

Savant Preparatory Academy of Business
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	24424 East Monterey Ave. San Bernardino, CA , 92410-4942	Principal:	Eva Tillman, Administrator
Phone:	(909) 677-0213	Grade Span:	TK-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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Eva Tillman, Administrator

📍 Principal, Savant Preparatory Academy of Business

About Our School

Eva Tillman
Principal

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Contact

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Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	San Bernardino City Unified
Phone Number	(909) 381-1100
Superintendent	Arellano, Mauricio
Email Address	mauricio.arellano@sbcusd.k12.ca.us
Website	www.sbcusd.com

School Contact Information (School Year 2024–25)

School Name	Savant Preparatory Academy of Business
Street	24424 East Monterey Ave.
City, State, Zip	San Bernardino, CA , 92410-4942
Phone Number	(909) 677-0213
Principal	Eva Tillman, Administrator
Email Address	etillman@savantprepacademy.com
Website	https://savantprepacademy.com/
Grade Span	TK-6
County-District-School (CDS) Code	36678760137935

School Description and Mission Statement (School Year 2024–25)

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.

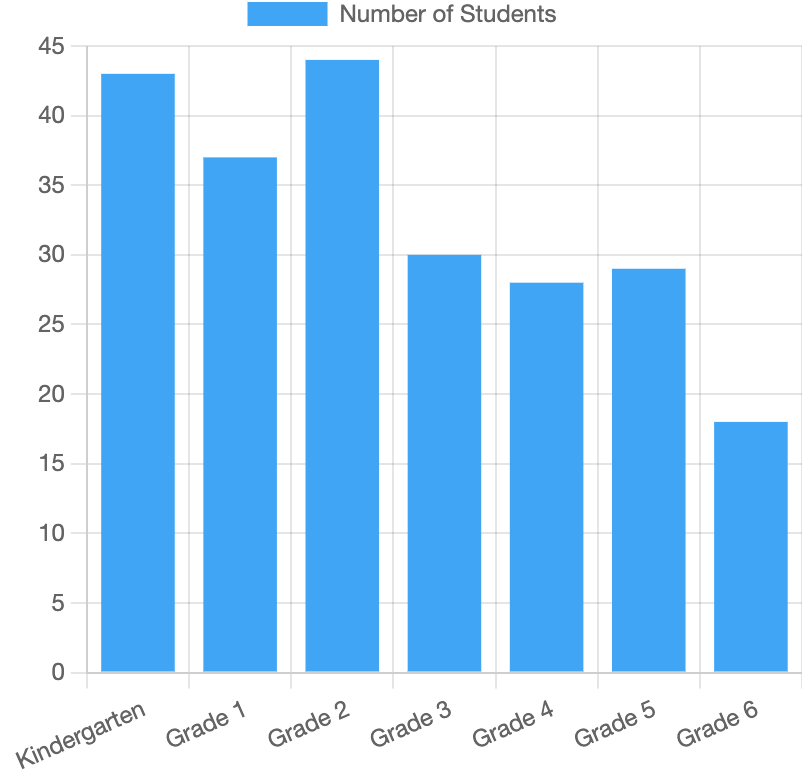
Savant Preparatory Academy of Business mission is to provide an enriched and innovative educational experience that is rooted in financial literacy and entrepreneurship. We aim to balance both experiential and academic learning in order to prepare children for the demands of the 21st century, equip students - 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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	43
Grade 1	37
Grade 2	44
Grade 3	30
Grade 4	28
Grade 5	29
Grade 6	18
Total Enrollment	229



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	90.70%
Filipino	0.00%
Hispanic or Latino	4.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	4.00%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	1.30%
Homeless	4.00%
Migrant	0.00%
Socioeconomically Disadvantaged	72.40%
Students with Disabilities	7.60%

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

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)	5.00	71.43%	1928.00	85.36%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	37.10	1.65%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	28.57%	64.20	2.85%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	66.10	2.93%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	163.10	7.22%	18854.30	6.86%
Total Teaching Positions	7.00	100.00%	2258.80	100.00%	274759.10	100.00%

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. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

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)	4.50	75.00%	1973.30	82.38%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.50	8.33%	24.80	1.04%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	16.67%	113.70	4.75%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	54.80	2.29%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	228.70	9.55%	15831.90	5.67%
Total Teaching Positions	6.00	100.00%	2395.50	100.00%	279044.80	100.00%

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. An authorization is defined as the services that an educator is authorized to provide to students.

