

MEETING AGENDA - Santa Clarita Valley international Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office of the school between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Wednesday, November 17, 2021
Start Time	6:00 PM
End Time	7:30 PM
Location	Address: The Village SCVi 28060 Hasley Cyn Rd Castaic Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(6:00 PM - 6:00 PM)
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1.2. Roll Call	(6:00 PM - 6:00 PM)
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1.3. Pledge Of Allegiance	(6:00 PM - 6:00 PM)
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1.4. Approve Agenda	(6:00 PM - 6:00 PM)
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Due date: 11/17/2021

1.5. Approve Minutes	(6:00 PM - 6:00 PM)
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Due date: 11/17/2021

Documents

- Minutes-2021-10-27.pdf
 - Minutes-2021-10-20.pdf
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2. Curriculum Moment

2.1. Curriculum Moment	(6:00 PM - 6:00 PM)
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3. Public Comments

3.1. Public Comments	(6:00 PM - 6:00 PM)
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The public may address the SCVi governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

4. Consent Items

4.1. Personnel Report

(6:00 PM - 6:00 PM)

Due date: 11/17/2021

Documents

- Personnel Report.pdf

4.2. Check Register

(6:00 PM - 6:00 PM)

Due date: 11/17/2021

Documents

- Check Register.pdf

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements (6:00 PM - 6:00 PM)

Request approval of required Analysis of AB 361 Emergency Legislation regarding the ability of the Board and public to meet safely in person given measures to promote social distancing.

Due date: 11/17/2021

Documents

- SCVi - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements.pdf
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5. Discussion And Reports

5.1. Learner Board Ambassador Report

(6:00 PM - 6:00 PM)

5.2. School Director Report

(6:00 PM - 6:00 PM)

Documents

- Director Board Report.pdf

5.3. Staff Board Ambassador Report

(6:00 PM - 6:00 PM)

5.4. Financial Committee Report

(6:00 PM - 6:00 PM)

5.5. Enrollment Committee Report

(6:00 PM - 6:00 PM)

5.6. Learner Conduct Expectations & Consequences

(6:00 PM - 6:00 PM)

5.7. Maker Learning Network - Kindercare Lease Agreement Update

(6:00 PM - 6:00 PM)

6. Action Items

6.1. Revised 2021 - 2022 Budget

(6:00 PM - 6:00 PM)

Request approval of the revised 2021-2022 budget based on current enrollment, revenue, and expenditures.

Due date: 11/17/2021

6.2. Revised iCA Special Education MOU

(6:00 PM - 6:00 PM)

Request approval of iCA Special Education with the removal of Counselors who work directly for the schools and are not a shared resource.

Due date: 11/17/2021

Documents

- 21-22 SPED RESOURCE SHARING (2).pdf

6.3. LA County Parks Memorandum Of Agreement

(6:00 PM - 6:00 PM)

Request approval of legal required LA County Parks MOA for the use of County properties for events such as athletic programs, PE courses, aquatic programs, graduations, school events, picnics, etc.

Due date: 11/17/2021

Documents

- SCVi and LA County Parks MOA 9-2021-2.pdf
- SCVi Certificate of Liability Insurance.pdf

6.4. PE Policy

(6:00 PM - 6:00 PM)

Request approval of the PE Policy which is required by the Federal Government due to the receipt of Federal Funding (Title I, Title II, Title IV)

Due date: 11/17/2021

Documents

- Physical Education Policy - SCVi .pdf

6.5. Equity Policy

(6:00 PM - 6:00 PM)

Request approval of the Equity Policy which is required by the Federal Government due to the receipt of Federal Funding (Title I, Title II, Title IV)

Due date: 11/17/2021

Documents

- Equity Policy - SCVi.pdf

6.6. Revised 21-24 LCAP

(6:00 PM - 6:00 PM)

Request ratification of the 21-24 Revised LCAP with needed updates

Due date: 11/17/2021

Documents

- Final Red-lined 10-28-21 SCVi-21-24-LCAP-all-documents.pdf

7. Board Comments

7.1. Board Comments

(6:00 PM - 6:00 PM)

8. Closing Items

8.1. Board Retreat Dates

(6:00 PM - 6:00 PM)

January 28, 2022 & January 29

8.2. Next Meeting Date - December 15

(6:00 PM - 6:00 PM)

8.3. Adjournment

(6:00 PM - 6:00 PM)

Please note: items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.

MEETING MINUTES - Santa Clarita Valley international Board

Meeting

Date	Wednesday, October 20, 2021
Started	6:04 PM
Ended	7:25 PM
Location	Address: The Village SCVi 28060 Hasley Cyn Rd Castaic Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting
Chaired by	Nicole Miller
Recorder	Donna Wood

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 6:04pm

Status: Completed

1.2. Roll Call

Greg Kimura - present

Nicole Miller - present

Via Zoom

Wendy Emeterio - present

Shely Berry - present

Quorum was not able to be established, no action items were presented.

Status: Completed

1.3. Pledge Of Allegiance

Pledge of Allegiance was recited

Status: Completed

1.4. Approve Agenda

No Action Taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

1.5. Approve Minutes

No Action Taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

Documents

- Minutes-2021-09-15.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Megan Tapia and a K/1 dual immersion learner presented the start of their space project to the Board and answered questions of the Board

Status: Completed

3. Public Comments

3.1. Public Comments

The public may address the SCVi governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

- 1) Audrey Sorenson spoke to the Board regarding 7th grade issues
- 2) Rei Reid spoke to the Board regarding 7th grade issue
- 3) Cheryl Sena spoke to the Board regarding 10 year service surprise at the staff retreat
- 4) Brittany Applen spoke to the Board and Thanked the Board, Directors, Facilitators, and staff for their support of the learners during this pandemic.

Status: Completed

4. Consent Items

4.1. Personnel Report

No Action Taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

Documents

- Personnel Report.pdf
-

4.2. Check Register

No Action Taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

Documents

- SCVi Payment Register.pdf
-

5. Discussion And Reports

5.1. Learner Board Ambassador Report

The Learner Board Ambassador presented the Learner Board Ambassador Report to the Board and answered questions of the Board

Status: Completed

5.2. School Director Report

Chad Powell and Martha Spansel Pellico presented the School Director Report to the Board and answered questions of the Board

Status: Completed

Documents

- Site Director Board Report.pdf
-

5.3. Staff Board Ambassador Report

Alan Kingsley presented the Staff Board Ambassador Report to the Board and answered questions of the Board.

Status: Completed

5.4. Financial Committee Report

Greg Kimura presented the Financial Committee Report to the Board and answered questions of the Board

Status: Completed

5.5. Enrollment Committee Report

Chad Powell and Martha Spansel Pellico presented the Enrollment Committee Report to the Board and answered questions of the Board

Status: Completed

5.6. The IDEAL Process

Matt Watson presented The IDEAL Process to the Board and answered questions of the Board

Status: Completed

Documents

- The iDEAL Process.pdf
-

6. Action Items

6.1. 2020-2021 Unaudited Actuals

Request approval of the unaudited actuals as proposed for last schools year.

No action was taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

Documents

- Unaudited Actuals 2020 2021.pdf
-

6.2. ESSER III Expenditure Report

Request approval of required Expenditure Plan For ESSER III one time funding based on allowable expenditures.

No action was taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

Documents

- 2021-22 ESSER III Expenditure Plan DRAFT.docx.pdf
-

6.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

Request approval of required Analysis of AB 361 Emergency Legislation regarding the ability of the Board and public to meet safely in person given measures to promote social distancing.

No action was taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

Documents

- AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements.pdf
-

6.4. LA County Parks Memorandum Of Agreement

Request approval of legal required LA County Parks MOA for the use of County properties for events such as athletic programs, PE courses, aquatic programs, graduations, school events, picnics, etc.

No action was taken

Due date: 10/27/2021

Status: Deferred until 10/27/2021

Documents

- SCVi and LA County Parks MOA 9-2021.pdf
-

7. Board Comments

7.1. Board Comments

No Comments were made by the Board

Status: Completed

8. Closing Items

8.1. Next Meeting Date

November 17, 2021

Wednesday, October 27th

Status: Completed

8.2. Adjournment

Meeting adjourned at 7:25pm

Status: Completed

MEETING MINUTES - Santa Clarita Valley international Board

Meeting

	Special meeting
Date	Wednesday, October 27, 2021
Started	6:02 PM
Ended	6:53 PM
Location	Address: The Village SCVi 28060 Hasley Cyn Rd Castaic Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Needed Items For Action Rescheduled Due To Lack Of Quorum During Regularly Scheduled Meeting On October 20.
Chaired by	Nicole Miller
Recorder	Donna Wood

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 6:02pm

Status: Completed

1.2. Roll Call

Wendy Emeterio: Present

Greg Kimura: Present

Sharon Lord Greenspan: Present

Nicole Miller: Present

Shely Berry - Absent

Status: Completed

1.3. Approve Agenda

Motion to Approve the Agenda: Sharon Lord Greenspan

Second by: Greg Kimura

Unanimously Approved:

Sharon Lord Greenspan: Yes

Greg Kimura: Yes

Wendy Emeterio: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

1.4. Minutes

Motion to Approve Minutes: Sharon Lord Greenspan

Second by: Greg Kimura

Unanimously Approved

Sharon Lord Greenspan: Yes

Greg Kimura: Yes

Wendy Emeterio: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

Documents

- Minutes-2021-09-15 (1).pdf
-

2. Public Comments

2.1. Public Comments

The public may address the SCVi governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

No Public comments were made

Status: Completed

3. Consent Items

3.1. Personnel Report

Motion to Approve Personnel Report: Sharon Lord Greenspan

Seconded by: Greg Kimura

Unanimously Approved:

Sharon Lord Greenspan: Yes

Greg Kimura: Yes

Wendy Emeterio: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

Documents

- Personnel Report - SCVi October 2021.pdf
-

3.2. Check Register

Motion to Approve Check Report: Sharon Lord Greenspan

Seconded by: Greg Kimura

Unanimously Approved:

Sharon Lord Greenspan: Yes

Greg Kimura: Yes

Wendy Emeterio: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

Documents

- SCVi Payment Register.pdf
-

4. Action Items

4.1. 2020-2021 Unaudited Actuals

Request approval of the unaudited actuals as proposed for last schools year.

Kelly O'Brien, iLEAD CA Support Staff, presented the 2020-2021 Unaudited Actuals to the Board and answered questions of the Board.

Motion to Approve 2020-2021 Unaudited Actuals: Wendy Emeterio

Seconded by: Sharon Lord Greenspan

Unanimously Approved:

Wendy Emeterio: Yes

Sharon Lord Greenspan: Yes

Greg Kimura: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

Documents

- Unaudited Actuals 2020 2021.pdf

4.2. ESSER III Expenditure Report

Request approval of required Expenditure Plan for ESSER III one time funding based on allowable expenditures.

Lara Durrell, iLEAD CA Support Provider, presented the ESSER III Expenditure Report to the Board and answered questions of the Board.

Motion to Approve ESSER III Expenditure Report: Wendy Emeterio

Seconded by: Sharon Lord Greenspan

Unanimously Approved:

Wendy Emeterio: Yes

Sharon Lord Greenspan: Yes

Greg Kimura: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

Documents

- SCVi 2021-22 ESSER III Expenditure Plan DRAFT.docx.pdf

4.3. Revised - Independent Study Policy

Amanda Fischer, iLEAD CA Support Provider, presented the Revised - Independent Study Policy to the Board and answered questions of the Board.

Motion to Approve Revised - Independent Study Policy: Greg Kimura

Seconded by: Sharon Lord Greenspan

Unanimously Approved:

Greg Kimura: Yes

Sharon Lord Greenspan: Yes

Wendy Emeterio: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

Documents

- SCVi_ Independent Study Policy (Marked Up).pdf

4.4. Authorization to Teach Outside Credential

Request approval of the authorization to teach outside credential given Ed Code 44263 and hours of course work.

Amanda Rickart, iLEAD Support Provider, presented the Authorization to Teach Outside Credential to the Board and answered questions of the Board.

Motion to Approve the Authorization to Teach Outside Credential : Sharon Lord Greenspan

Seconded by: Wendy Emeterio

Unanimously Approved:

Sharon Lord Greenspan: Yes

Wendy Emeterio: Yes

Greg Kimura: Yes

Nicole Miller: Yes

Due date:

Status: Completed

Documents

- Ronald Esposito Board Resolution.pdf

4.5. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

Request approval of required Analysis of AB 361 Emergency Legislation regarding the ability of the Board and public to meet safely in person given measures to promote social distancing

Kim Lytle, iLEAD CA Support Provider, presented the SCVi - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements to the Board and answered questions of the Board.

Motion to Approve the SCVi - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements to hold Board Meetings in a Hybrid Format that will be revisited at next Board Meeting: Wendy Emeterio

Seconded by: Greg Kimura

Unanimously Approved:

Wendy Emeterio: Yes

Greg Kimura: Yes

Sharon Lord Greenspan: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date:

Status: Completed

Documents

- SCVi - AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements.pdf

4.6. LA County Parks Memorandum Of Agreement

Request approval of legal required LA County Parks MOA for the use of County properties for events such as athletic programs, PE Courses, aquatic programs, graduations, school events, picnics, etc.

Cheryl Sena presented the LA County Parks Memorandum of Agreement to the Board and answered questions of the Board.

Motion to Table the LA County Parks Memorandum of Agreement till next Board Meeting to receive more information regarding SCVi insurance coverage : Wendy Emeterio

Seconded by: Sharon Lord Greenspan

Unanimously Tabled till next Board Meeting:

Wendy Emeterio: Yes

Sharon Lord Greenspan: Yes

Greg Kimura: Yes

Nicole Miller: Yes

Shely Berry - Absent

Due date: 11/17/2021

Status: Deferred until 11/17/2021

Documents

- SCVi and LA County Parks MOA 9-2021-2.pdf

5. Board Comments

5.1. Board Comments

Sharon Lord Greenspan thanked Directors, Facilitators and Staff for all their hard work over the pandemic.

Nicole Miller reminded the Board that the Annual Retreat will be held this January 2022.

Status: Completed

6. Closing Items

6.1. Next Meeting Date

November 17, 2021

November 17, 2021

Status: Completed

6.2. Adjournment

Nicole Miller adjourned the Board Meeting at 6:53pm.

Status: Completed

EMPLOYMENT - NEW HIRES

Gena Ponticelli - Care Team - Student Support - 11/8/21

RESIGNATIONS/TERMINATIONS

Michelle Zakson - Facilitator - Substitute - 10/22/21

Tiziana Colon - Care Team - Student Support 1:1 - 11/1/21

Michael Kruger - School Counselor - 11/1/21

STATUS CHANGE

Steven Chutuk - Care Team - Student Support - part time to full time - 11/1/21

Nicolas Rosales - Custodian - part time to full time - 11/1/21

Company Name: Santa Clarita Valley International School
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 10/14/2021-11/10/2021
Created On: 11/11/21
Location: 110--Santa Clarita Valley International

Date	Vendor	GL account/Account label	Method	Amount	Memo
10/14/21	EMP1014	9520--Payroll Liabilities	EFT	-1,306.17	SCVi- Payroll
10/14/21	EMP0963	9520--Payroll Liabilities	EFT	1,497.59	SCVi- Payroll
10/18/21	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	EFT	179.20	SCVi - EMR - Curriculum
10/18/21	EMP1014	9520--Payroll Liabilities	EFT	1,306.17	SCVi- Payroll
10/18/21	ILEA300--iLEAD California	5809--Professional Services -	EFT	6,275.55	SCVi- iCC1 Shared Employees
10/18/21	ILEA300--iLEAD California	5940--Postage Expense	EFT	9.99	SCVi- iCC1 -Bill.com August Postage
10/18/21	CALI031--California Weekly Explorer, Inc	5853--Student Services Expendi	EFT	799.99	SCVi- Field Studies
10/19/21	EMP0519	9520--Payroll Liabilities	EFT	1,767.05	SCVi-Payroll
10/20/21	JONE004--Jones, Caid Mitchell	4335--Home Study Stipend	EFT	504.00	SCVi - VCI-Curriculum
10/25/21	WHIT012--Whitaker Plumbing	5630--Repairs & Maintenance -	EFT	755.00	SCVi- Facilities and Maintenance
10/25/21	AFFO000--Affordable Copier Service	4345--Printing & Reproduction	EFT	110.00	SCVi- Copier and printing supplies
10/25/21	INSI000--Inside SCV Magazine	5830--Operating Expenditures -	EFT	135.00	SCVi- November 2021 Advertising
10/25/21	OAKM000--Oak Meadow Inc [P]	4335--Home Study Stipend	EFT	268.06	SCVi - EMR - Curriculum
10/25/21	PROC000--Procopio, Cory, Hagreaves & Savitch	5808--Professional Services -	EFT	684.00	SCVi- Legal Services
10/25/21	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	EFT	42.59	SCVi - EMR - Curriculum
10/25/21	HOME003--Home Depot Credit Services	4355--Facilities Supplies	EFT	2,006.41	SCVi- Facilities Supplies
10/25/21	SCV110E--SCV Water- Valencia Division 5302	5530--Utilities - Water	EFT	19.47	SCVi- Acct# 39745302
10/25/21	SCV110G--SCV Water- Valencia Division 7302	5530--Utilities - Water	EFT	19.47	SCVi - Acct#39747302
10/25/21	SCV110C--SCV Water- Valencia Division 9302	5530--Utilities - Water	EFT	19.47	SCVi- Acct# 39749302
10/25/21	SCV110J--SCV Water- Valencia Division 8301	5530--Utilities - Water	EFT	114.77	SCVi- Acct#39738301
10/25/21	SCV110B--SCV Water- Valencia Division 0301	5530--Utilities - Water	EFT	114.77	SCVi - Acct#39740301
10/25/21	SCV110A--SCV Water- Valencia Division 2301	5530--Utilities - Water	EFT	127.31	SCVi- Acct#39742301
10/25/21	SCV110D--SCV Water- Valencia Division 3301	5530--Utilities - Water	EFT	19.47	SCVi- Acct#39738301
10/25/21	SCV110H--SCV Water- Valencia Division 4302	5530--Utilities - Water	EFT	125.22	SCVi- Acct# 39744302
10/25/21	SCV110I--SCV Water- Valencia Division 6304	5530--Utilities - Water	EFT	123.13	SCVi- Acct# 39746304
10/25/21	SCV110F--SCV Water- Valencia Division 8303	5530--Utilities - Water	EFT	123.13	SCVi- Acct# 39748303
10/25/21	SYSC000--Sysco Ventura Inc	4740--Cafe Other Supplies	EFT	17.77	SCVi- Cafe
10/25/21	KIDS006--Drawn2Art - Northridge	4335--Home Study Stipend	EFT	412.56	SCVi - VCI- Curriculum
10/25/21	GRAD001--Grady, Ann M	4335--Home Study Stipend	EFT	273.75	SCVi -VCI- Curriculum
10/25/21	IRON000--Iron Fist Martial Arts [S]	4335--Home Study Stipend	EFT	195.00	SCVi- VCI- Curriculum
10/25/21	LAMO000--L'Amore Dance and Performing Arts Studio Inc. [S]	4335--Home Study Stipend	EFT	60.00	SCVi - VCI- Curriculum
10/25/21	THEO004--The ONE TaeKwanDo [S]	4335--Home Study Stipend	EFT	223.50	SCVi -VCI Curriculum
10/25/21	PERF004--The Performers Academy	4335--Home Study Stipend	EFT	495.00	SCVi- VCI- Curriculum
10/25/21	GYMJ000--GymJam [S]	4335--Home Study Stipend	EFT	170.00	SCVi - VCI-Curriculum
10/25/21	ATT110C--AT&T 0090	5910--Telephone & Fax	EFT	11.16	SCVi- 858950090
10/25/21	DUNN000--Dunn-Edwards Paints	4355--Facilities Supplies	EFT	533.59	SCVi- Facilities Supplies
10/25/21	TIM110B--Time Warner Cable 2316	5920--Internet Services	EFT	716.25	SCVi- Acct# 8448 20 052 0392316
10/25/21	TIM110A--Time Warner Cable 2501	5920--Internet Services	EFT	862.50	SCVi- Acct# 071482501
10/25/21	EDI110C--Southern California Edison 4738	5510--Utilities - Electricity	EFT	1,312.12	SCVi- Acct#700193504738
10/25/21	EDI110B--Southern California Edison 8155	5510--Utilities - Electricity	EFT	4,670.39	SCVi- Acct# 700577248155
10/25/21	BYUI000--BYU Continuing Education	4335--Home Study Stipend	EFT	340.00	SCVi-EMR-Curriculum
10/25/21	ILEAEXP--iLEAD Hybrid Exploration	5808--Professional Services -	EFT	126,889.36	SCVi- iCC1 Girard - SPED - Legal Fees
10/25/21	EMP0297	4420--NonClassroom Furniture &	EFT	848.06	SCVi- Classroom Supplies
10/25/21	EDME000--Edmentum Inc	4120--Core Curriculum - Softwa	EFT	28,557.00	SCVi- Program License

