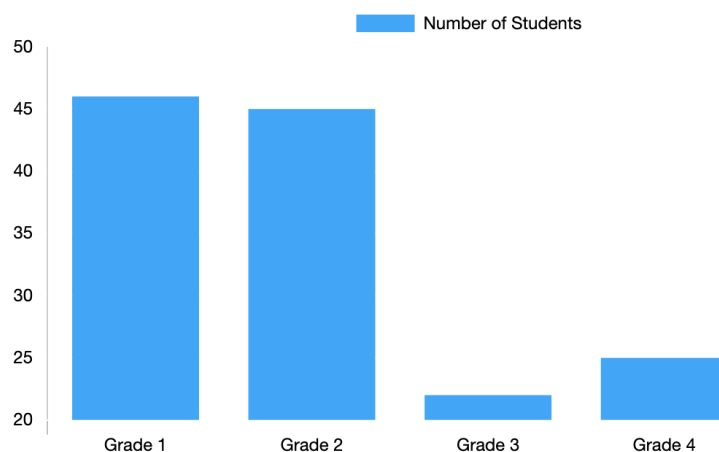
Savant Preparatory Academy of Business (SPAB) is designed to provide an enriched and innovative educational experience that is rooted in financial literacy and entrepreneurship. We aim to balance both experiential and academic learning in order to prepare children for the demands of the 21st century,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

Savant Preparatory Academy will be well known 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.

Last updated: 1/11/22

Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 1 | 46 |
| Grade 2 | 45 |
| Grade 3 | 22 |
| Grade 4 | 25 |
| Kindergarten | 33 |
| Total Enrollment | 171 |



Last updated: 1/11/22

Student Enrollment by Student Group (School Year 2020—2021)

| Student Group | Student Group |
|-------------------------------------|---------------|
| Black or African American | 88.60% |
| American Indian or Alaska Native | 0.00% |
| Asian | 0.00% |
| Filipino | 0.00% |
| Hispanic or Latino | 7.80% |
| Native Hawaiian or Pacific Islander | 0.00% |
| White | 1.20% |
| Two or More Races | 2.40% |

| Student Group (Other) | Student Group |
|---------------------------------|---------------|
| Socioeconomically Disadvantaged | 88.00% |
| English Learners | 0.00% |
| Students with Disabilities | 0.00% |
| Foster Youth | 1.20% |
| Homeless | 6.00% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: July 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | | Yes | 0% |
| Mathematics | | Yes | 0% |
| Science | | Yes | 0% |
| History-Social Science | | Yes | 0% |
| Foreign Language | N/A | | 0% |
| Health | N/A | | 0% |
| Visual and Performing Arts | N/A | | 0% |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |

Note: Cells with N/A values do not require data.

Last updated: 1/11/22

School Facility Conditions and Planned Improvements

The facility is safe, clean and in good repair. Facilities are adequate for the purpose of operating school programs.

Last updated: 1/11/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |
| Interior: Interior Surfaces | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |
| Electrical: Electrical | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |
| Safety: Fire Safety, Hazardous Materials | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |
| Structural: Structural Damage, Roofs | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | Per the CA Facility Inspection is in good repair status no action or plans to take action are necessary action |

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/11/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2019-2020 | School 2020-2021 | District 2019-2020 | District 2020-2021 | State 2019-2020 | State 2020-2021 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/11/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 48 | 43 | 89.58 | 10.42 | 55.81 |
| Male | 20 | 20 | 100.00 | 0.00 | 45.00 |
| Female | 28 | 23 | 82.14 | 17.86 | 65.22 |
| Black or African American | 43 | 38 | 88.37 | 11.63 | 52.63 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 39 | 34 | 87.18 | 12.82 | 47.06 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |

Note: Cells with N/A values do not require data.

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 48 | 40 | 83.33 | 16.67 | 42.50 |
| Male | 20 | 18 | 90.00 | 10.00 | 38.89 |
| Female | 28 | 22 | 78.57 | 21.43 | 45.45 |
| Black or African American | 43 | 35 | 81.40 | 18.60 | 40.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 39 | 31 | 79.49 | 20.51 | 35.48 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |

Note: Cells with N/A values do not require data.

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2019-2020 | School 2020-2021 | District 2019-2020 | District 2020-2021 | State 2019-2020 | State 2020-2021 |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | N/A | N/T | N/A | 21.14 | N/A | 28.72 |

Note: Cells with N/A values do not require data.

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/11/22

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | | | | | |
| Male | | | | | |
| Female | | | | | |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| White | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| English Learners | | | | | |
| Students with Disabilities | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

Note: Cells with N/A values do not require data.

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/1/01

Career Technical Education (CTE) Programs (School Year 2020—2021)

| |
|------|
| null |
|------|

Last updated:

Career Technical Education (CTE) Participation (School Year 2020—2021)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | -- |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | -- |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 12/9/21

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission | -- |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | -- |

Last updated: 1/11/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Savant Prep has also created a dynamic and inclusive school culture that has welcomed families and fostered a strong sense of community. Savant Prep has hosted formal monthly meetings with parents and coffee with the principal to solicit feedback, keep parents updated on events and school activities, and to engage with parents on school operations.

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.