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)	7.90	88.88%	1971.20	83.53%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	53.50	2.27%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	11.12%	144.40	6.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	52.40	2.22%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	138.10	5.86%	14303.80	5.15%
Total Teaching Positions	8.90	100.00%	2359.90	100.00%	277698.00	100.00%

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. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	2.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	1.00	1

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0%	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)	28.50%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6 - McGraw-Hill, Reading Wonders / 2018	0
Mathematics	TK-6 - Pearson Scott Foresman, Envision Mathematics / Savvas Learning Company 2022	0
Science	TK-6 - McGraw-Hill School Education, California Inspire Science/2021	0
History-Social Science	TK-6 -McGraw-Hill School Education, Impact: California Social Studies/2021	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	0

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

School Facility Conditions and Planned Improvements

Savant Prep does everything to ensure that the school is clean, safe, and functional. Savant Prep leases the facility from SBCUSD per Prop 39. Both the authorizer and Savant Prep have open communication to make sure the facility is up to date, maintenance is sustained, and all repairs are reported and fixed. Savant Prep reports any issues, and then the district has a team that repairs what is needed. Savant Prep staff is responsible for supervising all areas in the playground and outside places. They are to report any issues to the front office. Our school is a closed campus. Therefore, all visitors must check in upon arrival at the front office.

School Facility Good Repair Status

The site consists of 25 classrooms and there are two computer labs, library, and English Language Development support room, multipurpose room and several playground areas. All site facilities provide adequate space for our students and staff.

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: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No additional improvements are planned at this time.
Interior: Interior Surfaces	Good	Ceiling tiles were damaged, loose, missing, or stained in the cafeteria/kitchen area but were remedied at the time of inspection on 09-18-2024. No additional improvements are planned at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No additional improvements are planned at this time.
Electrical: Electrical	Good	No additional improvements are planned at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	There were deficiencies in the boys' outside restroom due to menstrual product dispensers being empty, this was remedied on 09-18-2024. Toilet dispensers were empty in the girls' restroom, but this was remedied on 09-18-2024. No additional improvements are planned at this time.
Safety: Fire Safety, Hazardous Materials	Good	No additional improvements are planned at this time.
Structural: Structural Damage, Roofs	Good	No additional improvements are planned at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No additional improvements are planned at this time.

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. 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 Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	61%	58%	31%	33%	46%	47%
Mathematics (grades 3-8 and 11)	63%	60%	19%	20%	34%	35%

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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	105	100.00%	0.00%	58.10%
Female	49	49	100.00%	0.00%	67.35%
Male	56	56	100.00%	0.00%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	91	91	100.00%	0.00%	58.24%
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	0	0	0%	0%	0%
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	76	76	100.00%	0.00%	51.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	9.09%

Note: ELA 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.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	105	100.00%	0.00%	60.00%
Female	49	49	100.00%	0.00%	59.18%
Male	56	56	100.00%	0.00%	60.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	91	91	100.00%	0.00%	61.54%
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	0	0	0%	0%	0%
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	76	76	100.00%	0.00%	57.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	27.27%

Note: 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.

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.

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 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	33.33%	27.59%	17.88%	17.92%	30.29%	30.73%

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	29	100.00%	0.00%	27.59%
Female	17	17	100.00%	0.00%	29.41%
Male	12	12	100.00%	0.00%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	27	27	100.00%	0.00%	25.93%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	19	19	100.00%	0.00%	26.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	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.