10/25/21	EMP0889	5940--Postage Expense	EFT	267.99	SCVi-Postage
10/27/21	TRIN000--Trinity Classical Academy	5853--Student Services Expendi	EFT	80.00	SCVi-Sports
10/27/21	EVER004--EverWild LA [S]	4335--Home Study Stipend	EFT	292.00	SCVi - VCI- Curriculum
10/27/21	HUCK000--HuckleBerry Center for Creative Learning [S]	4335--Home Study Stipend	EFT	970.67	SCVi - VCI -Curriculum
10/27/21	LEAR000--Learn Beyond The Book LLC [S]	4335--Home Study Stipend	EFT	5,281.33	SCVi - VCI - Curriculum
10/27/21	STAR003--Star Dance Center [S]	4335--Home Study Stipend	EFT	170.00	SCVi- VCI- Curriculum
10/27/21	VIBE000--Vibe Performinq Arts [S]	4335--Home Study Stipend	EFT	70.00	SCVi -VCI-Curriculum
10/27/21	ARTH000--First Insurance Funding	5826--Operating Expenditures -	EFT	13,193.52	SCVi- 4th Payment Acct# ILEASCH-02
10/29/21	COAC000--Coach America	5829--Operating Expenditures -	EFT	1,317.55	SCVi- Retreat 2021- Transportation
10/29/21	LEGA004--Legacy Volleyball Club LLC	5853--Student Services Expendi	EFT	1,100.00	SCVi - Court Rentals- Sept and Oct
10/29/21	DEPA001--Depasquale, Kelley & Company	5808--Professional Services -	EFT	1,662.50	SCVi- Legal Services
10/29/21	KOOL000--Kool It Refrigeration	5660--Repairs & Maintenance -	EFT	195.00	SCVi- Repairs and Maintenance
10/29/21	MOVI000--Moving Beyond the Page	4335--Home Study Stipend	EFT	1,085.66	SCVi - EMR - Curriculum
10/29/21	HOME000--Home Science Tools [P]	4335--Home Study Stipend	EFT	411.23	SCVi - EMR - Curriculum
10/29/21	ACTI001--Activities For Learning Inc [P]	4335--Home Study Stipend	EFT	109.31	SCVi-EMR-Curriculum
10/29/21	PROC000--Procopio, Cory, Hagreaves & Savitch	5808--Professional Services -	EFT	614.84	SCVi- Legal Services
10/29/21	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	EFT	2,327.23	SCVi - EMR - Curriculum
10/29/21	BLIC000--Blick Art Materials [P]	4335--Home Study Stipend	EFT	415.96	SCVi- EMR -Curriculum
10/29/21	TITA000--Titan Environmental Solutions, Inc	5630--Repairs & Maintenance -	EFT	1,300.00	SCVi-Repairs and Maintenance
10/29/21	LITT000--Little Passports [P]	4335--Home Study Stipend	EFT	363.08	SCVi - EMR - Curriculum
10/29/21	LITT001--Little School of Music [S]	4335--Home Study Stipend	EFT	360.00	SCVi - VCI - Curriculum
10/29/21	CINT000--Cintas Corporation	4325--Custodial Supplies	EFT	1,727.94	SCV-Janitorial Supplies
10/29/21	OUTS000--Outschool, Inc [S]	4335--Home Study Stipend	EFT	180.00	SCVi - EMR - Curriculum
10/29/21	MCGR000--McGraw-Hill Education Holdings Inc [P]	4110--Core Curriculum - Texts,	EFT	150.51	SCVi - Curriculum
10/29/21	LAKE000--Lakeshore Learning Materials	4335--Home Study Stipend	EFT	281.04	SCVi- EMR -Curriculum
10/29/21	OFFI000--Office Depot [P]	4335--Home Study Stipend	EFT	817.69	SCVi - EMR- Curriculum
10/29/21	SCHO009--School Pathways Holdings, LLC	5310--Professional Dues, Membe	EFT	4,756.33	SCVi- Annual Subscriptions
10/29/21	CARO000--Carolina Biological Supply Company	4305--Educational Supplies (CI	EFT	167.16	SCVi- Classroom Supplies
10/29/21	HESS000--Hess and Associates Inc	9535--Retirement Liability	EFT	927.50	SCVi-1st Quarter- CAL STRS and Annual Fee
10/29/21	DRAV000--Draves, Nolan	5853--Student Services Expendi	EFT	1,109.36	SCVi-Sports-
10/29/21	FRES001--Fresh Start Healthy Meals, Inc.	4710--Vended Food Service	EFT	25,887.00	SCVi- Meal Service September 2021
10/29/21	ILEA300--iLEAD California	5840--Operating Expenditures -	EFT	13,249.10	SCVi- Jamf Software
10/29/21	KIND000--KinderCare Learning Centers LLC	5610--Rent - Facilities Rent a	EFT	31,319.53	LiL - KinderCare November Rent
10/29/21	RODR000--Rodriguez, Freddy	4710--Vended Food Service	EFT	400.00	SCVi- Cafe Refund
10/29/21	LOSA001--Los Angeles County Office of Education (LACOE)	9535--Retirement Liability	EFT	73,723.53	SCVi STRS
10/29/21	SCHO015--School Zone Transportation	5853--Student Services Expendi	EFT	20,160.00	SCVi- Bus Services
10/29/21	EMP0889	5940--Postage Expense	EFT	448.58	SCVi-Postage Supplies -Petty Cash
11/1/21	LEGA003--Legal Shield	3401--Health & Welfare Benefit	EFT	223.70	EE Benefits 09.21
11/3/21	GIRA000--Girard, Edwards, Stevens & Tucker LLP	5808--Professional Services -	EFT	3,864.55	SCVi - Legal Fees
11/3/21	POWE005--Power Clean Janitorial, Inc	5550--Operations - Janitorial	EFT	12,215.00	SCVi- Janitorial Services
11/3/21	VALE006--Valencia Fulfillment Inc	4340--Office Supplies	EFT	163.13	SCVi- Office Supplies
11/3/21	BLIC000--Blick Art Materials [P]	4335--Home Study Stipend	EFT	224.88	SCVi- EMR -Curriculum
11/3/21	PRUD000--Prudential Overall Supply	4740--Cafe Other Supplies	EFT	49.55	SCVi - Cafe Cleaning Supplies
11/3/21	THEA003--The ARTree Community Arts Center	4335--Home Study Stipend	EFT	330.00	SCVi -VCI- Curriculum
11/3/21	TOPO000--Top Out Climbing [S]	4335--Home Study Stipend	EFT	490.00	SCVi - VCI-Curriculum
11/3/21	WEST000--West Coast Music Academy [S]	4335--Home Study Stipend	EFT	280.00	SCVi - VCI -Curriculum
11/3/21	LEAR000--Learn Beyond The Book LLC [S]	4335--Home Study Stipend	EFT	88.75	SCVi - VCI - Curriculum
11/3/21	CINT000--Cintas Corporation	4325--Custodial Supplies	EFT	3,157.86	SCV-Janitorial Supplies
11/3/21	CINT000--Cintas Corporation	4325--Custodial Supplies	EFT	979.66	SCV-Janitorial Supplies
11/3/21	READ001--Ready Refresh	4340--Office Supplies	EFT	162.46	SCVi- Water Service
11/3/21	GAS110D--SoCalGas 7473	5520--Utilities - Gas	EFT	1.65	Acct# 060 099 2747 3
11/3/21	GAS110H--SoCalGas 2166	5520--Utilities - Gas	EFT	17.00	SCVi- acct# 072 662 6216 6
11/3/21	SCHO004--School Nurse Supply Inc	4330--Health & Safety	EFT	263.03	SCVi- Health and Safety

11/3/21	GAS110A--SoCalGas 2760	5520--Utilities - Gas	EFT	25.40	SCVi- 137 762 7276 0
11/3/21	GAS110C--SoCalGas 8533	5520--Utilities - Gas	EFT	33.80	SCVi- Acct# 165 079 4853 3
11/3/21	AMAZ110--Amazon Capital Services, Inc (SCVi)	4305--Educational Supplies (Cl	EFT	104.01	SCVi- Classroom Supplies
11/3/21	SYSC000--Sysco Ventura Inc	4740--Cafe Other Supplies	EFT	377.70	SCVi- Cafe
11/3/21	BAY110B--Bay Alarm Company 6072	5560--Operations - Security	EFT	566.25	SCVi- Acct#3266072
11/3/21	ATT110A--AT&T 8037	5910--Telephone & Fax	EFT	1,040.84	SCVi- Acct# 661 295-0771 803 7
11/3/21	EDI110A--Southern California Edison 0668	5510--Utilities - Electricity	EFT	9,608.79	SCVi- Acct# 700070870668
11/3/21	EMP0777	5853--Student Services Expendi	EFT	78.77	SCVi- Student Activities
11/3/21	Emp0313	5940--Postage Expense	EFT	50.70	SCVi- Postage Supplies
11/3/21	EMP1964	9520--Payroll Liabilities	EFT	1,022.96	SCVi- Payroll
11/3/21	EMP1026	5240--Professional Development	EFT	23.00	SCVi- Behavior 1/1 Team Lunch
11/3/21	NATI000--National Benefit Services	9536--403b Payable	EFT	2,050.00	SCVi- 403b 08.31.2021
11/3/21	EMP0438	5240--Professional Development	EFT	21.99	SCVi- Behavior 1/1 Team Lunch
11/3/21	REMI000	4120--Core Curriculum - Softwa	EFT	108.00	SCVi- Learning Ally Membership
11/3/21	LOSA012--Los Angeles Volleyball Academy Inc	5853--Student Services Expendi	EFT	480.00	SCVi-Sports-Court Rentals
11/3/21	EMP0019	5829--Operating Expenditures -	EFT	75.00	SCVi- Welcome Back to School Sign
11/3/21	EMP1766	4305--Educational Supplies (Cl	EFT	156.59	SCVi- Classroom Supplies
11/3/21	EMP0889	4420--NonClassroom Furniture &	EFT	108.41	SCVi-Office Furniture
11/5/21	thin007--Think Outside, LLC	4335--Home Study Stipend	EFT	153.80	SCVi - EMR - Curriculum
11/5/21	MOVI000--Moving Beyond the Page	4335--Home Study Stipend	EFT	498.04	SCVi - EMR - Curriculum
11/5/21	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	EFT	1,787.13	SCVi - EMR - Curriculum
11/5/21	GRAV000--Gravitas Publishers, Inc. [P]	4335--Home Study Stipend	EFT	76.00	SCVi- EMR-Curriculum
Total				\$ 430,280.19	



AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements Board Approved:

Whereas, the Governor signed an Executive Order Suspending the Brown Act until October 1, 2021,

Whereas, the Governor signed Emergency Legislation AB 361 in September 2021,

Whereas, according to AB 361, the public charter school Board may take advantage of additional flexibility in teleconference meetings so long as the school complies with the following:

- The public has access via internet and/or telephone to the Board meeting and can provide public comment in some electronic form,
- The charter school uses its sound discretion and makes reasonable efforts to adhere, as closely as possible, to the other provisions of the Brown Act in order to maximize transparency and provide public access.

Whereas, AB 361 states that:

- If there is a state of emergency proclaimed by the Governor, the same suspension of teleconferencing rules apply, if either state or local officials have imposed or recommended measures to promote social distancing or, by Board vote a finding imminent risk to health or safety of attendees.

Whereas, SB 361 requires:

- The Board must provide means of how public comment will be available (internet/by phone);
- If a technical disruption occurs, no action can be taken; and
- No early requirement for public comment will be set into place and the Board shall allow for “real time” comments during full public comment period; and
- The Board makes a finding every 30 days to continue teleconferencing.

Therefore, based on the Board’s 30-day reconsideration of the current circumstances of the State of Emergency and situations of the State of Emergency continues to directly impact the ability of members to meet safely in person, and/or the State or local officials continue to impose or recommend measures to promote social distancing;

The Board has determined that it will hold its next meeting in a hybrid mode allowing Board Members and the public to attend the meetings in person using social distancing requirements or virtually given individual needs and choice of the attendee.

SCVi
School Director's Report - Chad Powell and Martha Spansel-Pellico
11/17/21

Curriculum Moment

- IB English Upper School Learner

Presentation of Learning

- Kindergarten/1st Grade - Astronomy POL

Professional Learning/Staff Support

- WASC - Focus Groups Meetings
- NGSS Training
- Grade Level Data Meetings
- Project-Based Learning Collaboration
- Bridges Training (K-5)

School Celebrations/Events

- Staff ILP Meetings
- Community building events:
 - Fall Family Film Night
 - Multicultural Feast

Enrollment (as of 11/10/21)

Budgeted Enrollment - # 840

Current Enrollment - # 821 (10 Offers as of 11/10/21)

Total Learners on Wait List - #4 (5th grade) #119 (Explorations) #134 (Innovations)

- Student and Staff Led Tours Continue

Other

COVID Vaccination and Testing Update

Extra-Curricular Activities: Afterschool Math Intervention

- Number of Learners Participating
- Three facilitators/four interventions

Santa Clarita Valley International (SCVi) Budget FY 2122

	<u><i>Preliminary</i></u> <u><i>Budget FY2122</i></u>	<u><i>1st Interim Revised</i></u> <u><i>Budget FY2122</i></u>
<u>REVENUE</u>		
8011 State Funding - Current Year LCFF	5,053,401	3,333,670
8012 State Funding - EPA	1,855,109	2,447,416
8096 State Funding - Property Taxes	1,936,951	1,837,951
8181 Federal Special Education - Entitlement	116,750	116,750
8220 Federal Child Nutrition Programs	47,602	47,602
8290 Federal Revenue - All Other Federal Revenue	508,230	600,809
8311 Other State Apportionments - Special Education	576,834	497,328
8312 Other State Apportionments - Special Education Mental Health	69,625	201,000
8520 State Child Nutrition	5,994	5,994
8550 State Mandated Costs	26,623	21,139
8560 State Lottery	183,000	159,369
8590 All Other State Revenues	642,673	730,908
8634 Food Service Sales	42,390	42,390
8645 Student Activities	36,282	36,282
8650 Leases and Rentals	0	433,284
8830 Fundraising	30,000	30,000
<u>TOTAL REVENUE</u>	<u>11,131,464</u>	<u>10,541,892</u>
<u>EXPENSES</u>		
1110 Credentialed Teacher Salaries	1,715,384	1,035,925
1120 Credentialed Home Study Teacher Salaries	456,150	1,045,820
1130 Credentialed Education Specialist Salaries (SpEd)	498,310	587,640
1150 Credentialed Substitute Teacher Salaries	0	67,015
1210 Credentialed Psychologist & Counseling Services (SpEd)	0	182,980
1230 Credentialed Academic Counseling Salaries	259,480	80,000
1310 Credentialed Directors	80,000	266,000
1910 Credentialed Coaching & Curriculum Salaries	72,000	0
<u>Total Credentialed Salaries</u>	<u>3,081,324</u>	<u>3,265,380</u>
2110 Classified Elective Salaries	294,854	271,038
2120 Classified Classroom Aide Salaries	161,046	160,160
2210 Classified Ed Specialist Assistants & One on One Aides	273,610	287,907
2310 Classified Directors	80,000	0
2410 Classified Clerical, Technical, and Office Staff Salaries	219,440	230,187
2910 Classified CARE Team Yard Duty Salaries	40,026	30,507
2940 Classified Food Services Salaries	59,700	62,920
2950 Classified Facilities/Maintenance Salaries	117,520	121,333
2985 Classified Educational Coaches	0	32,413
2990 Classified Health Office Support (Nurse)	0	57,200
<u>Classified Salaries Total</u>	<u>1,246,196</u>	<u>1,253,665</u>
3101 State Teachers' Retirement System - Credentialed positions	521,360	590,730
3302 OASDI (Social Security) - Classified positions	77,264	63,719
3311 Medicare - Credentialed	44,679	0
3312 Medicare - Classified	18,070	65,526
3401 Health & Welfare Benefits - Credentialed positions	345,600	367,200
3402 Health & Welfare Benefits - Classified positions	201,600	172,800
3501 State Unemployment Insurance - Credentialed positions	22,460	23,436

3502	State Unemployment Insurance - Classified positions	14,452	14,322
3601	Worker Compensation Insurance - Credentialed positions	92,440	104,739
3602	Worker Compensation Insurance - Classified positions	37,386	30,832
3702	Retiree Benefits - Classified positions	74,772	63,719
Health and Wellness, Benefits Total		1,450,082	1,497,024
4110	Core Curriculum - Texts, Workbooks, etc	12,885	12,885
4120	Core Curriculum - Software & Programs	65,000	65,000
4130	Other Curriculum	22,000	22,000
4210	Professional Development References	1,625	1,625
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	16,357	16,357
4310	Science Supplies	2,110	2,110
4315	Art Supplies	610	610
4317	Assessment Supplies	2,501	2,501
4320	PE Supplies	1,173	1,173
4325	Custodial Supplies	35,283	35,283
4330	Health & Safety	11,094	11,094
4335	Home Study Stipend	315,099	315,099
4340	Office Supplies	6,500	6,500
4345	Printing & Reproduction Supplies	7,500	7,500
4355	Facilities Supplies	1,263	1,263
4410	Classroom Furniture & Equipment	15,000	15,000
4420	NonClassroom Furniture & Equipment	2,500	2,500
4430	IT Equipment & Supplies	15,109	15,109
4710	Vended Food Service	22,410	22,410
4720	Food Supplies	58,675	58,675
4730	Catering Supplies	1,819	1,819
Books and Supplies		616,514	616,514
5210	Travel for PD, Conferences, & School Development	16,073	16,073
5220	Travel for Intersite Business - Mileage	2,590	2,590
5230	Conference & Workshop Registration Fees	11,562	11,562
5240	Professional Development - Meetings & Collaborations	1,513	1,513
5310	Professional Dues, Memberships, and Subscriptions	29,708	29,708
5410	Liability Insurance	57,430	57,430
5510	Utilities - Electricity	106,880	106,880
5520	Utilities - Gas	5,404	5,404
5530	Utilities - Water	16,588	16,588
5540	Utilities - Trash	9,041	9,041
5550	Operations - Janitorial Services	27,301	27,301
5560	Operations - Security	24,370	24,370
5610	Rent - Facilities Rent and CAM Charges	645,838	645,838
5630	Repairs & Maintenance - Facilities	77,362	77,362
5640	Repairs & Maintenance - Elevator Service	4,855	4,855
5801	Professional Services - Service Fees	1,371,054	1,142,856
5802	Professional Services - District Oversight Fees	88,455	76,190
5803	Professional Services - Business Services	48,240	48,240
5804	Professional Services - Auditing & Tax Preparation	33,607	15,000
5805	Professional Services - Payroll Fees	0	33,607
5806	Professional Services - Consultant Fees	2,641	2,641
5807	Professional Services - BTSA	0	2000
5808	Professional Services - Legal Fees	120,000	120,000

5809	Professional Services - Shared/Leased Employees	17,000	17,000
5822	Operating Expenditures - Licenses & Other Fees	8,523	8,523
5823	Operating Expenditures - Fingerprinting Fees	133	133
5825	Operating Expenditures - Banking Charges & Fees	20,100	20,100
5826	Operating Expenditures - Interest	40,200	40,200
5827	Operating Expenditures - Other Benefit Fees	0	49
5829	Operating Expenditures - Events	10,580	10,580
5830	Operating Expenditures - Marketing & Advertising	37,720	37,720
5831	Operating Expenditures - Branding (Brochures, Flyers, etc)	3,405	3,405
5850	Student Services Expenditures - Student Information System	18,000	18,000
5851	Student Services Expenditures - Student Assessment Services	5,943	5,943
5852	Student Services Expenditures - Special Education Contracted	796,768	796,768
5853	Student Services Expenditures - Student & Group Activities	50,000	50,000
5910	Telephone & Fax	20,122	20,122
5920	Internet Services	9,613	9,613
5925	Website/Communication Fees	31,234	31,234
5940	Postage Expense	1,988	1,988
Contracted Services and Fees		3,771,891	3,531,428
TOTAL EXPENSE		10,166,007	10,164,010
ESTIMATED NET INCOME		965,457	377,882

SPECIAL EDUCATION RESOURCE SHARING AGREEMENT

Board Approved:

This Special Education Resource Sharing Agreement (“**Agreement**”) is entered into as of _____ (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” and collectively as the “**Parties**” to this Agreement: iLEAD California Charters 1 (“**iCA**”); iLEAD Agua Dulce (“**iAD**”); iLEAD Lancaster; iLEAD Online Charter School (“**iLEAD Online**”); Empower Generations (“**EG**”); and Santa Clarita Valley International (“**SCVi**”).

