School Accountability Report Card
Reported Using Data from the
2022–23 School Year

California Department of Education

For Savant Preparatory Academy of Business School

Address: 24424 Monterey Ave., San Bernardino, CA. 92410   **Phone: 909-677-0213**
Principal: Eva Tillman   **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 and access to prior year reports, 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 the 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.
Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Table 1: District Contact Information (School Year 2023–24)

Entity	Contact Information
District Name	San Bernardino City Unified
Phone Number	909-381-1100
Superintendent	Mauricio Arellano
Email Address	mauricoarellano@sbcusd.k12.ca.us
Website	https://www.sbcusd.com/

Table 2: School Contact Information (School Year 2023–24)

Entity	Contact Information
School Name	Savant Preparatory Academy of Business
Street	24424 Monterey Ave.
City, State, Zip	San Bernardino
Phone Number	909-677-0213
Principal	Eva Tillman
Email Address	etillman@savantprepacademy.com
Website	https://savantprepacademy.com/
County-District-School (CDS) Code	36678760137935

Table 3: School Description and Mission Statement (School Year 2023–24)

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

Savant Preparatory Academy of Business's mission is 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 - referred to at SPAB as scholars - with skills necessary to compete globally, ensure that scholars are career, college, and business-ready, and develop a growth mindset to encourage leadership and management capabilities. SPAB fosters family choice and offers students and families educational options for an exemplary education.

Savant Preparatory Academy's goals for the school year and beyond are to continue to shape a vision of academic success for all scholars, create a climate of hospitable education, and cultivate leadership in others.

Table 4: Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	38

Grade 1	40
Grade 2	34
Grade 3	35
Grade 4	31
Grade 5	18
Grade 6	14
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	210

Table 5: Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	100
Male	110
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	0%
Black or African American	90.5%
Filipino	0%
Hispanic or Latino	5.2%
Native Hawaiian or Pacific Islander	0%
Two or More Races	3.3%
White	0.9%
English Learners	.5%
Foster Youth	2.8%
Homeless	2.8%
Migrant	0%
Socioeconomically Disadvantaged	77.7%
Students with Disabilities	6.6%

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.

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	71.43%	1928	85.36%	228366	83.12%
Intern Credential Holders Properly Assigned	0	0%	37.1	1.65%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	28.57%	64.2	2.85%	11216.7	4.08$
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	66.1	2.93%	12115.8	6.86%
Unknown/Incomplete/NA	0	0%	163.1	7.22%	18854.3	6.86%
Total Teaching Positions	7	100%	2258.8	100%	274759	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. Authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	88.9%	2,359.9	83.5%	277,698	83.2%
Intern Credential Holders Properly Assigned	0	0%	53.6	2.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	11.1%	144.4	6.1%	879.4	5.4%

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	52.4	2.2%	869.8	4.2%
Unknown/Incomplete/NA	0	0%	138.2	5.9	14,303.8	5.2%
Total Teaching Positions	10	100%	2748.5	100%	299,317.4	100%

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 8: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	
Misassignments	2	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	2	

Table 9: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(TK-6) McGraw-Hill, Reading Wonders / 2018	Yes	0
Mathematics	(TK-6) Pearson Scott Foresman, Envision Mathematics / Savvas Learning Company 2022	Yes	0
Science	(K-6) Mc-Graw-Hill School Education/2021	Yes	0
History-Social Science	(K-6) McGraw-Hill School Education, Impact: California Social Studies/2021 (K-6) McGraw-Hill School Education, California Inspire Science/2021	Yes	0
Foreign Language	NA	NA	NA
Health	NA]	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

Table 12: School Facility Conditions and Planned Improvements
*[Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Savant Prep currently leases its facility through Prop 39. SBCUSD maintains the facility while in agreement with Savant Prep. Savant Prep reports any issues with the facility. Any repairs that are reported are always fixed in a timely manner. SBCUSD sends a repair crew to fix and maintain the site consistently. There are currently two custodians, one morning and one evening, who help with the cleanliness and operations. The school facility is cleaned and disinfected daily. Savant Prep ensures the school is clean, safe, and functional. School administration and staff actively supervise the campus to ensure the safety of all areas. There are staff members designated to specific playground areas and monitoring bathrooms. Our school is a closed campus. All visitors must sign in at the front office using the Raptor system.

Table 13: School Facility Good Repair Status

Using the **most recently collected** 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: September 25, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NA
Interior: Interior Surfaces	X			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			NA
Electrical: Electrical	X			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NA
Safety: Fire Safety, Hazardous Materials	X			NA
Structural: Structural Damage, Roofs	X			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NA

Overall Facility Rate

Year and month of the most recent FIT report: 01-23-2023

Williams Visit Findings on 09-25-2023
The following extreme deficiencies were observed: None
The following good repair deficiencies were observed:
      Section 8. Restrooms: Boys' outside restroom - urinal not working (remedied 09/25/2023)

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	98.47%		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] 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 CAA. CAA 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).