Career Technical Education (CTE) Programs (School Year 2023–24)

N/A

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 2023–24)

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
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Note: The administration of the PFT requires only participation results 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

Opportunities for Parental Involvement (School Year 2024–25)

Savant Prep has 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 engage with parents on school operations. Savant Preparatory Academy of Business encourages the development of parent-based groups to ensure significant parent involvement. 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, three teacher representatives, and five elected parents.

State Priority: Pupil Engagement

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

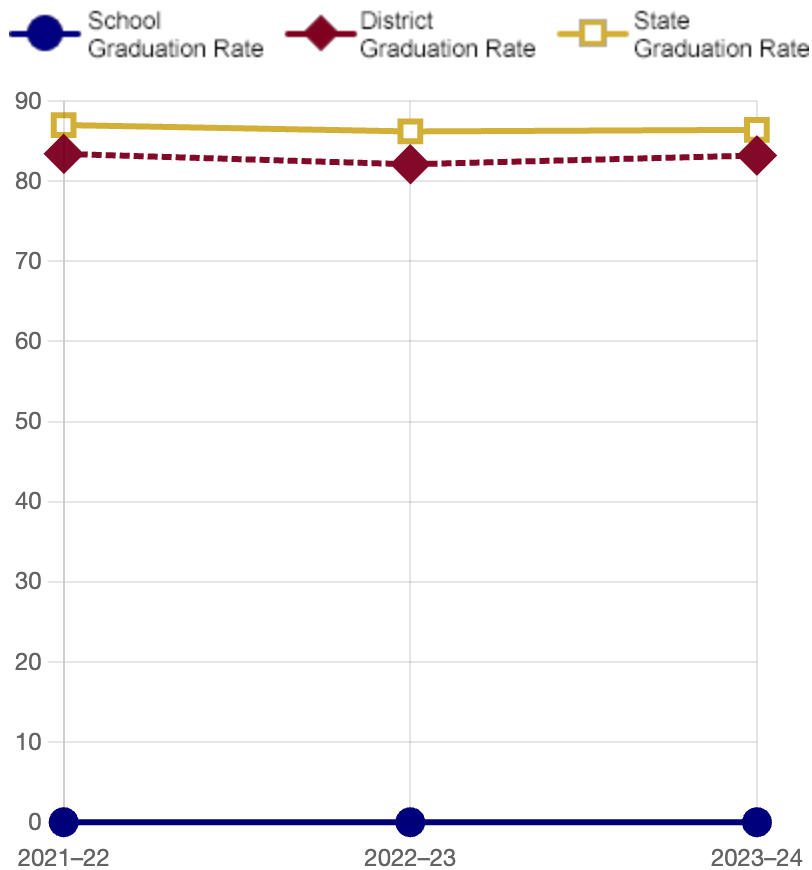
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