WHEREAS, iCA, iAD, iLEAD Lancaster, iLEAD Online, EG, and SCVi are each nonprofit that operates a California public charter school based on the iLEAD program.

WHEREAS pursuant to Education Code section 47641, the Parties are each a local educational agency (“**LEA**”) for purposes of special education as defined in Education Code section 47640.

WHEREAS, each Party participates in the El Dorado Charter Special Education Local Plan Area (“**SELPA**”) pursuant to the SELPA membership process and its SELPA Agreement for Participation (“**SELPA Participation Agreement**”).

WHEREAS, under each Party’s SELPA Participation Agreement:

- (a) the El Dorado County Office of Education is designated as the “responsible local agency” for the SELPA (i.e., the administrative entity) as set forth in Section 4 of the SELPA Participation Agreement;
- (b) the SELPA provides various policies, procedures, forms, coordination, training, reporting, and technical assistance services and supports to accomplish the goals of the local plan as set forth in Section 3 of the SELPA Participation Agreement; and
- (c) each Party is solely responsible for all of the mandated activities set forth in Section 2 of the SELPA Participation Agreement, in order to provide special education programs and services to its eligible students enrolled in the LEA.

WHEREAS, each Party’s responsibilities include employing, or establishing appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel necessary to conduct the program specified in the SELPA’s local plan, and in compliance with state and federal mandates.

WHEREAS, iCA, which currently operates the largest of the Parties’ charter schools, employs numerous personnel and houses other resources necessary for the provision of special education programs and services in conformance with the SELPA’s local plan and the state and federal mandates, such as a director of student support, coordinators, psychologists, speech and language pathologists, speech and language pathologist assistants, occupational therapists, certified occupational therapy assistants, physical therapists, deaf and hard of hearing specialists, adaptive physical education specialists, board-certified behavior analysts, and other related administrative support.

WHEREAS the Parties have determined that it is in each of their best interests to share these resources among them, so that iAD, iLEAD Lancaster, iLEAD Online, EG, and SCVi have access to the valuable, specialized personnel and other resources of iCA, so that all Parties achieve the cost savings and other scale benefits of sharing such resources, and in furtherance of each Party's goal to successfully implement special education programs and services at their iLEAD school.

WHEREAS, the law expressly permits the Parties to share these special education resources, in that Education Code section 56369 provides that an LEA may contract with another public agency to provide special education or related services to students with disabilities, and Education Code section 56195.1(e) provides that an LEA's membership in a SELPA does not limit the LEA's authority to contract for special education services with another LEA whether or not the LEAs are part of the same SELPA.

WHEREAS, because a charter school serving a larger number of students with disabilities requires more resources, the Parties seek to share costs for the special education services pro-rata based on the number of students with disabilities enrolled at each Party's respective school.

WHEREAS the Parties have also entered into a separate agreement to share other resources of iCA, including educational support functions, professional development, program assessment, human resources functions, leadership and board support, technology support systems, facility and operations support, bookkeeping, and accounting, budget development, and compliance and reporting (the "***General Resource Sharing Agreement***").

WHEREAS, the Parties understand and agree that the General Resource Sharing Agreement—and not this Agreement—includes the costs of the Director of Student Support, which position provides the following special education oversight services: (a) training, coaching, and support, and assistance monitoring Student Support programs; (b) assistance with monitoring data and fixing errors in Special Education Information System (SEIS) to ensure data is uploaded correctly into state system; and (c) assistance in communications with SELPA and legal counsel, and through due process and mediation.

WHEREAS, now, other than the Director of Student Support which is covered by the General Resource Sharing Agreement, the Parties seek to share the special education resources of iCA among them cooperatively and allocate costs among them according to the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of their mutual promises set forth in this Agreement, the Parties desire to, and hereby agree as follows:

1. Student Support Shared Resources. During the term of this Agreement, the Parties agree to share the iCA special education personnel and other resources necessary for the functions described in Attachment A (the "***Student Support Shared Resources***") in furtherance of each Party's provision of special education programs and services in conformance with the SELPA's local plan and the state and federal mandates, and in accordance with the cost allocation and payment provisions described in Sections 2 and 3 herein.

2. Cost Allocation. The Parties will share the actual costs incurred by iCA for the Student Support Shared Resources on a pro-rata calculation that is based on their enrollment of

students with disabilities who receive special education or related services through an individualized education program (“*IEP*”). On the last day of each month, iCA personnel will provide each Party a report identifying the special education students enrolled in the Party’s school as of the last day of the month. On or before the 5th of each month, each Party will review their respective report for accuracy and either provide their written approval to iCA or, if the report is incorrect, contact iCA to request a revised report. iCA will provide a revised report if supported by appropriate backup documentation. The approved reports will be used by iCA to calculate the pro-rata share of each Party by dividing the number of special education students enrolled at each Party’s school on the last day of the month by the total number of special education students enrolled at all of the Parties’ schools on the last day of the month. Each Party will provide access to reasonable backup documentation for the numbers in its approved report upon request from another Party.

3. Monthly Invoicing and Payment. On or before the 20th of each month, iCA will generate invoices for each Party for the previous month’s Student Support Shared Resources. Each invoice will include the total costs of the Student Support Shared Resources for the previous month and each Party’s pro-rata share based on the allocation described in Section 2 above. iCA will provide each Party access to reasonable backup documentation for such costs upon request. Each Party will submit payment to iCA for its pro-rata share of the costs of the Student Support Shared Resources within thirty (30) days after receipt of the monthly invoice. In the event a Party discovers an error in a previously approved report, such Party shall immediately inform iCA of the error, and iCA will perform a reconciliation, which iCA will endeavor to perform within sixty (60) days. Any amounts overpaid or underpaid by a Party will be reflected as credits or additional charges on all Parties’ next monthly invoice after iCA’s reconciliation.

4. Initial Deposit. Upon execution of this Agreement, each Party shall provide iCA a deposit of 10% of the estimated annual cost. The purpose of these deposits is to ensure iCA has the adequate cash flow to cover the costs of the Student Support Shared Resources. Upon termination of this Agreement pursuant to Section 10 herein, each Party’s deposit amount will be reflected as a credit on that Party’s final monthly statement. In the event a Party’s final monthly statement is less than that Party’s deposit amount, iCA will return any remaining deposit amount to the Party within sixty (60) days of termination.

5. Parties’ Responsibilities for Provision of FAPE and SELPA Participation Agreement. As an LEA, each Party retains ultimate authority and responsibility for the provision of a free appropriate public education (“*FAPE*”) as mandated by the Individuals with Disabilities Education Act (“*IDEA*”) and related California law to its enrolled eligible students. Each Party also retains ultimate authority and responsibility for all of the mandated activities set forth in Section 2 of the SELPA Participation Agreement, including ensuring that all required federal, state, and SELPA reports and data requests are submitted in the prescribed format and at the specified due date. iCA will provide each party the Student Support Shared Resources and support outlined in Section 7 herein. However, this shall not be construed in any way as an obligation or duty imposed on iCA to offer or provide a FAPE to eligible students enrolled in any LEA other than its own, nor a duty or obligation to make decisions regarding the educational programming of students enrolled in any LEA other than its own. As the responsible LEA for providing a FAPE to its eligible students, each Party must authorize any change in placement and/or services for its eligible students and shall agree to and be responsible for funding that placement and/or those services. Execution of this Agreement is in no way intended to be construed as shifting responsibility for a Party’s provision of a FAPE or compliance with its

SELPA Participation Agreement to iCA.

6. Parties' General Responsibilities. The Parties are each responsible for:

- a. Complying with all applicable federal and state statutes, laws, and regulations imposed on each Party as an LEA, as well as their duties and responsibilities under their SELPA Participation Agreement;
- b. Addressing any identified compliance gaps in a timely and responsible fashion;
- c. Ensuring that neither the Party nor its employees discriminate against iCA employees who are providing the Student Support Shared Resources on account of disability, race, color, religion, ethnic origin, age, gender, sexual orientation, or any other characteristic protected by law;
- d. Providing to iCA, and to the respective iCA employees who are providing services, in writing, copies of any campus or school-specific rules, policies, procedures, or standards of conduct applicable to iCA employees while providing services to the Party and its eligible students;
- e. Providing a safe and compliant working area for iCA employees, when it is necessary for iCA to be at a Party's learning studio or other location agreed upon by the Parties. iCA employees will provide services to each Party's eligible students at each Party's learning studio(s) or, if mutually agreed upon, at other locations that are required or convenient for the provision of special education programs and services;
- f. Promptly providing iCA all the necessary and accurate data, files, documents, and other information, records, and access that is necessary or appropriate for iCA to support each Party in successfully implementing its special education programs and services, including, but not limited to, IEPs, cumulative files, health records, and assessment reports, in compliance with and to the extent permitted by law;
- g. Ensuring appropriate LEA representatives attend and participate in Individualized Education Program ("IEP") meetings, SELPA meetings, and other meetings as necessary;
- h. Providing ongoing feedback to iCA regarding its provision of the Student Support Shared Resources;
- i. Continually improving its special education programs and services for eligible students by setting performance objectives, executing plans, and taking necessary corrective actions for any deficiencies identified by any and all internal or external compliance reviews;
- j. Immediately informing iCA of any investigation or inquiry by any federal, state, or local agency, including, but not limited to, the Fiscal Crisis Management and Assistance Team, the California Department of Education, or the United States Department of Education Office for Civil Rights, arising out of or in any way related to iCA's provision of the learner Support Shared Resources, and providing iCA a copy of any written correspondence related thereto; provided, however, that each Party, as the responsible LEA, retains ultimate responsibility for responding to, and addressing, any investigation,

audit, information request or other inquiry, concern or complaint regarding its special education programs and services, as well as handling disputes as they arise; and

k. Ensuring that any and all learner records conform to prescribed formats and that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be legible, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection by other Parties upon request and, as appropriate, with legitimate educational interest.

7. iCA General Responsibilities.

a. iCA is hereby designated to act on its own behalf and on behalf of all other Parties hereto to provide for and perform the functions described in Attachment A, including to employ such employees, engage service providers or other third parties as necessary, and incur other reasonable and necessary costs for the mutual advantage of the Parties.

b. iCA will provide the same quality of services for each Party's students as it does for its own students in performing the functions described in Attachment A. iCA will endeavor to accommodate all Parties' needs, provided that no Party shall be entitled to more than its fair share of iCA's time. iCA shall not be required to provide any Student Support Shared Resources pursuant to this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause outside iCA's reasonable control or would require iCA to violate applicable law or its charter.

c. When on a Party's school campus or other site, iCA employees shall be subject to such Party's general direction and iCA will comply with the Party's applicable policies and procedures (such as campus sign-in procedures) so long as such policies and procedures are provided to iCA in writing.

d. iCA will supervise and make all employment decisions with respect to iCA employees at its sole discretion, including all hiring, evaluation, termination, compensation, and benefits decisions. iCA shall have sole responsibility for compliance with state and federal income tax withholding, unemployment and disability insurance withholding and contributions, retirement benefits (e.g., California State Teachers' Retirement System, California Public Employees' Retirement System, etc.), social security tax withholding, and contributions, workers' compensation coverage, wage and hour obligations, and any other applicable employment law requirements for iCA's employees. Nothing in this Agreement shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other party.

e. In providing the Student Support Shared Resources, iCA will:

i. Provide the Student Support Shared Resources to all eligible students as requested by the Parties consistent with the IDEA and related state and federal laws, or immediately inform the relevant Party if it is unable to provide requested services;

ii. When iCA provides direct educational services to a Party's learner(s), iCA will assist the Party in drafting goals and objectives for review and consideration at the

learner(s)'s annual IEP meetings or other appropriate IEP team meetings.

iii. Cooperate and collaborate with each Party in making relevant personnel available to attend IEP team meetings and other meetings educationally necessary for eligible students, and participate in or conduct assessments of eligible students receiving services from iCA, as appropriate.

iv. Notify the relevant Party when it has reason to believe that an eligible learner may require an evaluation, reevaluation, different services, or an IEP team meeting.

v. When iCA provides direct educational services to a Party's learner(s), iCA will do so as described in the IEP of the eligible learner and will prepare all required reporting of learner progress on the IEP that iCA is implementing, including goal progress reports.

vi. Provide an eligible student's records to a requesting Party within five (5) calendar days to allow the requesting Party sufficient time to produce the records within statutory timelines.

vii. Ensure that all iCA personnel performing services under this Agreement hold all credentials and/or licenses required to perform the particular services, and provide copies of current credentials and/or licenses to the Parties upon request.

8. Due Process Proceedings and Complaints. Upon request from the responsible LEA, iCA will participate in alternative dispute resolution and/or special education due process proceedings concerning the services provided by iCA to eligible students pursuant to this Agreement. iCA will also participate in and support any Party in an investigation or reasonable information request, including those pertaining to any complaint filed with the State of California (e.g., California Department of Education, California Office of Administrative Hearings, etc.), the United States Department of Education Office for Civil Rights, or any other state and/or federal governmental body or agency, to the extent such investigation or request relates to services provided by iCA to eligible students pursuant to this Agreement. However, each Party, as the responsible LEA, retains ultimate responsibility for responding to and addressing any investigation, audit, information request, or other inquiry, concern, or complaint regarding its special education programs and services, as well as handling disputes as they arise. Each Party shall also be responsible for defending itself in any special education due process proceeding or investigation and paying any resulting costs, including but not limited to attorneys' fees, expert witness fees, other costs of litigation or other proceedings, and settlement amounts for such proceeding or investigation.

9. Nonpublic School/Agency Placement and Services. If an IEP team determine that a learner shall be placed at a nonpublic school (including placement at a residential treatment center) or receive services through a nonpublic agency, the relevant Party as the responsible LEA shall be responsible for selecting, contracting with, and overseeing the nonpublic school/agency and paying all costs associated with such placement.

10. Term and Termination. The term of this Agreement commences on July 1, 2020, and continues through June 30, 2021, and shall then automatically renew for consecutive one (1) year terms, unless and until earlier terminated as set forth in Section 10(a) or (b) herein and subject to

any amendments pursuant to Section 11 herein.

a. ***Termination by any Party other than iCA.*** Any Party other than iCA may terminate its participation in this Agreement for any reason upon sixty (60) days written notice to all Parties. Termination of participation by any Party shall not terminate the Agreement as to any other Party, nor relieve the terminating Party of any obligations incurred prior to the effective date of such termination. Following termination of a Party's participation, (i) the terminating Party will pay iCA any unpaid portion of its costs through the effective date of termination, (ii) the terminating Party will not be entitled to any of the Student Support Shared Resources, (iii) costs shall be allocated among the remaining Parties as set forth in Section 2, and (iv) this Agreement shall be amended to remove the terminating Party as a party.

b. ***Termination by iCA.*** iCA may terminate this Agreement for any reason upon ninety (90) days' notice to all Parties. Additionally, iCA may terminate any other Party's participation in this Agreement in the case of a material or persistent breach by such Party of any one or more of the terms of this Agreement, which is not remedied within thirty (30) days after written notice is provided by iCA to the breaching Party. A copy of such written notice shall also be provided to all other Parties. Upon expiration of the thirty (30) day period without curing the breach or appropriate actions taken to commence curing the breach at the discretion of iCA, iCA may terminate the breaching Party's participation. Following termination of a breaching Party's participation, (i) the breaching Party will pay iCA any unpaid portion of its costs through the effective date of termination, (ii) the breaching Party will not be entitled to any of the Student Support Shared Resources, (iii) costs shall be allocated among the remaining Parties as set forth in Section 2, and (iv) this Agreement shall be amended to remove the breaching Party as a party.

11. Amendments. This Agreement may be amended as follows:

a. ***Changes to the Student Support Shared Resources.*** The Parties acknowledge and understand that the functions and resources iCA is able to share among the Parties may change from time to time. iCA will inform affected Parties of any changes to its capacity to provide the functions and resources described in Attachment A as soon as practicable and shall reflect such changes in writing by providing an amended Attachment A to all Parties. To the extent iCA's changes to Attachment A adds new functions or resources that would result in a substantial increase in costs, iCA will provide all Parties ninety (90) days' notice, which notice may be waived if all Parties agree that the additional services should start sooner.

b. ***Changes in the Law.*** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the changes. If, after such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the Agreement shall terminate for all Parties upon any Party's sixty (60) days written notice to the other Parties, or in such lesser time as is reasonable under the circumstances. Following termination, the Parties will pay iCA any unpaid portion of

their costs through the effective date of termination.