    The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing state-administered assessments
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts/Literacy (grades 3-8 and 11)	65%	61.29%	33.43%	31.89%	47.06%	46.66%
Mathematics (grades 3-8 and 11)	73.33%	63.44%	18.54%	19.80%	33.38%	34.62%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	93	100%	0%	61.29%
Female	52	52	100%	0%	57.69%

Student Group					
Male	41	41	100%	0%	65.86%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	85	85	100%	0%	61.18%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	6	6	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	5	5	100%	0%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	68%	100%	0%	58.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	9	9	100%	0%	--

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 17: CAASPP Test Results in Mathematics by Student Group

for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	93	100%	0%	63.44%
Female	52	52	100%	0%	57.69%
Male	41	41	100%	0%	70.73%
American Indian or Alaska Native	0	0	0%	0%	0%

Asian	0	0	0%	0%	0%
Black or African American	85	85	100%	0%	62.36%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	6	6	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	5	5	100%	0%	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	68	68	100%	0%	63.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	9	9	100%	0%	--

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.**Table 18: 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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8 and high school)	57.14%	33.34%	17.12%	17.18%	29.45%	30.18%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 19: CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Female	10	10	100%	0%	--
Male	5	5	100%	0%	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	14	14	100%	0%	28.57%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	0	0	0%	0%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	11	100%	0%	36.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 20: Career Technical Education (CTE) Programs (School Year 2022–23)

Not Applicable

Table 21: Career Technical Education (CTE) Participation (School Year 2022–23)

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	NA
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

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

Table 23: California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site.

Table 24: Opportunities for Parental Involvement (School Year 2023–24)
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;
- High school graduation rates; and
- Chronic Absenteeism

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				12.9%	10.2%		9.4%	7.8%	
Graduation Rate				79.6%	78.2%	90.8%	83.6%	87.0%	88.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	NA	NA	NA
Female	NA	NA	NA
Male	NA	NA	NA
Non-Binary	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA

Black or African American	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA
Two or More Races	NA	NA	NA
White	NA	NA	NA
English Learners	NA	NA	NA
Foster Youth	NA	NA	NA
Homeless	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA
Students with Disabilities	NA	NA	NA

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 27: Chronic Absenteeism by Student Group

(School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	226	226	73	32.3%
Female	110	110	37	33.6%
Male	94	94	30	31.9%
Non-Binary	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	203	203	63	31.0%
Filipino	0	0	0	0
Hispanic or Latino	14	14	7	50%
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	0	0	0	0
English Learners	--	--	--	--
Foster Youth	--	--	--	--

Homeless	--	--	--	--
Socioeconomically Disadvantaged	181	181	70	38.7%
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	21	21	6	28.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Table 28: Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0%	0%	2.6%	0%	4.7%	5.1%	0.2%	3.4%	3.8%
Expulsions	0%	0%	0%	0	0%	0.2%	0%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 29: Suspensions and Expulsions by Student Group
(School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.6%	0%
Female	--	0%
Male	--	0%
Non-Binary	0	0%
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African American	3.0%	0%
Filipino	0	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0	0%
Two or More Races	0	0%
White	0	0%

English Learners	0	0%
Foster Youth	--	0%
Homeless	--	0%
Socioeconomically Disadvantaged	3.1%	0%
Students Receiving Migrant Education Services	0	0%
Students with Disabilities	0	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 30: School Safety Plan (School Year 2023–24)
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 2023. 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.

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.

Table 31: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25	0	2	0
1	25	0	1	0
2	25	0	1	0
3	27	0	1	0
4	27	0	1	0
5	27	0	0	0
6	0	0	0	0
Other**	0	0	0	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.

Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+

K	22	0	2	0
1	21	0	1	0
2	24	0	1	0
3	18	2	0	0
4	20	1	0	0
5	17	1	0	0
6	0	0	0	0
Other**	27	0	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.

Table 33: Average Class Size and Class Size Distribution (Elementary)

(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25	0	2	0
1	25	0	1	0
2	25	0	1	0
3	27	0	1	0
4	27	0	1	0
5	27	0	0	0
6	25	0	0	0
Other**	25	2	0	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.

Table 34: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

*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.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

*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.

Table 36: Average Class Size and Class Size Distribution (Secondary)

(School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA
Science	NA	NA	NA	NA
Social Science	NA	NA	NA	NA

*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.

Table 37: Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

*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.

Table 38: Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

Other	1

*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.

Table 39: Expenditures Per Pupil and School Site Teacher Salaries

(Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,970	4,680	--	--
District	N/A	N/A	19,938.67	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	23,089	95,160
Percent Difference – School Site and State	N/A	N/A	--	--

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

Table 40: Types of Services Funded (Fiscal Year 2022–23

<p style="text-align:center;">[Narrative provided by the LEA]</p>

[Provide specific information about the types of programs and services available at the school that support and assist students.]

Table 41: Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58,626	51,352
Mid-Range Teacher Salary	$102,780	80,424
Highest Teacher Salary	$125,213	103,442
Average Principal Salary (Elementary)	$108,000	124,852
Average Principal Salary (Middle)	N/A	135,030
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	145,237
Percent of Budget for Teacher Salaries	[DPC]	6.29%
Percent of Budget for Administrative Salaries	[DPC]	26.17%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.**Table 42: Advanced Placement (AP) Courses (School Year 2022–23)**

Percent of Students in AP Courses*:

Subject	Number of AP Courses Offered*
Computer Science	N/A

English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

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

Table 43: Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	34