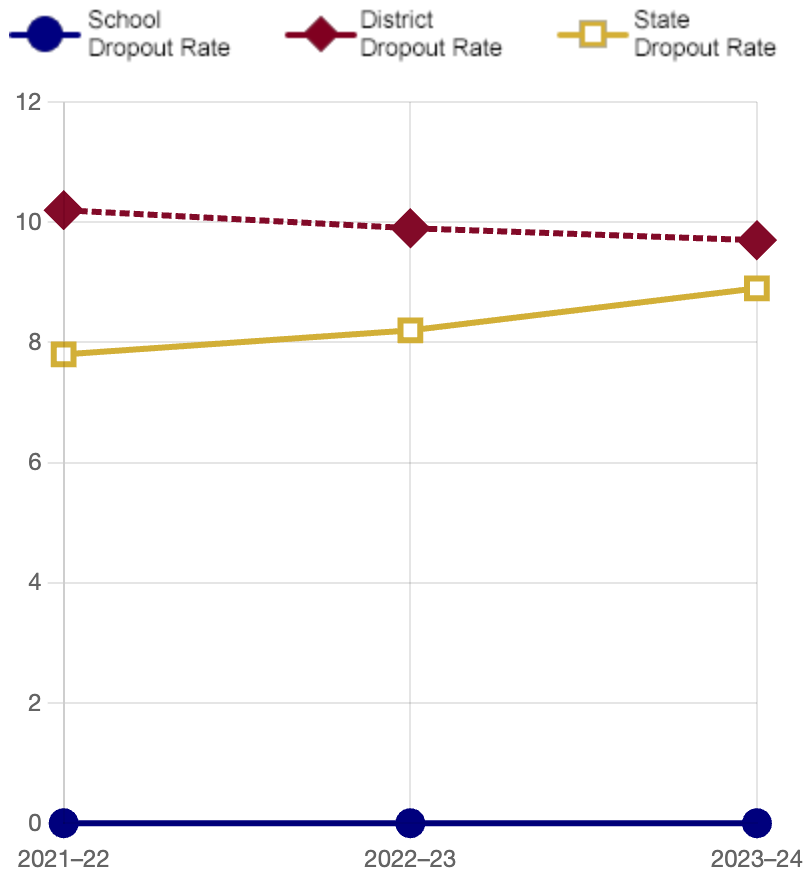
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	0%	0%	0%	83.4%	82.1%	83.2%	87%	86.2%	86.4%
Dropout Rate	0%	0%	0%	10.2%	9.9%	9.7%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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 student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	254	247	65	26.3%
Female	127	124	33	26.6%
Male	127	123	32	26%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	0	0	0	0%
Black or African American	226	220	62	28.2%
Filipino	0	0	0	0%
Hispanic or Latino	17	16	1	6.3%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	10	10	2	20%
White	1	1	0	0%
English Learners	1	1	0	0%
Foster Youth	6	6	0	0%
Homeless	11	10	7	70%
Socioeconomically Disadvantaged	190	185	55	29.7%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	23	23	4	17.4%

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	2.64%	3.10%	4.68%	5.14%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.18%	0.17%	0.16%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.15%	0%
Female	2.36%	0%
Male	3.94%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	3.54%	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%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	4.21%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	8.7%	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.

School Safety Plan (School Year 2024–25)

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 follow 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 2024. 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.

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	22.00		2	
1	21.00		1	
2	24.00		1	
3	18.00	2		
4	20.00	1		
5	17.00	1		
6				
Other**	27.00		1	

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	0	0
1	25.00	0	2	0
2	24.00	0	1	0
3	35.00	0	0	1
4	33.00	0	0	0
5	15.00	1	0	0
6	14.00	1	0	0
Other**	28.00	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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	1		
1	21.00		1	
2	24.00		1	
3	15.00	1		
4	30.00		1	
5	30.00		1	
6	17.00	1		
Other**	22.00	1	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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
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 2023–24)

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	3.20

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

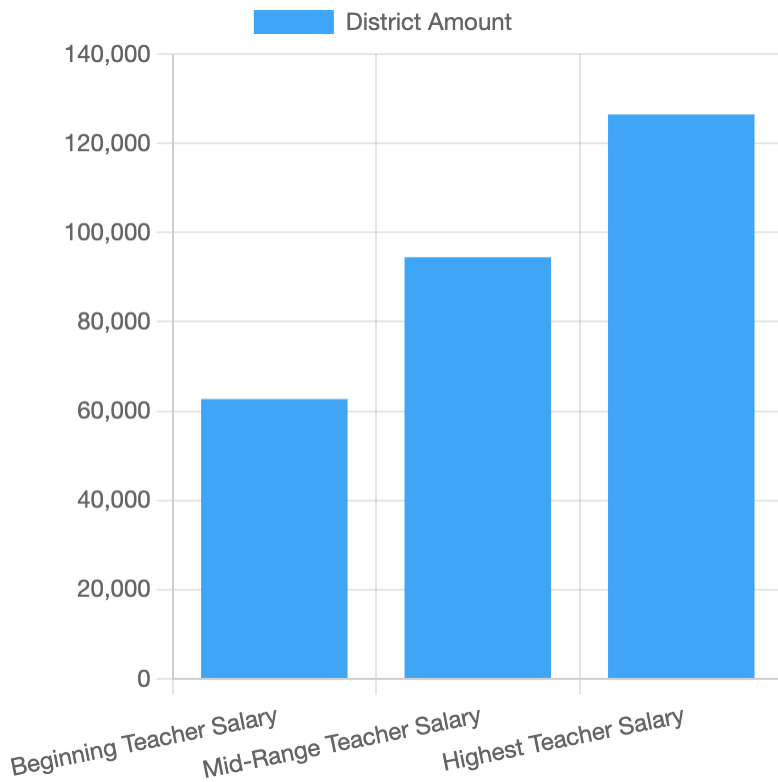
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17665.00	\$1560.00	\$16105.00	\$71697.00
District	N/A	N/A	--	\$103459.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