12. Work Product; Intellectual Property. Any work product that is created by iCA in the context of providing the functions described in Attachment A shall be the sole property of iCA. Any intellectual property owned by a Party and used by iCA related to the Student Support Shared Resources shall remain the sole property of that Party. Similarly, any intellectual property owned by iCA that is utilized as part of the Student Support Shared Resources, either by iCA or another Party, shall remain the sole property of iCA. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this Agreement, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

13. Confidentiality. Each Party acknowledges that during the term of this Agreement, it may have access to certain Confidential Information of the other Party(ies), as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards to reasonably protect the confidentiality of the other Parties' Confidential Information.

a. ***“Confidential Information”*** means non-public information marked either “confidential” or “proprietary,” or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, learner information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.

b. If disclosure of Confidential Information is requested pursuant to a law, statute, rule, or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or another similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

c. Upon the termination or expiration of this Agreement, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed.

d. To the extent necessary and as permitted by law, iCA shall be designated as a “school official” with a legitimate educational interest in accessing each Party’s learner education records, as that term is defined by and for purposes of FERPA, thereby allowing iCA to access personally identifiable information from learner education records from each Party as part of its performance of the functions described in Attachment A. For purposes of this Agreement, the term “personally identifiable information” (***PII***) means any information that can be used on its own or with other information to (i) distinguish one

person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.

e. iCA will not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the functions described in Attachment A, as required by law, or as otherwise authorized in writing by the applicable Party. iCA shall protect the pupil records it receives from or on behalf of another Party no less rigorously than it protects its own pupil records. In the event of an unauthorized disclosure of PII, iCA shall notify the affected Party(ies) as soon as practicable, and shall, upon the affected Party(ies)'s request, notify affected parents, legal guardians, and eligible pupils using reasonably available technological means such as electronic mail.

14. Learner Information. Each Party is responsible for its compliance with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“**FERPA**”), federal Children’s Online

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Privacy and Protection Act (15 U.S.C. §§ 6501–6506) (“**COPPA**”), and other applicable state and federal laws pertaining to learner information and privacy. In its provision of the Student Support Shared Resources to each Party, iCA is a “third party” that may receive pupil records under California Education Code Section 49073.1(d)(6).

15. Insurance. iCA shall maintain customary and reasonable insurance coverage necessary for the performance of the functions described in Attachment A, including professional liability for errors or omissions and/or directors and officers coverages, comprehensive general liability coverage, and automobile liability coverage. iCA shall name each Party as an additional insured under all of iCA’s policies. To the extent iCA incurs additional cost(s) for any enhancements necessary to its insurance policies to provide the Student Support Shared Resources to all Parties, such cost(s) may be allocated among the Parties according to Sections 2 and 3. Each Party shall be responsible for obtaining and maintaining workers’ compensation coverage and unemployment insurance for its employees.

16. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this Agreement shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party’s obligations under this Agreement.

17. Indemnification. Each Party shall defend, indemnify, and hold the other Parties, and their employees, officers, directors, and agents, free and harmless against any liability, loss, claims, demands, damages, expenses, and costs (including attorneys’ fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of the performance of its obligations under this Agreement, except for such loss or damage caused solely by the negligence or willful misconduct of another Party.

18. Fiduciary Obligations and Transparency. The governing body for each Party has reviewed this Agreement in good faith, and in a manner in which it believes to be in the best interests of its LEA, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the Agreement is in the best interests of the Party and that the cost allocation to be paid is fair and reasonable. Each Party will also ensure a fully executed copy of this Agreement is promptly available upon request by

any person, including the SELPA and such Party's respective independent financial auditor or charter authorizer.

19. Assignment. No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Parties. This Agreement shall be binding on and shall inure to the benefit of, the Parties and their respective successors and assigns.

20. Dispute Resolution and Arbitration. If there is any dispute or controversy between the Parties arising out of or relating to this Agreement, the Parties shall first meet and confer informally in an attempt to resolve the issue, which can include a Party's right to seek dispute resolution through the SELPA should the SELPA agree to facilitate such a resolution. If reasonable efforts at informal resolution are unsuccessful, the Parties agree that such dispute or controversy will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the Parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive, and binding upon the Parties hereto, and shall be enforceable in any court of competent jurisdiction. The Party initiating the arbitration shall advance the arbitrator's fee and all costs of services provided by the arbitrator and arbitration organization. Otherwise, each Party involved in the arbitration shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, the Parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent any party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

21. Notice. All notices, requests, demands, or other communications (collectively "**Notice**") given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below

To: iLEAD California Charters 1
ATTN: Dawn Evenson
720 Sierra Highway, Suite
A Acton, CA 93510
dawn.evenson@ileadschools.org

To: iLEAD Agua Dulce
ATTN: Lisa Latimer
11311 Frascati Street,
Agua Dulce, CA 91390
lisa.latimer@ileadagudulce.org

To: iLEAD Lancaster

ATTN: Nykole Kent
254 E. Ave K-4
Lancaster, CA 93535
nykole.kent@ileadlancaster.org

To: Empower Generations
ATTN: Malaka Donovan
43301 Division Street, Unit 305
Lancaster, CA 93535
malaka.donovan@empowergeneration.org

To: Santa Clarita Valley International
ATTN: Martha Spansel Pellico/ Chad Powell
28060 Hasley Canyon Road

Castaic, CA 91384
director@scvi-k12.org
To: iLEAD Online Charter School
ATTN: Erin Jones

29477 The Old Road
Castaic, CA 91384
erin.jones@ileadschools.org

22. Headings. The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

23. Applicability. As of the Effective Date, this Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations, and understandings of the Parties with respect to such subject matter.

24. Arm's Length and Independent Counsel. This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to effect the purpose of the Parties and this Agreement. Each Party has been advised by or had the opportunity to seek advice from its independent counsel regarding this Agreement.

25. No Waiver. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.

26. Severability. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.

27. Governing Law. This Agreement shall be governed by and interpreted under California law.

28. Authority to Contract. Each Party warrants to the others that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this Agreement.

29. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this Agreement as of the Effective Date above.

LEAD California Charters 1, a California
nonprofit public benefit corporation
CEO: Dawn Evenson
Signature:
Date:

Empower Generations, a California
nonprofit public benefit corporation
Director: Malaka Donovan
Signature:
Date:

iLEAD Agua Dulce, a California
nonprofit public benefit corporation
Director: Lisa Latimer
Signature:
Date:

Santa Clarita Valley International, a California
nonprofit public benefit corporation
Director: Martha Spansel-Pellico/ Chad Powell
Signature:
Date:

iLEAD Lancaster, a California nonprofit
public benefit corporation
Director: Nykole Kent
Signature:
Date:

iLEAD Online Charter School, a California
nonprofit public benefit corporation
Director: Erin Jones
Signature:
Date:

ATTACHMENT A

STUDENT SUPPORT SHARED RESOURCES

The Parties agree to share the following personnel and other resources of iCA to support the provision of special education programs and services, the costs of which shall be shared according to the cost allocation provisions in the Agreement:

DIRECT LEARNER SERVICES:

- Occupational Therapist(s): Conduct and review occupational therapy assessments, participate in IEP meetings, and provide direct services to learners who have occupational therapy as a related service under their IEP.
- Certified Occupational Therapy Assistant(s): Assist occupational therapists with assessments, clerical duties, and direct services to learners who have occupational therapy as a related service under their IEP.
- Adapted Physical Education Coach(es): Conduct and review adapted physical education assessments, participate in IEP meetings, and provide direct services to learners who have adapted physical education as a related service under their IEP.
- Deaf & Hard of Hearing Specialist(s): Conduct and review deaf and hard of hearing assessments, participate in IEP meetings, and provide direct services to learners who have deaf and hard of hearing as a related service under their IEP.
- Vision Therapy Specialist(s): Consult with the Student Support Team when students enroll that require vision therapy services and coordinate the provision of services to learners from outsourced vendors as necessary.
- School Psychologist(s): Conduct psycho-educational assessments, determine eligibility for special education services, and suggest strategies and supports for educational, academic, and behavioral needs.
- Speech/Language Pathologist(s): Assess, case manage, and coordinate IEP meetings for speech-only learners, supervise the Speech/Language Pathologist Assistants, and provide direct speech services to learners.
- Speech/Language Pathologist Assistant(s): Conduct speech therapy for learners with identified communication disorders, and assist the Speech/Language Pathologists with assessments and clerical duties.

Board Certified Behavior Analyst(s): Conduct functional behavioral assessments, participate in IEP meetings facing legal challenges, provide ongoing behavior support for staff and families, and create, review, and implement behavior intervention plans.

ADMINISTRATIVE AND OTHER SUPPORT:

- Regional Student Support Coordinator(s): Support in assessing learners for special

education or disability-related services and oversee the assessment process, support and assist the case management for students with IEPs, support in coordinating all IEP services and support staff, oversee the Child Find process, manage the special education information system and reports to help ensure appropriate timelines are met, oversee and support with legal compliance, support with the Performance Indicator Review process, support the Student Success Team and Section 504 Team processes at school sites, hold & attend weekly department meetings for student support staff along with offering office hours as necessary, hold and attend staff trainings, receive and support records requests and learner files, assist with recruiting and hiring special education staff, attend IEPs facing litigation as admin support, and other administrative support related to special education as reasonably requested. Offer and provide training as necessary. Interface with and attend SELPA meetings and training as required.

- Billing and Back Office Support: Track assistive technology and service hours and assist with billing and accounts payable.

**MASTER MEMORANDUM OF AGREEMENT
BY AND BETWEEN
THE COUNTY OF LOS ANGELES
AND THE SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL FOR
SCHOOL-SPONSORED RECREATION**

This master memorandum of agreement ("**MOA**" or "**Agreement**") is effective as of October 20, 2021 ("**Effective Date**") by and between the COUNTY OF LOS ANGELES, a body corporate and politic ("**County**") and the SCVi, a school organized and existing under the laws of the State of California ("**District**") (collectively, the "Parties").

RECITALS

WHEREAS, the County through its Department of Parks and Recreation ("**DPR**") owns, operates, manages, and maintains parks, trails, aquatic and sports facilities, community centers, lands and other real property ("**DPR Property**") for the provision of recreational and community services;

WHEREAS, the County owns certain real property located at ____, California currently known as ____ Park (the "**Park**"). The County owns, operates and maintains the Park and its grounds, consisting of approximately ____ (__) acres developed park and open area;

WHEREAS, the Board of Supervisors of the County ("**Board**") has authority to let or license the use of its real property to school organizations for the purpose of conducting athletic events participated in by such schools and for public and recreation purposes pursuant to Government Code section 25907;

WHEREAS, on February 23, 2021, the Board approved new fees and revisions to existing parks and recreation fees that do not exceed the cost of service, which are periodically updated.

WHEREAS, pursuant to Education Code sections 17604 and 81655, contracts with school district and community college districts are not valid and enforceable unless approved and ratified by the partnering school or District Board. District shall be required to submit proof of Board approval or ratification of the agreement before commencing use of County property.

WHEREAS, the District desires to use DPR Property, including the Park, for short-term school-sponsored activities on the terms and conditions set forth herein;

WHEREAS, the County and the District desire to enter into the Master MOA to permit the District to utilize DPR Property, including the Park, during the term of this Master MOA;

NOW THEREFORE, in consideration of the covenants hereinafter contained, District and County agree as follows:

1. **Term.** The initial term of this MOA shall be that 3 years beginning on the **Effective Date**, unless terminated earlier by County upon giving written notice to District at least 60 days prior to the requested termination date. District shall have the option to request an extension of the term for 1 additional 5-year periods totaling not more than 10 years subject to the terms of Paragraph 2 below.
2. **Option to Extend.** On or prior to the date which is eighteen (18) months before the term expiration date, provided District shall not then be in Default (as defined herein) under the provisions of this Agreement, the District may request to exercise an option to extend this Agreement for an additional term of up to 5 years by providing written notice to County. If District fails to exercise its option as provided for herein, this MOA shall expire upon the original term expiration date. Upon receipt of a request to extend the term, the County, at its sole discretion, may extend the initial term for the period of the additional term upon the same terms and conditions (however, would be updated to reflect the County's Insurance and Indemnification requirements at the time of extension as applicable) of this Agreement, except that County may elect to modify the rental fees. Should County not approve the extension, or impose an additional or higher fee, County shall notify the District as soon as possible, but no later than three (3) months of any fee increase and twelve (12) months of County's intention not to approve an extension before the term expiration date.
3. **Permission Granted.** County hereby agrees to allow for use of Use Areas by District on the terms and conditions set forth herein.
4. **Use Areas.** Area composed of the County-owned Park for the District's recurring use for _____ as more specifically described in **Exhibit A** attached hereto and incorporated herein or single-day use any other area of DPR Property approved by DPR on a request-by request basis. District hereby acknowledges the title of County and/or any other public agencies having jurisdiction there over, in and to the Use Areas, and covenants and agrees never to assail, contest or resist said title.
5. **District Use.** The District shall have the right to the use of the Use Area as described in **Exhibit A**. The parties shall cooperate to update Exhibit A annually or more frequently, as needed. The District may reserve additional single-day use of Use Areas through the DPR online reservation system Activenet. All single-day reservations are subject to availability. DPR in its sole discretion may place conditions and/or restrictions upon District's use of DPR Property. The District agrees that any and all use of Use Areas by District, including recurring use described in Exhibit A and/or single-day use reserved through Activenet, shall be subject to the terms and conditions of this Agreement.

6. **Compliance with Law.** District shall, at District's sole cost and expense, comply with all statutes, ordinances, orders and regulations now or hereafter made by any federal, state, county, local or other governmental agency. If any license, permit or other governmental authorization is required for the lawful use or its own occupancy of DPR Property or any portion of the Park or Use Areas related to District's use, District shall procure and maintain it, at District's sole cost and expense, throughout the term of this Agreement.
7. **CEQA Compliance.** The proposed use of DPR Property by School District under this Master MOA is not subject to the California Environmental Quality Act ("CEQA"), because: (i) the activity is not a "project" for purposes of CEQA, since it is an organizational or administrative activity of government that will not result in direct or indirect physical changes in the environment; (ii) the activity is exempt from the provisions of CEQA under the common sense exemption, since it can be seen with certainty that there is no possibility that the activity will have a significant effect on the environment pursuant to State CEQA Guidelines § 14061(b)(3); and (iii) the activity is exempt under § 15301 of the CEQA Guidelines, since the activity involved the operation of an existing public facility with negligible or no expansion of its existing use or consists of minor leasing of existing facilities.
8. **Notices.**

Address for Notices:

District: **Chad Powell or Martha
Spansel**

County/DPR: Sean Woods,
Division Chief of Planning
Department of Parks and Recreation
1000 South Fremont Avenue, Unit #40
Building A-9 West, 3rd Floor
Alhambra, CA 91803
(626) 588-5345
swoods@parks.lacounty.gov

or such other place in California as may hereinafter be designated in writing
respectively by District or County

Park Site Contacts:

District:

**SCVi
(Santa Clarita Valley International Charter)**

Attn: **Chad Powell or Martha Spansel**
email: chad.powell@scvi-k12.org or martha.spansel@scvi-k12.org
phone: **Chad Powell (661) 644-5227 or Martha Spansel (661) 510-2008**

County:

_____ County Park

Attn: _____
email: _____@parks.lacounty.gov
phone: _____

9. **Consideration.**

County will charge District monthly for the District's use of the Use Area according to the current fee schedule attached hereto and incorporated as **Exhibit B.**

For recurring and single-day use by K-12 schools of the Use Areas for school-sponsored athletic activities, excluding Physical Education classes and aquatics use, District will pay a 25 percent discounted rate offered to Community Partner/Schools according to the current fee schedule as shown in Exhibit B.

In lieu of rental fees for school-sponsored athletic activities, District may provide the following direct contributions to DPR that are roughly equivalent to the fair market value of the amount of rental fees incurred for District's recurring use of Use Area:

- Funding for Programs and/or Projects
- In-Kind Goods and Services
- Parks and Recreation Facility Maintenance

For all other educational institutions and for K-12 schools other uses_(e.g., aquatics use, physical education, tournaments, fundraising events, picnics, graduations, etc.) the Schools will pay the full rental fee according to the current fee schedule as shown in Exhibit B.

In addition, school use outside of standard operating park hours and usage of indoor facilities will require an additional charge for staff time based on County's annual salary rates. County may, in its sole discretion, modify use fees so long as the fees do not exceed the cost of service.

Maintenance. County shall have no obligation to alter, remodel, improve or repair the Use Areas or improvements within the Use Areas. District and County are each responsible for ensuring that the Use Areas are restored to good, clean condition and ready for change to new active play.

[USE IF APPLICABLE]

District is hereby required to provide maintenance services for [NAME OF AREA WITHIN DPR FACILITY (e.g., Baseball Field(s) number ##)] during the [DAYS/TIMES OF RECURRING USE], including, but not limited to, trash pick-up and litter removal as more specifically described in **Exhibit A**.

10. **Safety.** District shall obtain emergency medical care for any member of the public who is in need thereof, because of illness, or injury during District's use of Use Areas. District shall cooperate fully with the County in the investigation of any injury or death occurring on the Premises, including a prompt verbal and written notification to the Director or the designated County representative on-site.
11. **Damage and Destruction.** District shall assume the risks and bear all costs of damage or destruction, and loss due to theft, burglary or vandalism to any and all of District's equipment, materials, tools, and vehicles owned hired, leased, or used by District within DPR Property, including within the Park and/or Use Areas, except to the extent that such damage or destruction and loss result from willful misconduct of County. District shall repair or replace, to the satisfaction of County, any and all of County property lost, damaged, or destroyed as a result of District's activities and/or use of DPR Property, including the Park and/or Use Areas. Should District fail to promptly make repairs or replacements to County's satisfaction, County may have these repairs made at District's sole cost and expense.
12. **District Supervision.** District shall provide adult supervision of students at all times when students are present in DPR Property, including in the Park and/or Use Areas.
13. **American with Disabilities Act (ADA)** DPR is dedicated to providing people with and without disabilities the opportunity to participate in DPR programs together. The ADA is federal legislation that gives Civil Rights protection to individuals with disabilities, similar to those rights provided to individuals based on race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, local and state government services, and telecommunications. District shall be responsible for providing reasonable accommodations for students in compliance with all applicable laws and regulations, including the ADA.

14. **Waiver of Liability.** District shall include County in the exculpatory clause on any waiver of liability or release of liability agreement used by District related to its use of County facilities.
15. **Indemnification.** District shall indemnify, defend and hold harmless County, its Special Districts, elected and appointed officers, employees, agents and volunteers ("County Indemnitees") from and against any and all liability, including but not limited to demands, claims, actions, fees, costs and expenses (including attorney and expert witness fees), arising from or related to the use of DPR Property, including the Park and/or Use Areas, by District and/or arising from or relating to this Agreement, except for such loss or damage arising from the sole negligence or willful misconduct of the County Indemnitees. The indemnification obligations hereunder shall not be subject to or barred by any statutory immunities. Any legal defense pursuant to District's indemnification obligations under this Paragraph 15 shall be conducted by District and performed by counsel selected by District and approved by County. Notwithstanding the preceding sentence, County shall have the right to participate in any such defense at its sole cost and expense, except that in the event District fails to provide County with a full and adequate defense, as determined by County in its sole judgment, County shall be entitled to retain its own counsel, including, without limitation, County Counsel, and reimbursement from District for all such costs and expenses incurred by County in doing so. The terms of this paragraph shall survive the termination or expiration of this Agreement.
16. **Insurance** – During the term of this Agreement or as otherwise specified herein, the following insurance requirements shall be in effect. District shall purchase commercial insurance to satisfy its insurance requirements herein. District, at its sole option, may elect to use a program of self-insurance, risk retention group, risk purchasing group, pooling arrangement and captive insurance to satisfy the Required Insurance provisions for Workers Compensation and Property Insurance.

General Insurance – District Requirements: Without limiting District's indemnification of County, and in the performance of this Agreement and until all of its obligations pursuant to this Agreement have been met, District shall provide and maintain at its own expense insurance coverage satisfying the requirements specified in Article 10, "General Insurance" and the "Insurance Coverage Requirements – Types and Limits" Section of this Agreement. These minimum insurance coverage terms, types and limits (the "Required Insurance") also are in addition to and separate from any other contractual obligation imposed upon District pursuant to this Agreement. The County in no way warrants that the Required Insurance is sufficient to protect the District for liabilities which may arise from or relate to this Agreement.