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2017-2018 | School 2018-2019 | School 2019-2020 | District 2017-2018 | District 2018-2019 | District 2019-2020 | State 2017-2018 | State 2018-2019 | State 2019-2020 |
|-----------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|--------------------|--------------------|--------------------|
| Dropout Rate | -- | -- | -- | 10.30% | 10.50% | 12.90% | 9.00% | 8.90% | 9.40% |
| Graduation Rate | -- | -- | -- | 83.30% | 79.60% | 78.20% | 84.50% | 84.20% | 83.60% |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2018-2019 | School 2019-2020 | District 2018-2019 | District 2019-2020 | State 2018-2019 | State 2019-2020 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 0.00% | 0.00% | 5.45% | 3.66% | 3.47% | 2.45% |
| Expulsions | 0.00% | 0.00% | 0.06% | 0.07% | 0.08% | 0.05% |

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2020-2021 | District 2020-2021 | State 2020-2021 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 0.00% | 0.01% | 0.20% |
| Expulsions | 0.00% | 0.00% | 0.00% |

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/11/22

School Safety Plan (School Year 2021-2022)

Campus safety is a top priority. SPAB has a safety plan that is customized for the campus. All staff members receive training on safety and emergency procedures from a licensed emergency preparedness consultant on an annual basis, and we are provided a comprehensive resource flip chart detailing the safety and first aid procedures to followed in case of an emergency, as well as emergency contact telephone numbers for local agencies. Evacuation maps are posted in all rooms. Students participate in staff-led drills throughout the school year. In addition to emergency preparedness, safety plans include non-emergency safety policies and procedures as a resource to ensure workplace safety.

Savant Preparatory Academy of Business's comprehensive safety plan was reviewed, updated, and discussed with school faculty between July and September 2021. All fire and safety equipment is in good condition and hazardous materials are properly labeled, stored and/or disposed of. Facility walkthroughs have been completed and maintained on a regular basis to ensure cleanliness and safety are in good condition.

Last updated: 1/11/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | | 1 | | |
| 1 | | | | |
| 2 | | 1 | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | 1 | | 0 |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | | | 1 | 1 |
| 1 | | | 1 | 1 |
| 2 | | | 1 | |
| 3 | | | 1 | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | | | | |
| 1 | | | 2 | |
| 2 | | | 1 | |
| 3 | | | 1 | |
| 4 | | | 1 | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | 2 | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | | | | |
| Math | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | | | | |
| Math | | | | |
| Science | | | | |
| Social Science | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

| Subject | Average Class Size | Number of Classes *1-22 | Number of Classes *23-32 | Number of Classes 33+ |
|----------------|--------------------|-------------------------|--------------------------|-----------------------|
| English | | | | |
| Math | | | | |
| Science | | | | |
| Social Science | | | | |

Last updated: 1/11/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | |

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 0.00 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.00 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 2.00 |

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11670.00 | \$3900.00 | \$9769.00 | \$65000.00 |
| District | N/A | N/A | -- | \$89464.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$8443.83 | \$84665.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

Last updated: 1/11/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

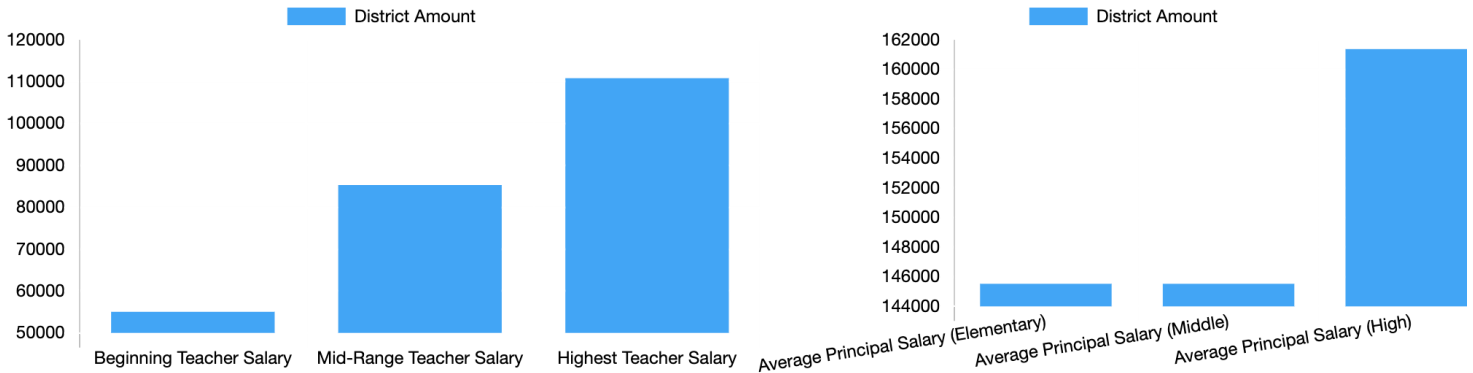
Savant Preparatory Academy of Business believes in providing our scholars with the best possible education with the use of resources within the classroom and abroad. During the 2020-21 fiscal year, SPAB funded programs and services that supported and assisted our scholars in the area of language arts, technology, business, and distance learning. Each of our scholars received three meals a day, tutoring, exemplary business programs and technology (use of Chromebooks). In addition, teachers received extensive training on Common Core State Standards.

Last updated: 1/11/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$55050.00 | \$50897.00 |
| Mid-Range Teacher Salary | \$85311.00 | \$78461.00 |
| Highest Teacher Salary | \$110817.00 | \$104322.00 |
| Average Principal Salary (Elementary) | \$128110.00 | \$131863.00 |
| Average Principal Salary (Middle) | \$145527.00 | \$137086.00 |
| Average Principal Salary (High) | \$161367.00 | -- |
| Superintendent Salary | \$345616.00 | \$297037.00 |
| Percent of Budget for Teacher Salaries | 30.00% | 32.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.00%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0.00% |

Last updated: 1/11/22

* Where there are student course enrollments of at least one student.

Professional Development

| Measure | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 47 | 35 | 45 |