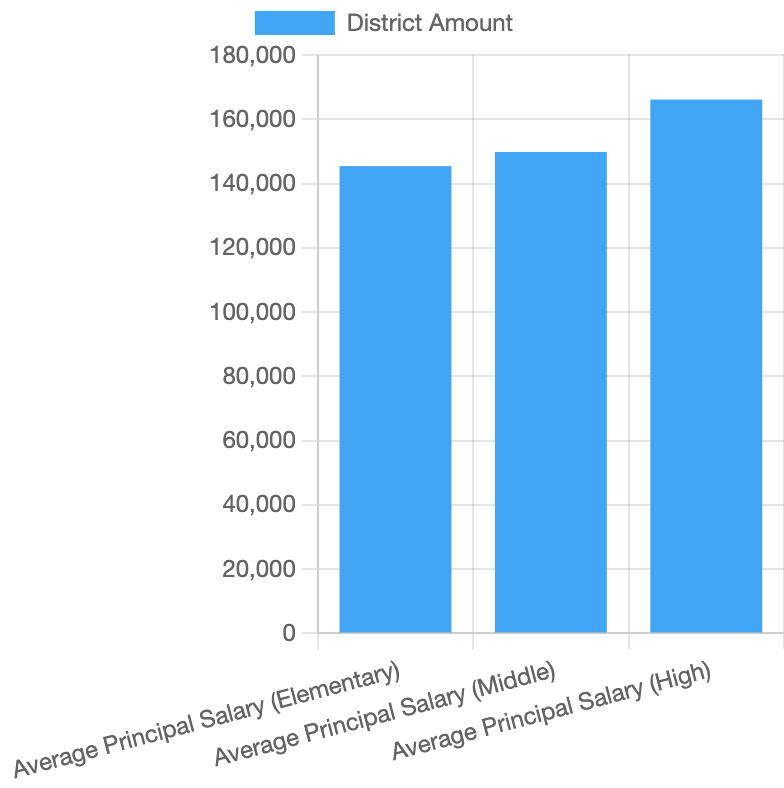
Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62682.00	\$56572.74
Mid-Range Teacher Salary	\$94473.00	\$87185.69
Highest Teacher Salary	\$126463.00	\$119664.66
Average Principal Salary (Elementary)	\$145413.00	\$148486.09
Average Principal Salary (Middle)	\$149825.00	\$154835.19
Average Principal Salary (High)	\$166123.00	\$170007.96
Superintendent Salary	\$364000.00	\$338699.13
Percent of Budget for Teacher Salaries	0.28%	31.41%
Percent of Budget for Administrative Salaries	0.04%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

N/A

Percent of Students in AP Courses %

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

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

Professional Development

Professional development consists of educator training for both certified and classified staff in accelerated learning strategies and effectively addressing learning gaps, including training in facility quality and engaging learning opportunities for all students. In addition, school staff is trained on strategies, including trauma-informed practices, to engage students and families in addressing social-emotional health and academic needs.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	20