Evidence of Coverage and Notice to County: Certificate(s) of insurance coverage (Certificate) satisfactory to County, and a copy of an Additional Insured endorsement confirming County and its Agents (defined below) has been given Insured status under the District's General Liability policy, shall

be delivered to County at the address shown below and provided prior to commencing services under this Agreement.

- i. Renewal Certificates shall be provided to County not less than 10 days prior to District's policy expiration dates. County reserves the right to obtain complete, certified copies of the District and/or Sub-Contractor insurance policies at any time.
- ii. Certificates shall identify all Required Insurance coverage types and limits specified herein, reference this Agreement by name and number, and be signed by an authorized representative of the insurer(s). The Insured party named on the Certificate shall match District's name. Certificates shall provide the full name of each insurer providing coverage, its NAIC (National Association of Insurance Commissioners) identification number, its financial rating, the amounts of any policy deductibles or self-insured retentions exceeding fifty thousand (\$50,000.00) dollars, and list any County required endorsement forms.
- iii. Neither the County's failure to obtain, nor the County's receipt of, or failure to object to a non-complying insurance certificate or endorsement, or any other insurance documentation or information provided by the District, its insurance broker(s) and/or insurer(s), shall be construed as a waiver of any of the Required Insurance provisions.

Certificates and copies of any required endorsements shall be sent to:

County of Los Angeles Department of Parks and Recreation
Attention: Sean Woods, Division Chief of Planning
1000 South Fremont Avenue, Unit #40, Building A-9 West
Alhambra, California 91803

- iv. District also shall promptly report to County any injury or property damage accident or incident, including any injury to a District employee occurring on County property, and any loss, disappearance, destruction, misuse, or theft of County property, monies or securities entrusted to District. District also shall promptly notify County of any third party claim or suit filed against District or any of its Sub-Contractors which arises from or relates to this Agreement and could result in the filing of a claim or lawsuit against District and/or County.

Additional Insured Status and Scope of Coverage. The County of Los Angeles, its Special Districts, Elected Officials, Officers, Agents, Employees and Volunteers (collectively County and its Agents) shall be provided additional insured status under District's General Liability policy with respect to liability arising out of District's ongoing and completed operations performed on behalf of the County. County and its Agents additional insured status shall apply with respect to liability and defense of suits arising out of the District's acts or omissions, whether such liability is attributable to the District or to the County. The full policy limits and scope of

protection also shall apply to the County and its Agents as an additional insured, even if they exceed the County's minimum Required Insurance specifications herein. Use of an automatic additional insured endorsement form is acceptable providing it satisfies the Required Insurance provisions herein.

Cancellation of or Changes in Insurance. District shall provide County with, or District's insurance policies shall contain a provision that County shall receive, written notice of cancellation or any change in Required Insurance, including insurer, limits of coverage, term of coverage or policy period. The written notice shall be provided to County at least ten (10) days in advance of cancellation for non-payment of premium and thirty (30) days in advance for any other cancellation or policy change. Failure to provide written notice of cancellation or any change in Required Insurance may constitute a material breach of this Agreement, in the sole discretion of the County, upon which the County may suspend or terminate this Agreement.

Failure to Maintain Insurance. District's failure to maintain or to provide acceptable evidence that it maintains the Required Insurance shall constitute a material breach of the Contract, upon which County immediately may withhold payments due to District, and/or suspend or terminate this Contract. County, at its sole discretion, may obtain damages from District resulting from said breach. Alternatively, the County may purchase the Required Insurance, and without further notice to Contractor, deduct the premium cost from sums due to District or pursue Contractor reimbursement.

Insurer Financial Ratings. Coverage shall be placed with insurers acceptable to the County with A.M. Best ratings of not less than A:VII unless otherwise approved by County.

District's Insurance Shall Be Primary. District's insurance policies, with respect to any claims related to this Agreement, shall be primary with respect to all other sources of coverage available to District. Any County maintained insurance or self-insurance coverage shall be in excess of and not contribute to any District coverage.

Waivers of Subrogation. To the fullest extent permitted by law, District hereby waives its and its insurer(s)' rights of recovery against County under all the Required Insurance for any loss arising from or related to this Agreement. District shall require its insurers to execute any waiver of subrogation endorsements which may be necessary to affect such waiver.

Sub-Contractor Insurance Coverage Requirements. District shall include all Sub-contractors as insureds under District's own policies or shall provide County with each Sub-Contractor's separate evidence of insurance coverage. District shall be responsible for verifying each Sub-Contractor complies with the Required Insurance provisions herein and shall require that each Sub-Contractor name the County and District as additional insureds on the Sub-Contractor's General Liability

policy. District shall obtain County's prior review and approval of any Sub-Contractor request for modification of the Required Insurance.

Deductibles and Self-Insured Retentions (SIRs). District's policies shall not obligate the County to pay any portion of any District deductible or SIR. The County retains the right to require District to reduce or eliminate policy deductibles and SIRs as respects the County, or to provide a bond guaranteeing District's payment of all deductibles and SIRs, including all related claims investigation, administration and defense expenses. Such bond shall be executed by a corporate surety licensed to transact business in the State of California.

Claims Made Coverage. If any part of the Required Insurance is written on claims made basis, any policy retroactive date shall precede the effective date of this Agreement. District understands and agrees it shall maintain such coverage for a period of not less than three (3) years following Agreement expiration, termination or cancellation.

Application of Excess Liability Coverage. County may use a combination of primary and excess insurance policies which provide coverage as broad as ("follow form" over) the underlying primary policies to satisfy the Required Insurance provisions.

Separation of Insureds. All liability policies shall provide cross-liability coverage as would be afforded by the standard ISO (Insurance Services Office, Inc.) separation of insureds provision with no insured versus insured exclusions or limitations.

County Review and Approval of Insurance Requirements. The County reserves the right to review and adjust the Required Insurance provisions conditioned upon County's determination of changes in risk exposures.

INSURANCE COVERAGE REQUIREMENTS – TYPES AND LIMITS

Commercial General Liability insurance, naming County and its Agents as an additional insured, with limits of not less than the following:

Note: Commercial General Liability insurance limits vary depending on the District's activities in the County park. The higher limits apply if the District engages in both types of activities listed below.

- I. Limits required when District uses DPR Property, including the Park, for short-term school-sponsored activities other than pool usage:

General Aggregate:	\$ 4 million
Products/Completed Operations Aggregate:	\$ 2 million
Personal and Advertising Injury	\$ 2 million
Each Occurrence:	\$ 2 million
- II. Limits required when District's short-term school-sponsored activities

include pool usage:	
General Aggregate:	\$ 10 million
Products/Completed Operations Aggregate:	\$ 2 million
Personal and Advertising Injury	\$ 5 million
Each Occurrence:	\$ 5 million

Automobile Liability insurance (providing scope of coverage equivalent to ISO policy form CA 00 01) with a limits of not less than \$1 million for bodily injury and property damage, in combined or equivalent split limits, for each single accident. Insurance shall cover liability arising out of District's use of autos pursuant to this Agreement, including owned, leased, hired, and/or non-owned autos, as each may be applicable.

Workers Compensation and Employers' Liability insurance or qualified self-insurance satisfying statutory requirements, which includes Employers' Liability coverage with limits of not less than \$1 million per accident. If District will provide leased employees, or, is an employee leasing or temporary staffing firm or a professional employer organization (PEO), coverage also shall include an Alternate Employer Endorsement (providing scope of coverage equivalent to ISO policy form WC 00 03 01 A) naming the County as the Alternate Employer, and the endorsement form shall be modified to provide that County will receive not less than thirty (30) days advance written notice of cancellation of this coverage provision. If applicable to District's operations, coverage also shall be arranged to satisfy the requirements of any federal workers or workmen's compensation law or any federal occupational disease law.

Sexual Misconduct Liability Insurance covering actual or alleged claims for sexual misconduct and/or molestation with limits of not less than \$2 million per claim and \$2 million aggregate, and claims for negligent employment, investigation, supervision, training or retention of, or failure to report to proper authorities, a person(s) who committed any act of abuse, molestation, harassment, mistreatment or maltreatment of a sexual nature.

Property Coverage: District given exclusive use of County owned or leased property of the total combined value of more than \$100,000 shall carry property coverage at least as broad as that provided by the ISO special causes of loss (ISO policy form CP 10 30) form. The County and its Agents shall be named as an Additional Insured and Loss Payee on District's insurance as its interests may appear. Automobiles and mobile equipment shall be insured for their actual cash value. Real property and all other personal property shall be insured for their full replacement value.

17. **Licenses/Permits.** The County shall be entitled to issue licenses and/or permits for the temporary use of the Use Areas by community groups, organizations and members of the public, and to charge or waive fees for the use thereof at will; provided, such licenses or permits do not conflict or interfere with District's use as

provided in Section 5. District shall exercise the permission herein given in such a manner as to minimize interference with the full use and enjoyment of said Use Areas by County.

18. **District's Default.** District shall be in material default of any of its obligations under this Agreement if District fails to observe and perform District's obligations hereunder when such failure continues for thirty (30) days after written notice thereof to District. Failure to provide written notice of noncompliance of the terms or conditions by County shall not constitute a waiver of the terms or conditions.
19. **County's Remedies.** In the event of any default by District as described in Section 17 above, subject to all applicable laws that may restrict remedies against a school district, including, but not limited to, restrictions within the California Education Code, County's may, in addition to any other rights or remedies at law or in equity, terminate this Agreement.
20. **Independent Status.** This MOA is by and between County and District. It is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association as between County and District. District understands and agrees to bear the sole responsibility and liability for furnishing Workers' Compensation benefits to any person for injuries arising from or connected with services performed on behalf of District pursuant to this MOA.
21. **Notices.** All notices, demands, and communications between District and County shall be in writing and given by personal delivery; facsimile transmission; electronic mail; registered mail, return receipt requested, with postage prepaid; Federal Express or other reliable private express delivery, addressed to County or District at the addresses shown in paragraph 6 above. Unless otherwise directed, any notice required to be given by this Agreement or regarding compliance with this Agreement shall be given to all County representatives listed in paragraph 8. Either party may, by notice to the other given pursuant to this Section 20, specify additional or different addresses for notice purposes.
22. **Employees.** All references to the "District" herein are deemed to include the District's employees, agents, contractors, apprentices, volunteers, and anyone required under written contract with District to access DPR Property, including the Park and/or Use Areas.
23. **Limitations.** It is expressly understood that in granting the right to use said DPR Property, including the Park and/or Use Areas, no estate or interest in real property is being conveyed to the District, and that the right to use is only a nonexclusive, revocable and unassignable permission to use DPR Property, including the Park and/or Use Areas, in accordance with the terms and conditions of this MOA.

24. **Entire Agreement.** This MOA contains the entire agreement between the Parties hereto, and no addition or modification of any terms or provisions shall be effective unless set forth in writing, signed by both County and District.
25. **Severability.** Any provision of this Agreement which proves to be invalid, void, or illegal shall in no way affect, impair or invalidate any other provision hereof, and such other provisions shall remain in full force and effect.
26. **Amendments.** The terms of this MOA may be amended by the Director or her designee upon mutual agreement of County and District subject to approval or ratification by the Governing Board of the District.
27. **Power and Authority.** The District has the legal power, right and authority to enter into this Agreement, and to comply with the provisions hereof. The individuals executing this Agreement on behalf of any legal entity comprising District have the legal power, right and actual authority to bind the entity to the terms and conditions of this Agreement. In accordance with California Education Code sections 17604 and 81655, this Agreement is not a valid or enforceable obligation against the District until approved or ratified by motion of the Governing Board of the District duly passed and adopted (**Exhibit C**).
28. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which taken together shall constitute but one and the same instrument.
29. **PDF Signature as Original.** Notwithstanding any law to the contrary, including Evidence Code sections 255 and 260, a signature in a pdf form is deemed to be an original for purposes of this Agreement.
30. **Assignment.** This MOA is personal to the District, and any attempt to assign or transfer same in whole or part without County's prior written consent shall immediately terminate all of District's rights hereunder.
31. **Authority to Stop.** In the event that an authorized representative of County finds that District's activities on DPR Property, including the Park and/or Use Areas, unnecessarily endanger the health or safety of persons on or near said DPR Property, including the Park and/or Use Areas, the representative may require that this MOA immediately be suspended until said endangering activities cease, or until such action is taken to eliminate or prevent the endangerment.
32. **Termination.** This Agreement may be terminated at any time without cause for any reason or no reason at all at the option of County by giving [___ (__) days' notice of termination. The Agreement may be terminated by the mutual agreement of the Parties at any time, upon terms and conditions agreed to by the Parties.
33. **Restoration of DPR Property.** Upon any termination or expiration of this

Agreement, District shall surrender the Use Areas in a neat and clean condition to the satisfaction of County, remove its property therefrom, and restore the Use Areas as provided above within such time as County may designate. If County determines that restoration has not been completed to County's satisfaction under any scenario, County may restore said Use Areas entirely at the expense of District.

34. **Alteration of Premises.** Prior to accessing the Use Area(s), District has examined the Use Area(s) and knows the condition thereof. District accepts the Use Areas in the present state and condition and waives any and all demand upon the County for alteration, repair, or improvement thereof. All betterments to the Use Areas shall become the property of County upon the termination or expiration of this Agreement.
35. **County Lobbyist Ordinance** District is aware of the requirements of Chapter 2.160 of the Los Angeles County Code with respect to County Lobbyists as such are defined in Section 2.160.010 of said code and certifies full compliance therewith. Failure to fully comply shall constitute a material breach upon which County may terminate or suspend this Agreement.
36. **Conflict of Interest.** No County employee whose position with County enables such employee to influence the award of this Agreement or any competing Agreement, and no spouse or economic dependent of such employee, shall be employed in any capacity by District or have any other direct or indirect financial interest in this Agreement.
37. **Solicitation of Consideration.** It is improper for any officer, employee or agent of County to solicit consideration, in any form, from a District with the implication, suggestion or statement that the District's provision of consideration may secure more favorable treatment for District in the award of the Agreement or that District's failure to provide such consideration may negatively affect the County's consideration of District's submission. A District shall not offer to or give, either directly or through an intermediary, consideration, in any form, to an officer, employee or agent of County for the purpose of securing favorable treatment with respect to the award of an Agreement. District shall immediately report any attempt by an officer, employee or agent of County to solicit such improper consideration. The report shall be made either to the County manager charged with the supervision of the employee or to the County Auditor-Controller Employee Fraud Hotline at (213) 974-0914 or (800) 544-6861. Failure to report such solicitation may result in the Agreement being terminated.
38. **Nondiscrimination.** District and all others who from time to time may use DPR Property, including the Park and/or Use Areas, described herein with the permission of County and on the terms and conditions specified herein shall not discriminate in any manner against any person or persons on account of race, color, sex, creed, or national origin, including but not limited to the provision of

goods, services, facilities, privileges, advantages, and the holding and obtaining of employment.

39. **Compliance with the County's Smoking Ban Ordinance.** Smoking shall be prohibited at all parks, except:

a. Smoking shall be permitted by actors who may be acting during a permitted production or by models during a permitted photography session, unless otherwise determined by the Director, in consultation with the applicable Fire Official; and

b. Smoking shall be permitted within the Use Areas, in designated areas, with prior approval and at the discretion of the Director, in consultation with the operation of the subject DPR park/facility).

40. **CONTRACTOR'S WARRANTY OF ADHERENCE TO COUNTY'S CHILD SUPPORT COMPLIANCE PROGRAM** District acknowledges that County has established a goal of ensuring that all individuals who benefit financially from County through contracts are in compliance with their court-ordered child, family and spousal support obligations in order to mitigate the economic burden otherwise imposed upon County and its taxpayers. As required by the County's Child Support Compliance Program (County Code Chapter 2.200) and without limiting District's duty under this Agreement to comply with all applicable provisions of law, District warrants that it is now in compliance and shall during the term of this Agreement maintain in compliance with employment and wage reporting requirements as required by the Federal Social Security Act (42 USC Section 653a) and California Unemployment Insurance Code Section 1088.5, and shall implement all lawfully served Wage and Earnings Withholding Orders or Child Support Services Department Notices of Wage and Earnings Assignment for Child, Family or Spousal Support, pursuant to Code of Civil Procedure Section 706.031 and Family Code Section 5246(b).

41. **COMPLIANCE WITH THE COUNTY POLICY OF EQUITY**

District acknowledges that the County takes its commitment to preserving the dignity and professionalism of the workplace very seriously, as set forth in the County Policy of Equity (<https://ceop.bos.lacounty.gov/pdf/PolicyOfEquity.pdf>). The District further acknowledges that the County strives to provide a workplace free from discrimination, harassment, retaliation, and inappropriate conduct based on a protected characteristic, and which may violate the County Policy of Equity (CPOE). The District, their employees and subcontractors acknowledge and certify receipt and understanding of the CPOE. Failure of District, their employees, or subcontractors to uphold the County's expectations of a workplace free from harassment and discrimination, including inappropriate conduct based on a protected characteristic, may subject District to termination of contractual Agreements as well as civil liability.

42. **Public Records Act**

Any documents submitted by District and all information obtained in connection with this Agreement, become the exclusive property of the County. All such documents become a matter of public record and shall be regarded as public records. Exceptions will be those elements in the California Government Code Section 6250 et seq. (Public Records Act) and which are marked "trade secret", "confidential", or "proprietary". County shall not, in any way, be liable or responsible for the disclosure of any such records including, without limitation, those so marked, if disclosure is required by law, or by an order issued by a court of competent jurisdiction.

43. **Transfer of Title/Park Transfer.** In the event County transfers title of the Park and the licensed Use Areas to a newly-formed or existing governmental agency, this Agreement shall be terminated on the date of said transfer to such agency, unless that agency agrees to assume this Agreement. County agrees to use its best efforts to obtain said assignment in the event County transfers title of the Park to a newly-formed or existing governmental agency. In the event County closes the Park this Agreement shall terminate upon the effective date of such closure. County shall provide written notice to District upon any consideration by the County of the possibility of transferring or closing the Park. County shall provide District with as much prior written notice of any such transfer or closure of the Park as reasonably possible before the effective date of any such transfer or closure.

44. **Survival of Covenants.** The covenants, agreements, indemnities, representations and warranties made herein are intended to survive the termination of the Agreement.

45. **Governing Law and Forum.** This Agreement shall be governed by and construed in accordance with the internal laws of the State of California. Any litigation with respect to this Agreement shall be conducted in the courts of the County of Los Angeles, State of California.

(Signature pages follow)

IN WITNESS WHEREOF, the District, by order of its Governing Board, has caused this Agreement to be duly executed on its behalf and attested by the Clerk thereof, and the County, by order of its Board of Supervisors, has caused this Agreement to be duly executed on its behalf by the Chairman of the Board of Supervisors and attested by the Executive Officer-Clerk thereof, as of the day, month and year first written above.

Santa Clarita Valley international Charter School
A district organized and existing under the laws of the State of California

By: _____
Contracts/Purchasing Manager

Date: _____

By: _____
Administrative Services

Date: _____

Approved as to form:

By: _____
Real Estate Counsel

Date: _____

COUNTY OF LOS ANGELES
Department of Parks and Recreation

By:_____

Date:_____

Norma E. García-González
Director

APPROVED AS TO FORM:

RODRIGO A. CASTRO-SILVA
County Counsel

By:_____

Date:_____

Deputy Counsel

EXHIBIT A

**County of Los Angeles
Department of Parks and Recreation**

ATHLETIC FIELD USE AND RESERVATION APPLICATION SCHOOL DISTRICT USAGE



Cover Page: Belvedere Park Dodgers Dream Field

County of Los Angeles
Department of Parks and Recreation

School Use Questionnaire

1. Name of School or School District _____

2. School District MOU # _____ Term Expires on: ____ / ____ / ____

School Principle or Superintendent _____ Term Expires on: ____ / ____ / ____

Address _____ City _____ Zip Code _____

Work Phone (_____) _____ Cell Phone (_____) _____

Email _____

Projected School / District Annual Budget: \$ _____.

3. Name of Park and amenities requested for use: _____

[ATTACH DIAGRAM OF "USE AREA(s)" WITHIN THE PARK]

4. Program Affiliation, if any (Please Check One):

<input type="checkbox"/>	County of LA Programs / Leagues	<input type="checkbox"/>	High School / CIF	<input type="checkbox"/>	Youth Recreation / Non-Profit, YMCA, Boys & Girls Club, AYSO, Little League
<input type="checkbox"/>	Other Youth Organization <i>Travel Ball, Club Team, For Profit</i>	<input type="checkbox"/>	Adult Sports Youth Camps, Tournaments & Clinics	<input type="checkbox"/>	Other

Please explain other:

5. Please list participating Schools and grades within your program:

School / Grade Name	Age Group	Participant Numbers	Projected Participation by School or Grade	Projected Girls	School / Grade Coordinator

6. Season/s Schedule:

Name of Season	Registration		Tryout		League Play		Playoffs	
	From	To	From	To	From	To	From	To

7. What times do you schedule for games and practices?

Location

Field #	Day/s of the Week Used	Times		Hours	
		START	END		

At no time shall school staff or students or any member of the public be allowed to be alone in the Facility after hours. After-hours access to the facility are limited to the prior written approval of Department Designee. Schools must have written approval at least thirty (30) days in advance for any after-hours special events to safeguard the public and groups that may be involved in such activities

8. Name of Insurance Carrier:

Contact Person: _____ Telephone (____) _____

9. Are background checks and fingerprinting done on all coaches, assistant coaches and volunteers? Yes ☐ No ☐

10. Contact person and phone numbers for participation information to the public:

Name: _____ Telephone (____) _____

11. What is your School / District mailing address?

Number and Street: _____

City: _____ Zip: _____

We have completed this Organization Questionnaire truthfully and accurately to the best of our knowledge:

School / Districts' Director Name:

Principle or Superintendent Signature:

Date: _____ Phone _____

Maintenance Partner Options

Facility Type: **Ballfield** _____ **Soccer** _____ **Other** _____

Trash Clean up: Frequency _____

Pre-Dress Field for School Usage _____

Drag infield _____ **Frequency** _____

Mowing services: Frequency _____

"Eyebrow" removal _____

Aeration and de-thatch _____

EXHIBIT B

Current Fee Schedule

Department Classification of Services /Type of Fee	Core Partner / Community Program Partner	Full Fee Rate
Special Event, Non-playing Field Areas	\$ 185 / per 1/2 acre, per day	\$ 280 / per 1/2 acre, per day
Special Event, Non-playing Field Areas	\$ 95 per 1/4 acre, per day	\$ 140 per 1/4 acre, per day
Medium Picnic Area (51-100 people)	\$94	\$250
Run Event - small up to 500 participants. Triathlons / Bike Race / Obstacle Challenges / Lake Rentals will require a special event permit that will include additional fees	\$ 270 plus \$2 per participant after 100 participants	\$ 500 plus \$3 per participant
Run Event - large 501 participants or more. Triathlons / Bike Race / Obstacle Challenges / Lake Rentals will require a special event permit that will include additional fees	\$ 458 plus \$2 per participant after 100 participants	\$ 1,000 plus \$3 per participant
Pool Short Lane Rental	\$ 10/per Lane / per Hour	N/A
Pool Long Lane Rental	\$ 14/per Lane / per Hour	N/A
Non-Synthetic Soccer Field	\$ 28 / Field / Hour	\$ 51 / Field / Hour
Synthetic Soccer Field	\$ 41 / Field / Hour	\$ 68 / Field / Hour
Futsal Court	\$ 26 / Court / Hour	\$ 45 / Court / Hour
Ballfields/Multipurpose Fields	\$ 23 / Field / Hour	\$ 40 / Field / Hour
Basketball Court	\$ 19 / Court / Hour	\$ 30 / Court / Hour
Volleyball Court	\$ 19 / Court / Hour	\$ 33 / Court / Hour
Tennis Court	\$ 21 / Court / Hour	\$ 35 / Court / Hour
Athletic Field Preparation	\$ 20 / hour	\$ 45 / hour
Outdoor Field/Court Lighting	\$ 20 / hour	\$ 45 / hour
These fees are subject to additional fees and/or services including staff time		
Theater	\$ 150 / Hour (4 hour min)	\$ 340 / Hour (4 hour min)
Gymnasium	\$ 63 / Hour	\$ 112 / Hour
Special Event, Non-playing Field Areas	\$188 / Acre / Day	\$ 565 / Acre / Day
Park Amphitheater	\$ 250 (up to 4 hours) with \$ 75 per additional hour	\$ 565 (up to 4 hours) with \$ 100 per additional hour
Splash Pad Rental	\$ 200 per day	\$ 400 per day
Pool Group Rental	\$200/hour/pool plus costs for staff time and utilities	\$200/hour/pool plus costs for staff time and utilities
Small Room (up to 150 people)	\$ 28 / Hour	\$ 52 / Hour
Medium Room (151-250 people)	\$ 38 / Hour	\$ 74 / Hour

Fee schedule is subject to change

EXHIBIT B
Current Fee Schedule

Staff Charges		
Park Usage		
Recurrent RSL(H)	\$19.77	\$19.77
Permanent Recreation Leader RSL(A)	\$37.14	\$37.14
Recreation Service Supervisor RSS (A)	\$54.99	\$54.99
Recreation Service Manager RSM(A)	\$60.08	\$60.08
Aquatics Usage		
Pool Lifeguard (H)	\$19.96	\$19.96
Senior Pool Lifeguard (H)	\$22.12	\$22.12
Pool Manager (H)	\$27.12	\$27.12
Locker room attendant (F)	\$16.79	\$16.79

Staff rates are subject to change

EXHIBIT C

DOCUMENTATION OF DISTRICT BOARD APPROVAL OR RATIFICATION



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/5/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc. LIC #0726293 505 N Brand Boulevard Suite 600 Glendale CA 91203	CONTACT NAME: Arian A. Abassi PHONE (A/C, No. Ext): 310.566.0108 E-MAIL ADDRESS: Arian_Abassi@ajg.com FAX (A/C, No): 818.539.2301
INSURED Santa Clarita Valley International School 28060 Hasley Canyon Rd. Castaic, CA 91384	INSURER(S) AFFORDING COVERAGE INSURER A: United Educators Ins, a Reciprocal Risk Retention INSURER B: NOVA Casualty Company INSURER C: Twin City Fire Insurance Company INSURER D: INSURER E: INSURER F:

COVERAGES

CERTIFICATE NUMBER: 1247671176

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y		Z76-51I	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
B	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			CF1ML1000263702	7/1/2021	7/1/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB DED <input type="checkbox"/> RETENTION \$			S50-86E	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 25,000,000 AGGREGATE \$ 25,000,000 \$
C	<input checked="" type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	72WEOY4H2Y	7/1/2021	7/1/2022	<input checked="" type="checkbox"/> PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

The County of Los Angeles, its Special Districts, Elected Officials, Officers, Agents, Employees and Volunteers (collectively County and its Agents) are included as additional insured per written contract.
Endorsement to follow.

CERTIFICATE HOLDER**CANCELLATION**

County of Los Angeles Department of Parks and Recreation
Attn: Sean Woods, Division Chief of Planning
1000 South Fremont Avenue,
Unit #40, Building A-9 West
Alhambra CA 91803

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Physical Education Policy

Board Approved:

The Board Members and school leadership understand Health and Physical Education and Arts are a vital part of keeping learners fit, healthy, and well rounded. In addition, learners who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically

SCVi will deploy a holistic approach to wellness that is a safe, non-judgmental, and supportive process which allows learners to explore aspects of physical and mental wellbeing. The school will provide learners with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All learners will be provided equal opportunity to participate in physical education classes and the classes will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Grades TK-8

SCVi will provide Physical Education for all students in grades TK-8 at or exceeding the required 200 minutes for every 10 school days. The physical activity portion of our PE curriculum will consist of strength training as well as game playing. Playing games in PE makes the exercise fun but also teaches important concepts such as teamwork, good sportsmanship and problem-solving skills. In addition, we will integrate lessons about anatomy and healthy eating throughout the PE curriculum.

Grades 9-12

Learners will explore various aspects of physical education, while satisfying physical education requirements. In high school, students are required to complete 1 year of P.E.



Equity Policy

Board Approval:

The Governing Board and school leadership believes that the diversity that exists among the school's community of learners, staff, parents/guardians, and community members is integral to the school's vision, mission, and goals. Addressing the needs of all learners requires recognition of the inherent value of diversity and acknowledgment that educational excellence requires a commitment to equity in the opportunities provided to learners and the resulting outcomes.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect learner achievement, and to eliminate disparities in educational outcomes for learners from historically under-served and underrepresented populations, the school shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence learner learning, perpetuate achievement gaps, and impede equal access to opportunities for all learners.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by learners of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of school decisions, the Board shall consider whether its decisions address the needs of learners from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of learners.

The Board and the School Director or designee shall develop and implement policies and strategies to promote equity in school programs and activities, through measures such as the following:

1. Routinely assessing learner needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions
2. Analyzing expenditures and allocating financial and human resources in a manner that provides all learners with equitable access to school programs, support services, and opportunities for success and promotes equity and inclusion in the school. Such resources include access to high-quality leaders, facilitators, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

3. Enabling and encouraging learners to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other learner activities
4. Building a positive school climate that promotes learner engagement, safety, and academic and other supports for learners
5. Adopting curriculum and instructional materials that accurately reflect the diversity among learner groups
6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for learners in need
7. Promoting the employment and retention of a diverse staff that reflects the learner demographics of the community
8. Providing school staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all learners on all indicators

The Board shall regularly monitor the intent and impact of school policies and decisions in order to safeguard against disproportionate or unintentional impact on access to school programs and achievement goals for specific learner populations in need of services.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Santa Clarita Valley International

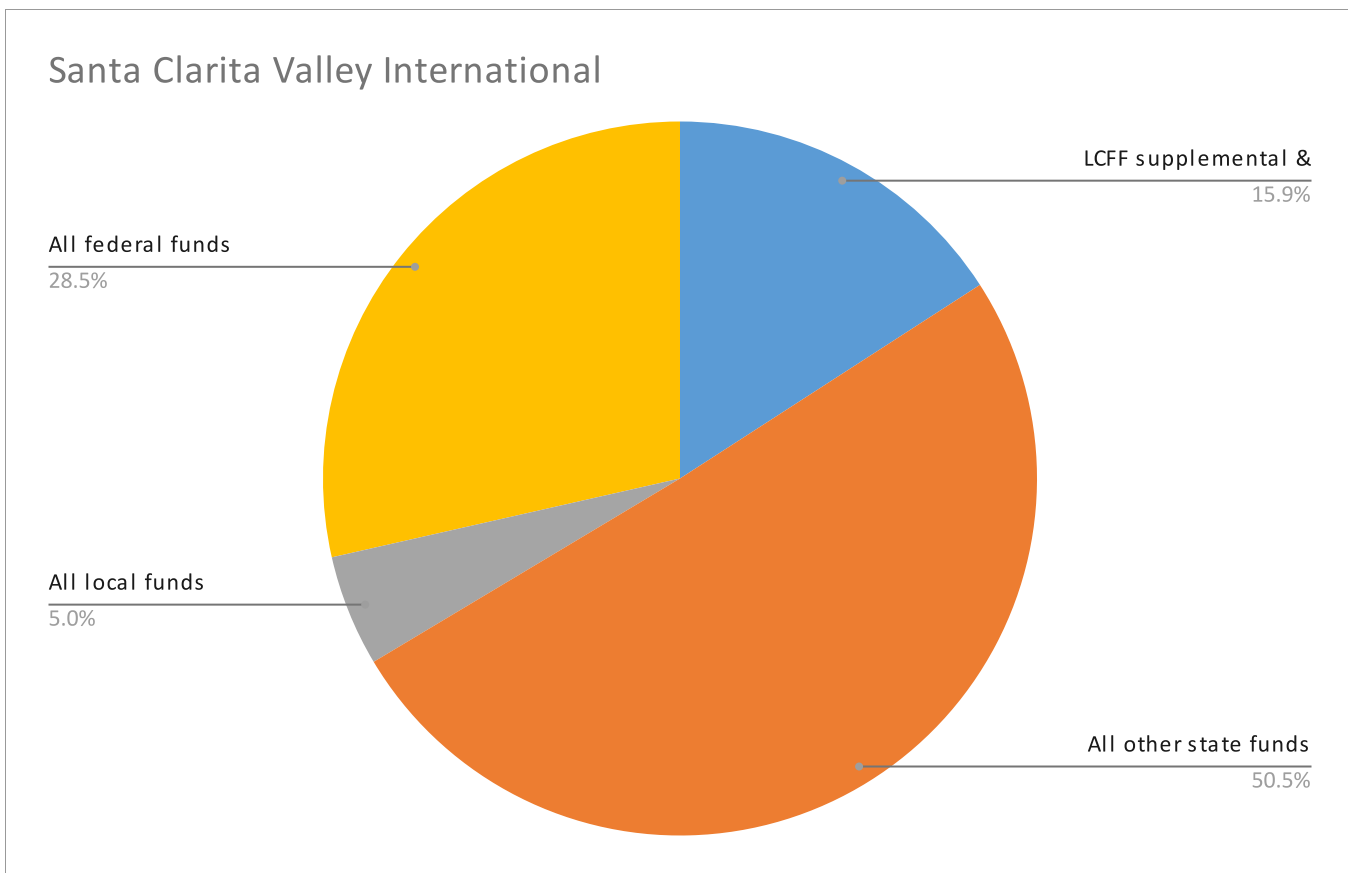
CDS Code: 19651360117234

School Year: 2021 – 22

LEA contact information: Nicole Padovich nicole.padovich@scvi-k12.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

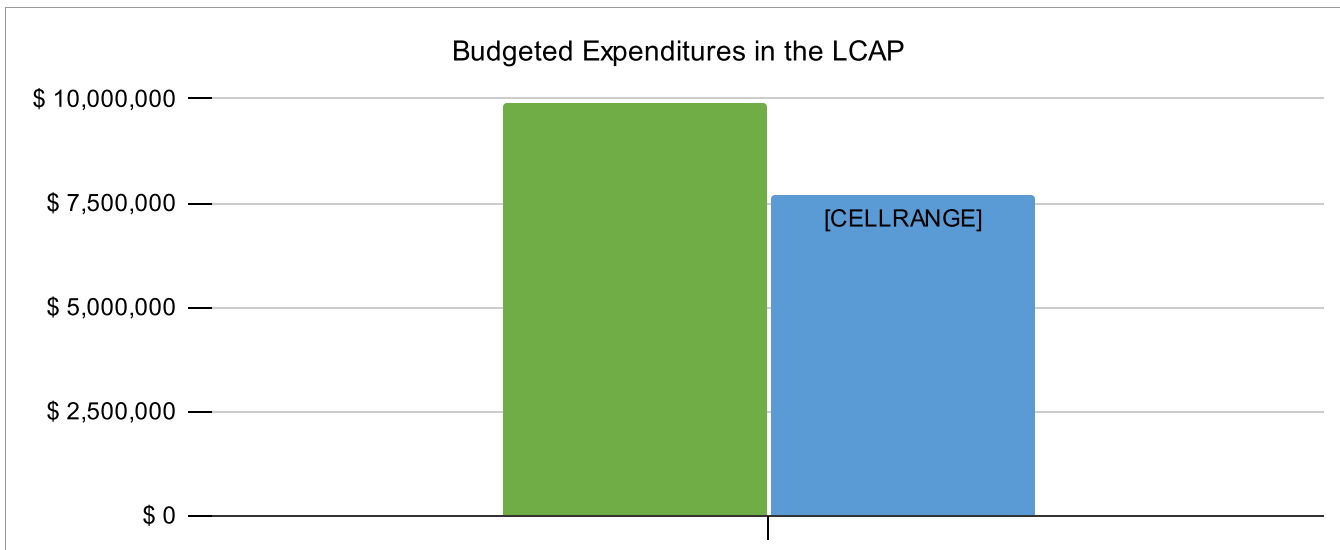
Budget Overview for the 2021 – 22 School Year



This chart shows the total general purpose revenue Santa Clarita Valley International expects to receive in the coming year from all sources.

The total revenue projected for Santa Clarita Valley International is \$11,193,492.00, of which \$8,845,461.00 is Local Control Funding Formula (LCFF), \$1,410,631.00 is other state funds, \$140,672.00 is local funds, and \$796,728.00 is federal funds. Of the \$8,845,461.00 in LCFF Funds, \$443,139.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Clarita Valley International plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

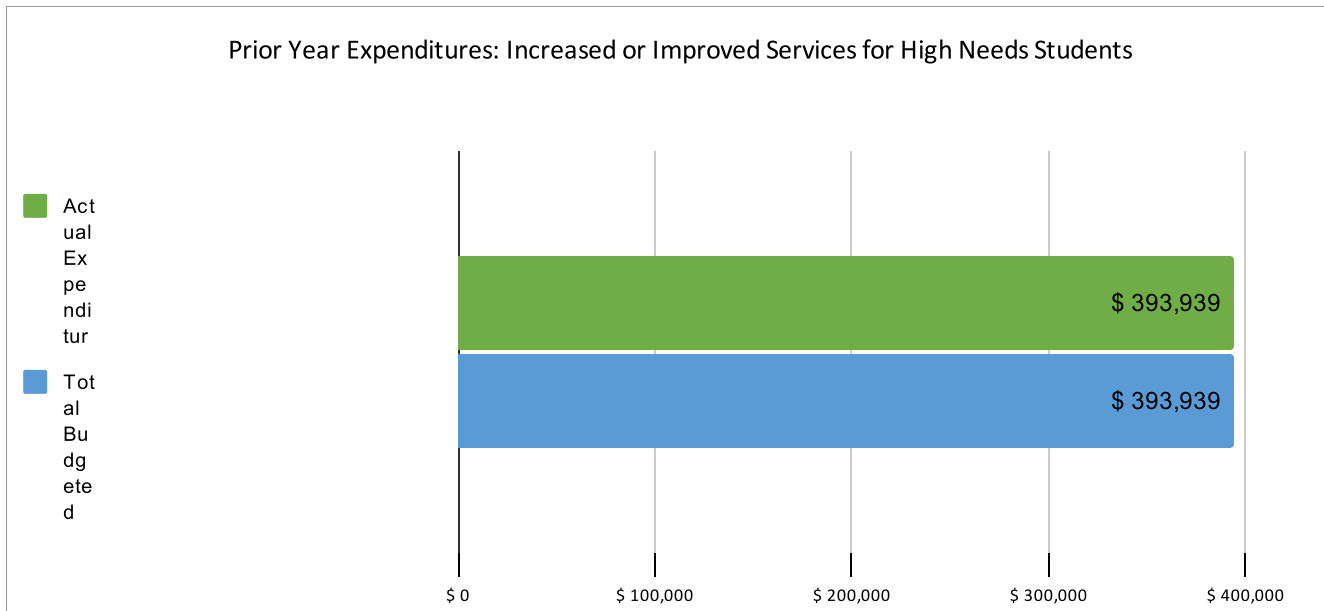
Santa Clarita Valley International plans to spend \$9,899,891.00 for the 2021 – 22 school year. Of that amount, \$7,693,080.00 is tied to actions/services in the LCAP and \$2,206,811.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses not budgeted include office supplies, professional dues and memberships, insurance, district oversight fees, business services and back office fees, payroll fees, legal fees, banking fees, banking fees and interest, staff recruitment and marketing, and licenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Santa Clarita Valley International is projecting it will receive \$443,139.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clarita Valley International must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clarita Valley International plans to spend \$504,204.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Santa Clarita Valley International budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Santa Clarita Valley International estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Santa Clarita Valley International 's Learning Continuity Plan budgeted \$393,939.00 for planned actions to increase or improve services for high needs students. Santa Clarita Valley International actually spent \$393,939.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clarita Valley International	Tricia Lckeroth Regional Director, So Cal	tricia.luckeroth@ileadschools.org (661) 400-1714

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Santa Clarita Valley International's charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Technology integration	2019-20 85% weekly participation grades K-12 Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.	95% weekly participation k-12. Technology increased to 95% due to all virtual setting. All teaching was virtually interactive and collaborative.
Increase learners' sense of safety and connectedness	2019-20 81.2% of the learners feel physically safe in the school's learning environment. 86.2% of the learners have a close relationship with at least one adult at the school.	According to the 2019-2020 Gallup Poll 91% of the learners feel physically safe in the schools learning environment. 93% of the learners have a close relationship with at least one adult at school.

<p>Percentage of facilitators attending Professional Learning</p>	<p>2019-20 95% of the teaching staff will participate in the 2-week summer PD</p> <p>85% of new facilitators will attend the weekly Onboarding meetings for mentoring and support.</p> <p>90% of the facilitators will participate in weekly professional learning throughout the school year.</p>	<p>96% of the teaching staff participated in 2 week virtual summer PD</p> <p>90% of new facilitators attended weekly Onboarding meetings for mentoring and support</p> <p>92% of facilitators participated in weekly professional learning throughout the school year.</p>
<p>Facilities are in good repair for learner health and safety</p>	<p>2019-20 Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</p>	<p>Due to covid-19 and stay at home work orders, facilities staff was held at base levels of operation. Property was maintained at "Good" status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>IT Dept. will maintain computer/iPAD carts, projectors, and/or other technology and replace broken or missing devices to ensure all students and staff have frequent access to technology in the classroom.</p>	<p>\$5,284 - LCFF - 4000-4999 Books and Supplies - 4430 - It Equipment and Supplies</p>	<p>\$15,109 - LCFF - 4000-4999 Books and Supplies</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>Integrated technology lessons will be utilized in classrooms as a way to differentiate while introducing ISTE (International Society for technology in education) standards to all Instructional staff.(WASC critical area of follow up 3) Measured by ISTE Rubrics</p>	<p>\$1,820,783 - LCFF - 1000-1999 Certificated Salaries - 1110,1120 -Facilitators (repeated expenditure) \$5,284 - LCFF - 4000-4999 Books and Supplies - 4430-Technology Equipment and Supplies (repeated expenditure)</p>	<p>\$1,741,327 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$5,284 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to</p>	<p>\$25,318 - LCFF - 5000-5999 Services</p>	<p>\$13,875 - LCFF - 5000-5999 Services</p>

meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Staff liaison will attend Ways of Council training to train in house facilitators for Advisory framework to support Social Emotional learner growth. Directors will develop MTSS plan. (WASC Action Plan goal 7)	and Other Operating Expenses - 5230, 5233 - Professional development	and Other Operating Expenses
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Emergency Operation Plan (EOP) will be reviewed and updated annually. All staff will be trained in the implementation of the EOP and a drill will be held at least once a year.	\$341,286 - LCFF - 1000-1999 Certificated Salaries - Code 1310 (repeated expenditure) \$93,542 - LCFF - 2000-2999 Classified Salaries - 2310 - Classified Directors	\$353,882 - LCFF - 1000-1999 Certificated Salaries \$52,862 - LCFF - 2000-2999 Classified Salaries

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l The maker team/on site staff will provide monthly professional development to improve best teaches practices for all specified disciplines using California state standards	\$1,820,783 - LCFF - 1000-1999 Certificated Salaries - Code 1110,1120 - Facilitators (repeated expenditure) \$1,095,815 - LCFF - 2000-2999 Classified Salaries - 2110, 2120, 2910, 2980, 2990 - Classified Instructional Salaries \$1,213,636 - LCFF - 3000-3999 Employee Benefits - 3000s - Benefits \$506,025 - LCFF - 4000-4999 Books and	\$2,112,894 - LCFF - 1000-1999 Certificated Salaries - 1.1 (repeated expenditure) \$477,471 - LCFF - 2000-2999 Classified Salaries \$1,291,986 - LCFF - 3000-3999 Employee Benefits \$498,650 - LCFF - 4000-4999 Books and Supplies

through the lens of Project Based Learning. (WASC action plan goals 1,5)

Supplies - 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410 - Classroom Books and Supplies

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>School Facilities will be cleaned and maintained in good repair in order to support student learning.</p>	<p>\$148,983 - LCFF - 2000-2999 Classified Salaries - 2960 - Classified Facilities/Maintenance Support</p> <p>\$28,011 - LCFF - 5000-5999 Services and Other Operating Expenses - 2960 - Classified Salaries - Facilities/Maintenance</p>	<p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$24,619 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented appropriately.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Broken technology and/ or missing devices were replaced to ensure all students and staff have frequent access to technology in the classroom.

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
MAP NWEA Performance	2019-20 53% of students met their Math MAP NWEA RIT Goal. 59% of students met their Reading MAP NWEA RIT Goal	56.6% of students met their Math MAP NWEA RIT Goal. 56.1% of students met their Reading MAP NWEA RIT Goal.
SBAC ELA	2019-20 50% of the learners met and/or exceeded standards in CAASP ELA	56% of learner met or exceeded standards in CAASP ELA
SBAC Mathematics	2019-20 28.5% of the learners met and/or exceeded standards in Math.	37% of learners met or exceeded standards in CAASP in math.
Improved EL Reclassification rates	2019-20 34% of EL learners are reclassified using the iLEAD reclassification criteria.	The reclassification rate for 2018-2019 was 33.3%. For 2019-2020, the reclassification rate was 12.1% as all learners did not assess due to school closure caused by the Covid pandemic.
College and Career Readiness	2019-20 38% of our high school seniors graduated "Prepared" as determined by the College/Career Indicator on the California Dashboard.	50.6% of our high school seniors graduated "prepared" as determined by the College/Career indicator on the California Dashboard.

<p>Engaging project-based learning experiences</p>	<p>2019-20</p> <p>87.5% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging.</p> <p>62% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.</p>
<p>NGSS Science Assessment</p>	<p>2019-20</p> <p>2019 CAST Science Assessment Indicators are not yet available</p> <p>2019 CAST Science Assessment Indicators are not yet available</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance. (WASC action plan goal 1)</p>	<p>\$2,710,724 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Staff \$30,733 - LCFF - 4000-4999 Books and Supplies - 4120 - Core Curriculum Software (repeated expenditure) \$851,076 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - Service Fees (Makers, Ed Program Support)</p>	<p>\$787,842 - LCFF - 1000-1999 Certificated Salaries \$22,737 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$611,076 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-Service Fees (Makers, Ed Program Support)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>During initial Data Protocol meeting, facilitators can use CAASPP data to help identify academic gaps and then create group workshops to address the learners needs. (WASC action plan goals 1,2,6)</p>	<p>\$1,820,783 - LCFF - 1000-1999 Certificated Salaries - 1110,1120 - Certificated Facilitators (repeated expenditure)</p>	<p>\$2,112,894 - LCFF - 1000-1999 Certificated Salaries - 1110, 1120 - Certificated Facilitators</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Establish and maintain high school internships with local businesses and organizations.</p>	<p>\$1,042,094 - LCFF - 1000-1999 Certificated Salaries - code 1110 (repeated expenditure)</p>	<p>\$1,741,327 - LCFF - 1000-1999 Certificated Salaries - 1110 (repeated expenditure)</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>All high school learners will have access to a broad course of study for the completion of the college prep A-G.</p> <p>20% of learners will have dual enrollment.(WASC action plan goal 4)</p>	<p>\$341,286 - LCFF - 1000-1999 Certificated Salaries - 1310 - Certificated Directors (repeated expenditure)</p> <p>\$506,025 - LCFF - 4000-4999 Books and Supplies - 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410 - Classroom Books and Supplies (repeated expenditure)</p>	<p>\$353,882 - LCFF - 1000-1999 Certificated Salaries - 1310- Certificated Directors (repeated expenditure)</p> <p>\$498,650 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>Provide learners K-12 with at least 2 options for visual and</p>	<p>\$433,217 - LCFF - 2000-2999 Classified Salaries - 2120 - Classified Elective Salaries (repeated expenditure)</p>	<p>\$305,677 - LCFF - 2000-2999 Classified Salaries - 2120- Classified Elective Salaries</p>

performing arts while also offering more opportunities to infuse the arts in at least 50 percent of projects.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>English Language Learners will be in an inclusive learning environment for all subject areas.</p> <p>Each month a credentialed facilitator will lead small EL instruction group to work on strategies for ELA and Math.</p>	<p>\$2,710,724 - LCFF - 1000-1999 Certificated Salaries - 1000s certificated salaries (repeated expenditure)</p> <p>\$143,542 - LCFF - 2000-2999 Classified Salaries - 2120 classified salaries</p> <p>\$435,538 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - Contracted Services and Support</p>	<p>\$2,112,894 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p> <p>\$145,908 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p> <p>\$305,677 - LCFF - 1000-1999 Certificated Salaries</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Santa Clarita Valley International</p> <p>Provide push -in services to support mastery of the California Content Standards.</p>	<p>\$143,542 - LCFF - 2000-2999 Classified Salaries - 2120 - Classroom Aids (repeated expenditure)</p>	<p>\$145,908 - LCFF - 2000-2999 Classified Salaries - 2120- Classroom Aids (repeated expenditure)</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented according to actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Data Protocols were monthly to look at goals and growth targets. CAASP and NWEA MAP data were reviewed for fall, winter and spring. Senior advisor worked at increasing Internship opportunities with local businesses. Leadership worked to continue visual and performing arts in all grade levels and also added professional development and implementation of EL plan.

Goal 3

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Increased school attendance and decreased chronic absenteeism rates	2019-20	
	<p>Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and consequences due to absences. Educate about the monetary benefits that will come as attendance increases.</p> <p>With the support of the SIS system, use last years attendance figures to make a target list of low-attending students who need more attention and support from staff and increase daily attendance percentage by 5.8 %. Meet with the students and their parents early in the school year to discuss the importance of improving attendance.</p>	<p>Teachers and administrators informed of the current Average Daily Attendance (ADA) rate and consequences due to absences and educated about the monetary benefits that come as attendance increases.</p> <p>Daily attendance percentage declined 2.8%</p> <p>All attendance issues addressed with team meetings involving parent/s, teachers, administrators and support staff.</p>

Parent/Guardian attendance at school site meetings/activities /events

2019-20

Increase parent participation in the following schools events by at least 1%:

Served as a volunteer in the classroom or for another school event - 44.2%

Attended Meet the Facilitator or Back to School Night - 84%

Attended the Individual Learning Plan (ILP) conference- 86.2%

Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 83.7%

Participated in a school fundraiser - 55.3%

Increased parent participation in the following school events by at least 1%:

Served as a volunteer in the classroom or for another school event - 46%

Attended Meet the Facilitator or Back to School Night - 86%

Attended the Individual Learning Plan (ILP) conference- 88%

Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 88%

Participated in a school fundraiser - 45%

Parent satisfaction with school communication

2019-20

Increase parent satisfaction with school communication by at least 1%.

82.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.

75.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress

91.6% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)

Increased parent satisfaction with school communication by at least 1%.

72.3% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.

80% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress

93% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Int'l</p> <p>Track student attendance and work with facilitators and parents of all students, particularly unduplicated students, to decrease truancy and tardiness.</p>	<p>\$307,603 - LCFF - 2000-2999 Classified Salaries - 2410 - Office support</p> <p>\$24,547 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850 - Student Information System</p> <p>\$143,542 - LCFF - 2000-2999 Classified Salaries - 2120 - Classroom Aides (repeated expenditure)</p>	<p>\$309,162 - LCFF - 2000-2999 Classified Salaries - 2410 - Office Support</p> <p>\$10,089 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$145,908 - LCFF - 2000-2999 Classified Salaries - 2120- Classroom Aids (repeated expenditure)</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Santa Clarita Valley Intl'l</p> <p>Use Monday Message, Parent Square, emails, newsletters, school website, etc. to deliver timely school information to school families.(WASC action plan goals 3,7)</p>	<p>\$13,323 - LCFF - 5000-5999 Services and Other Operating Expenses - 5925 - Website Fees</p>	<p>\$31,647 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p>	<p>\$2,710,724 - LCFF - 1000-1999 Certificated Salaries - 1000s</p> <p>Certificated Salaries (repeated expenditure)</p> <p>\$1,095,815 - LCFF - 2000-2999</p>	<p>\$2,112,894 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p> <p>\$621,655 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p>

<p>Location:</p> <p>Interactive Parent Universities will be held monthly for families on a variety of topics such as Parenting with Love and Logic, Project based Learning, Social-Emotional Learning, College preparedness, 7 Habits, etc.(WASC action plan goal 7)</p>	<p>Classified Salaries - 2110, 2120, 2910, 2980, 2990 - Classified Instructional Support (repeated expenditure) \$1,269,549 - LCFF - 3000-3999 Employee Benefits - 3000s - Benefits (repeated expenditure)</p>	<p>\$1,291,986 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted were implemented according to actions and goals.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As part of the plan to generate active engagement between parents, families, and the school, as well as connections with the community to promote learner achievement and communication among all stakeholders the following steps were taken:

SCVi created an ongoing attendance committee to develop a more transparent and communicative attendance expectations. As a result, there was an increase in daily attendance rate

Parent square and Monday Message was increased to consistent messaging to build the home and school life connection.

Although Parent universities and Director and parent meetings were held, there is still a need to increase parent participation and to onboard new families with our schools cultural foundations.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$7,602,967	\$7,202,518
1000-1999 Certificated Salaries	2,710,724	3,560,295
2000-2999 Classified Salaries	1,789,485	1,145,172
3000-3999 Employee Benefits	1,213,636	1,291,986
4000-4999 Books and Supplies	511,309	513,759
5000-5999 Services and Other Operating Expenses	1,377,813	691,306

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$7,602,967	\$7,202,518
LCFF Base/Not Contributing to Increased or Improved Services	7,023,887	4,783,947
LCFF S & C/Contributing to Increased or Improved Services	579,080	2,418,571

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$7,602,967	\$7,202,518
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	2,710,724	1,141,724
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	2,418,571
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,645,943	1,145,172

2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	143,542	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	1,213,636	1,291,986
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	511,309	513,759
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	942,275	691,306
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	435,538	0

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure

Goal 1:

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Santa Clarita Valley International's charter.

All Funding Sources	\$3,116,614	\$2,728,454
LCFF Base/Not Contributing to Increased or Improved Services	3,116,614	2,728,454

Goal 2:

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

All Funding Sources	\$4,140,880	\$4,123,166
LCFF Base/Not Contributing to Increased or Improved Services	3,561,800	1,704,595
LCFF S & C/Contributing to Increased or Improved Services	579,080	2,418,571

Goal 3:

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

All Funding Sources	\$345,473	\$350,898
LCFF Base/Not Contributing to Increased or Improved Services	345,473	350,898

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cleaning supplies, PPE, handwashing stations, and other supplies	\$15,000.00	\$17,515	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In order to comply with health and safety guidelines and the safety of the county tier, we did not return to in-person instruction until February 22.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In order to achieve a successful implementation of return to site for in-person instruction on February 22, we brought back one grade level team each week for a hybrid program for 3.5 hours each day. Students attended in their distance learning assigned cohorts either Monday/Wednesday or Tuesday/Thursday. This slow roll out aided our success as we were able to work out any questions as they arose or adapt our health and safety protocols and procedures. The response from our parents was extreme thanks, gratitude, and praise for considering all details. Many remarked that they felt very assured bringing their children back to our school. Full in-person; full day, full week implementation began the week of April 19 for our TK-8th grade students.

Challenges: The biggest challenge was recreating a new schedule for the full day/full week program in order to isolate our stable cohorts on the playground. Another challenge was not having the capability to continue offering a private, parent funded school bus for students that live outside the local community as the LA County health and safety guidelines stated bus capacity must be 25% of normal operating capacity.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional technology to continue 1:1 devices to learner access.	\$27,000.00	\$134.281	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

SCVi was able to purchase additional technology to continue and replace devices to reach a 1:1 device for learner access.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our transition to distance learning was very successful as teachers received professional development on synchronous and asynchronous instruction including strategies and resources for distance learning. We were able to provide 1:1 technology devices to each learner to support at home learning. Connectivity devices “hot spots” were available to any family in need. Students with Individualized Education Plans continued to receive services. All distance learning services and instruction began the week immediately following school closure. One challenge was the postponing of our in-person special education assessments until health and safety guidelines permitted. Although many students participated successfully, there were some challenges with consistent engagement through online learning and attendance.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional academic services such as diagnostic assessment of learning needs, intensive instruction for addressing gaps in core academic skills, Edmentum, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learnings.	\$562,892 (Learning Loss Mitigation funds-total amount)	\$562,892	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures for addressing pupil learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Prior to reopening, it was important to assess a broad set of indicators in relation to the Pupil Learning Loss.

Prior to reopening, it will be important to assess a broad set of indicators, such as student access to technology, connectivity and high-quality curricula, in addition to student attendance and engagement in remote learning, and experience with trauma and/or food or housing insecurity. Parents should also be surveyed to triangulate vital information regarding their child's social, emotional and academic needs experienced during distance learning in the spring.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our school program is founded providing social emotional learning for all students. Therefore each teacher creates strong rapport both with and between students. This foundation enabled our teachers to be acutely aware of any students that had challenges social and emotionally. Teachers were able to reach out to both individual students and their parents when concerned. SST, Student Support Team, meetings with grade level teacher/s, school administrator/s and and school counselors when necessary. Appropriate services were provided as necessary. Our mental health team also created and provided weekly “Lunch Bunch” activities where students are encouraged to participate in SEL activities and to connect with peers.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Part of our social emotional learning program includes daily Morning Meetings (TK-5) and advisory (6-12) where teachers foster and encourage building rapport and relationships with and between students. Teachers also provided extra curricular activities “Design Techs” for learners in break out rooms. Facilitators contacted families when learners were absent from classes, scheduled SST meetings with all necessary support staff to create support and discuss strategies to encourage enrollment and participation. Leadership provided office hours and parent nights to encourage relationships, build rapport, and share all necessary information. Some challenges were learners still not participating in synchronous lessons and/or completing asynchronous assignments.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our Cafe team distributed free breakfasts and lunches for all families with school age learners throughout the pandemic since school closure.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health, School Nutrition, Distance Learning	Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.	\$562,892 (Learning Loss Mitigation funds-total amount)	\$562,892	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no planned substantive differences between the planned actions and budgeted expenditures for the plan requirements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We found through distance learning that some learners were not successful in submitting work or seeking assistance when they needed support. Some learners struggled with relating to content that was being taught on a virtual platform which led to learning losses. New goals and actions were created to address learning loss from distance learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

SCVi will continue to assess and address pupil learning loss by also addressing students with specialized needs of learning. Goals will specifically address EL students, Foster youth, and low income students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was no substantive difference between the actions we wrote and actions that were implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were challenges to meeting and implementing goals and actions due to the 19-20 transition from site to distance learning. SCVi was able to make a seamless transition from a site based model to a virtual model due to the 21st century learning model that was already in place. However; distance learning itself greatly impacted how actions were implemented. SCVi was not able to adequately support some actions while in distance learning. New challenges for learners socially and emotionally and understanding those socio economic challenges needed to be prioritized during the pandemic. Upon return from distance learning SCVi needed to address the socio dynamic of students being virtual for over a year. Both played a role in SCVi being unable to achieve all actions. Both experiences informed our LCAP this year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clarita Valley International	Tricia Luckeroth Regional Director Southern California	tricia.luckeroth@ileadschools.org 6614001714

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Santa Clarita Valley International Charter School was the first site based, or brick and mortar, charter school in the Santa Clarita Valley. It opened in 2008 with room for only 110 learners, which left 450 on a waiting list. SCVi Charter moved locations the next year and expanded, tripling their staff and their student base, they grew to 425 learners in year two. Over the years SCVi has steadily increased enrollment.

Santa Clarita Valley International, (SCVi), iLEAD's founding school, holds strongly the belief of preparing our learners to be successful in the 21st Century. We place a great value on providing our learners with academic rigor and the 21st Century skills they will need to thrive and succeed.

At SCVi, we've built a model based on what we believe to be the best of all that is out there. We believe passionately in project-based learning, not because it's a fad, but because it goes to the heart of how kids learn. We've incorporated technology, not as a trendy add-on, but as an organic part of the learning process in the 21st century. We value and encourage leadership by instilling in each learner the confidence and character that inspire others. This is something they will carry through their educational experience as well as their chosen career track.

It's not unusual that we want our learners to think for themselves. But to do this requires a grounding in the arts, in design and in humanities, and the need to feel at home in the world. For us, "thinking for themselves" is not just about solving problems but about an organic vision of the world they live in and one they will inherit. Finally, we value the social and emotional development of our learners. We believe there is an implicit, as well as an explicit, curriculum to teach. Our goal is nothing short of learning--to change the world.

We value and encourage leadership not just as a part of a career track but by instilling in each learner the confidence and character that inspire others. Our learners are defined by more than a score on a standardized test. Studies have shown that learners who drive their own education through our deeper-learning approach are well prepared for college and beyond.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on This year's Dashboard SCVi increased academic performance in both ELA and Math. In ELA by 11.3 points, and math by 19.8 points. In addition, SCVi increased by 12.3 percent on the college and career indicator with a 90% graduation rate. SCVi continues to make progress in chronic absenteeism and suspension rates. Both areas decreasing. Chronic absenteeism declined by 2.8 % and suspension rate is just under 1%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although there was growth in academic performance, Based on this year's Dashboard, we still see the need to make improvements in specific sub groups in both ELA, and overall in Math. SCVi will continue to work on implementing a plan to increase academic performance. School wide Intervention programs as well as continued professional development on small group instruction for added student support. Deeper analysis of sub group data will also be used for added increase in facilitator support.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in SCVi's Charter.

Key Features: The actions and services supporting goal #1 provide full funding for all teacher salaries in order to support equitable outcomes and academic achievement for all learners. It also provides for professional learning on topics including diversity, equity and inclusion, PBL, and academic content for facilitators to improve academic rigor and cohesiveness across all grade levels and subgroups. Emphasis will also be placed on a clean, safe learning environment as learners return to school.

Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

Key Features: The actions and services supporting goal #2 enable leadership and staff to further develop and utilize internal monitoring systems to support academic and social-emotional growth and achievement across all subgroups. This includes analysis of data to close achievement gaps in ELA and math, as well as ongoing monitoring of learners through MTSS, SEL and intervention support. Action steps to support ongoing high school program development for college and career readiness (as indicated on the CA School Dashboard) will expand high school opportunities for learners.

Goal 3: Generate active engagement between parents, families and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

Key Features: The actions and services supporting goal #3 support continued educational partner engagement through school/community events, surveys and parent meetings. Leadership and staff will ensure additional resources are provided to low income, foster/homeless, and English learners to to promote participation and involvement. The staff will continue to refine progress monitoring to minimize chronic absenteeism and/or behavior/suspension-related challenges.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

SCVi conducted 3 stakeholder surveys aligned with the 8 state priority areas. Parents, learners, and staff, along with administration met to dissect and analyze the data to determine strengths and areas of growth to create the goals. An LCAP team was formed and the team met weekly until an action plan was created. Stakeholders reviewed and analyzed student subgroups within the state indicators on the dashboard.

A summary of the feedback provided by specific stakeholder groups.

To continue to focus on increasing daily attendance,
Continue to focus on ways of increasing growth in academics. Specifically in the area of math,
Find additional ways to increase parent involvement in the school culture.
Parents felt more informed from communication portals and parent squares.
Students would like more after school enrichment and activities.
Staff indicated they like to consider more professional development in the area of vertical alignment.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

ELAC committee wanted to make sure EL goal was included in actions.

Goals and Actions

Goal

Goal #	Description
1	Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in SCVi's Charter.

An explanation of why the LEA has developed this goal.

There is a need to continue to provide essential school services to meet the needs of learners and families, to identify individual needs, and to monitor progress of growth in Math and ELA. Through the needs assessment, resource inequities were discovered in the area of Students with Disabilities. Measurable outcomes have been developed that address the need for qualified staff in that area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CTC Credential Data CALPADS Reports School Pathways Reports	90% of our teachers hold credentials				100% of the facilitators possess or are working toward a clear credential.
Panorama Survey Data , classroom observations , Formative Assessments, sign-in sheets	85% of staff utilize and attend professional development opportunities.				100% of staff will attend professional learning opportunities to improve rigor and cohesiveness across grade levels.
SBAC ELA & Math: Scale score points distance from standard. NWEA MAP: Percent of students who met their projected RIT goal. Monthly Data Protocols.	85%of staff utilize and implement tools provided from professional development, to help teacher expectations, promote learner's needs and teacher effectiveness.				SCVi will have an established professional working plan.100 % of staff will have a complete understanding of expectations, and assessment tools.
School Accountability Report Card (SARC) Facility Inspections Tool Panorama Survey Data	SCVi is rated "good" status as measured by (FIT) Fire drills are held on monthly basis each month. Disaster and Lockdown drills annually. According to Gallup Poll survey SCVi has a grandMean of 3.87 out of 5 students feel safe on campus.				SCVi will be rated with a "good" or "exemplary" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). 100% of the onsite staff is trained in drills and safety. SCVi will have a grandMean rating of 4.2 in the Gallup Poll survey on feeling physically and emotionally safe in the school's learning environment.
Panorama Survey Data Staff Survey Brightspace - LMS	85% of staff are collecting and and tracking formative assessments. 85%				100% of the staff are able to demonstrate one or more ways that they implemented the SLOs in their daily work. 95% of learners will have an

	percent of staff can accurately assess School wide learner outcomes. 75% of Learners have an understanding of School wide learning outcomes.				understanding site wide of what SCVi's student learning outcomes are.
Reclassification Rate, Reports of Progress, CA Dashboard English Language Progress Indicator, CAASPP results EL Attendance Records, NWEA Map Data	Leadership and facilitators meet monthly to analyze data in order to increase focused instruction in sub groups.				100% of staff will receive professional development on best practices to increase the effectiveness of instruction using California State Standards and how to analyze sub group data for focused instruction. Leadership and facilitators will meet twice a month for data analysis and help focused instruction
Elevation, CA Dashboard, CAASP results	Leadership and facilitators meet monthly to analyze EL data on a limited basis				90% of EL learners will receive and utilize additional resources to support academic achievement. 55% of EL learners will progress at least one ELPI (English Language Progress Indicator) Level or Maintain at ELPI Level 4 as indicated on the CA Dashboard. 15% of EL learners will be reclassified.
CA Dashboard, NWEA Map Data, CAASPP Results	Leadership and facilitators meet monthly to analyze Foster youth and homeless subgroups				100% of foster youth and homeless learners will receive additional resources to support academic achievement.
CA Dashboard, NWEA Map Data, CAASPP Results	Leadership and Facilitators meet monthly to analyze low income subgroup				100% of low income learners will receive additional resources to support academic achievement.
Professional Learning sign in sheets, Data Protocols, Professional learning plan/LCAP, Classroom observation rubric	Equity task force meets monthly to build foundational equity program to be implemented				100% of SCVi staff will receive professional development on diversity, equity and inclusion training.

Professional Learning sign in sheets, Data Protocols, Professional learning plan/LCAP,	MTSS team meets monthly to build a multi tiered support system, School counselors provide monthly informational resources on suicide prevention and intervention strategies and support.				100% of SCVi staff will receive professional development on suicide prevention, intervention and postvention.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Wages and Benefits (1000,3000)	Fund credentialed teachers (base teacher salaries and benefits) to provide instruction in all classrooms for all learners.	\$2,404,540.30	No
2	Professional Learning and Embedding CCS in Curriculum (1.2 5801 Makers, Camp Make) (repeated expenditure, Goal 1, Action 1)	Professional learning opportunities will be provided so that Facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support student progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$0.00	No
3	Professional Learning Plan (1.3 1210, 1310) (repeated expenditure, Goal 1, Action 1)	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$0.00	No
4	Clean, Safe, Innovative Spaces (5600)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$484,355.00	No
5	Assessment and Monitoring System (4100 web apps) (repeated expenditure, Goal 1, Action 2)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine student progress toward achievement of the International Baccalaureate (IB) School-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
6	Data Analysis and Focused Instruction (4100 curr and support web app) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the students with disabilities subgroup. (WASC action goal #5)	\$0.00	No

7	English Learner Academic Achievement (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the English Learner subgroup. (WASC action goal #5)	\$0.00	Yes
8	Foster Youth and Homeless Academic Achievement (1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the foster youth and homeless subgroups. (WASC action goal #5)	\$0.00	Yes
9	Low-Income Learners (1110; 1120; 1310 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for low income learner subgroup. (WASC action goal #5)	\$0.00	Yes
10	Diversity, Equity, and Inclusion (5200) (repeated expenditure, Goal 1, Action 2)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners.	\$0.00	No
11	Suicide Prevention, Intervention, Postvention (5200) (repeated expenditure, Goal 1, Action 2)	The leadership team will provide professional development to staff on suicide prevention, intervention and postvention training for the benefit of all learners and their families.	\$0.00	No
12	Wages and Benefits (1.1 1210, 1310)	Certificated leadership will support learner academic achievement, standards aligned instruction, a clean, safe learning environment, while focusing on the training and development of best practices that support all learners.	\$313,800.00	No
13	Employee Services Support (1.1 5801 iCA Employee Serv)	Employee Services will ensure all teachers possess or are working towards a clear credential in order to ensure opportunities and services, thus improving equitable outcomes and academic achievement for all learners.	\$84,213.90	No
14	Provide Support Services to High Needs Learners (1.1 1000, 3000 contrib)	All credentialed staff who support high needs learners (EL Coordinator, Community Liaison, School Counselors) will provide intentional support for creating diverse and inclusive classrooms, and effective evidence-based instructional strategies to reach English Learners, foster youth, and low income learners through mentoring, coaching, and reflective feedback meetings.	\$165,670.10	Yes
15	Educational Support (1.1 5801 Makers, Camp Make, MTSS..)	Professional learning opportunities will be provided so that Facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support learner progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$611,065.50	No
16	Supplemental Support Focused on High Needs Learners (1.1 5801 iCA BEL MTSS contrib)	Professional development and contracted services specific to social-emotional learning and MTSS focused on high needs learners.	\$60,000.00	Yes

17	EL Support Services (1.1 5801 iCA EL supp contrib)	Additional ELD staff will provide English Learners with support for ELPAC testing through additional language support, ELlevation progress monitoring system, and academic guidance for learners who need additional language support.	\$16,957.50	Yes
18	Special Education Support (1.1 5852)	All special education staff who support special education learners will create diverse and inclusive learning environments and use effective evidence-based instructional strategies.	\$846,072.00	No
19	Professional Learning and Embedding CCS in Curriculum (1210, 1310) (repeated expenditure, Goal 1, Action 1)	Leadership will provide professional learning opportunities so that facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support student progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$0.00	No
20	Professional Learning and Embedding CCS in Curriculum (1.2 4100)	Leadership will provide professional learning opportunities so that facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support student progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$99,885.00	No
21	Professional Learning and Embedding CCS in Curriculum (5200 PD)	Leadership will provide professional learning opportunities so that facilitators may improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to equitably support student progress toward achieving mastery of Common Core State Standards. (WASC goal #1)	\$31,728.00	No
22	Professional Learning Plan (5801 SEL and MTSS contrib) (repeated expenditure, Goal 1, Action 1)	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$0.00	Yes
23	Professional Learning Plan (1.3 5801 Makers Camp Make) (repeated expenditure, Goal 1, Action 1)	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$0.00	No
24	Professional Learning Plan (1.3 school nutrition)	The staff will continue to design and refine the professional learning plan, that includes established teacher expectations and standards, staff assessment, and learners' needs in order to support teacher effectiveness. (WASC goal #3)	\$82,904.00	No
25	Clean, Safe, Innovative Spaces (1.4 5801)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$29,301.60	No

26	Clean, Safe, Innovative Spaces (1.4 4325)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$46,377.00	No
27	Clean, Safe, Innovative Spaces (1.4 2950)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	\$137,087.10	No
28	Assessment and Monitoring System (1210;1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine student progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
29	Assessment and Monitoring System (1.5 5801 Makers, Camp Make) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
30	Data Analysis and Focused Instruction (1.6 5852) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
31	Data Analysis and Focused Instruction (1.6 1130) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
32	Data Analysis and Focused Instruction (1.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
33	Data Analysis and Focused Instruction (1.6 2210)	Leadership and staff will refine and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$498,310.00	No

34	English Learner Academic Achievement (1.7 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the English Learner subgroup. (WASC action goal #5)	\$0.00	Yes
35	Foster Youth and Homeless Academic Achievement (1.8 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the foster youth and homeless subgroups. (WASC action goal #5)	\$0.00	Yes
36	Low Income Learners (1.9 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators, and staff will work to increase learner achievement through data analysis and focused instruction, including specific data and plans for the low income subgroup. (WASC action goal #5)	\$0.00	Yes
37	Diversity, Equity, and Inclusion (1.10 4100) (repeated expenditure, Goal 1, Action 2)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners.	\$0.00	No
38	Diversity, Equity, and Inclusion (1.10 1210;1310) (repeated expenditure, Goal 1, Action 1)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners.	\$0.00	No
39	Suicide Prevention, Intervention, Postvention (1.11 1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)	The leadership team will provide professional development to staff on suicide prevention, intervention and postvention training for the benefit of all learners and their families.	\$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, it has been determined that learners need access to credentialed facilitators, skilled in the creation of rigorous, deeper learning experiences within project-based learning, aligned with the California State Standards, including the California History Social Science and Next Generation Science standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CAASPP data; NWEA MAP data	NWEA school growth summary index in ELA is -2.11. Math is -2.51				NWEA School growth summary index in ELA will increase by 3 points NWEA School growth summary Index in Math will increase by 3 points.
CAASPP data; NWEA MAP data, Panorama	Students are tracked as a whole to identify areas of improvement in ELA and math. 36.6% currently meet projected proficiency in math on CAASP, 56.6 % meet projected proficiency in ELA				100% of students and subgroups will be tracked to identify focus areas in math, reading and writing for students who did not meet standards. 40% of students will meet projected proficiency in Math on CAASP, 60% of students will meet projected proficiency in ELA CAASP
Panorama Survey Data assessment and monitoring system, NWEA MAP DATA,	SCVi Met or Exceeded Us overall standards in 3 out of 4 categories				100% of the students are able to demonstrate one or more ways that they implemented the SLOs in their daily work. SCVi will Meet or Exceed US overall scores in all four categories on

CAASPP Data, Gallup Poll					Gallup Poll
National clearinghouse data, California State Dashboard	SCVi has a 90% graduation rate, 21% of students attend 4 year university. 62% attend 2 year Jr. college				100% of the students are able to demonstrate one or more ways that they implemented the SLOs in their daily work. SCVi will Meet or Exceed US overall scores in all four categories on Gallup Poll
MTSS, Advisor, parent university, lunch bunch	All students are provided social emotional strategies to promote SEL. Specialized sub group collaboration is in initial implementation phase.				100% of low income learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.
MTSS, advisor, parent university , EL Colab	All students are provided social emotional strategies to promote SEL. EL learners are provided extra support for 15 minutes daily and extra support weekly with EL Facilitator.				100% of EL learners and their families will receive social emotional strategies/skills via facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.
CAASP, NWEA map data	Students with disabilities are 102.7 points below standard in Math on CAASP, In ELA students with disabilities are 42.3 points below standard				With increased collaboration between general education teachers and special educational teachers, students with disabilities will increase their Math and ELA by 10 points.
California dashboard, CAASP data, School pathways	50.6 % of students are prepared college and career ready				SCVi will have a 56 percent of students prepared college and career
School Pathways, A-G course catalog	SCVi is in Year 1 of CTE offerings and has CTE pathways in Arts, media and entertainment				SCVi will have CTE certificated pathway completed 100 percent
School liaison, MTSS,	All students are provided social emotional strategies to promote				100% of foster youth and homeless learners and their families will receive social emotional strategies/skills via

SEL. Specialized sub group collaboration are in the initial implementation phase.

facilitator support, counseling support, the family liaison, lunch bunches and/or parent/educator university webinars and workshops.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Embedding Common Core and SEL Standards (4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators and staff will improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to effectively support learner progress toward achieving mastery of Common Core State Standards. (WASC action goal #1)	\$0.00	No
2	MTSS (1230) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will continue to, through the creation of a MTSS, track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all learners and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard (WASC action goal #5)	\$0.00	No
3	Assessment and Monitoring System (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership and facilitators will refine current practice and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2).	\$0.00	No
4	High School Program Development (1230) (repeated expenditure, Goal 1, Action 1)	Leadership, the school counselor, and facilitators will continue to refine practices in the high school program in order to further prepare SCVi graduates for institutions of Higher Learning in order to provide greater opportunities for learners seeking a four-year degree. (WASC action goal #4)	\$0.00	No
6	SEL Low Income Learners (2.5 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Facilitators, school counselors, and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
7	SEL English Learners (2.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leaders, teachers, school counselors, and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the English Learner liaison, lunch bunches and/or parent/educator university webinars and workshops to increase SEL.	\$0.00	Yes
8	Sped Collaboration (2.7 5852) (repeated expenditure, Goal 1, Action 1)	The general education and special education staff will increase collaboration to two times per month to strengthen resources and strategies to support special education learners in the mastery of the California content standards	\$0.00	No

9	CCI (2.8 1210; 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will ensure all high school learners have access to a broad course of study for the completion of college prep A-G, dual enrollment and CTE requirements, in order to prepare them for College and Career.	\$0.00	No
11	CTE Offerings (2.9 1210; 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners in order to prepare then for College and Career.	\$0.00	No
11	Embedding Common Core and SEL Standards (2.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, facilitators and staff will improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to effectively support learner progress toward achieving mastery of Common Core State Standards. (WASC action goal #1)	\$0.00	No
11	SEL Foster and Homeless Youth (2.10 4100) (repeated expenditure, Goal 1, Action 2)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
12	Additional Support for High Needs Learners (2.2 2110)	Additional support staff will continue to support high needs learners and subgroups in focus areas of math, reading, and writing for learners who did not meet standard (WASC action goal #5).	\$161,692.00	Yes
13	MTSS (2.2 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will continue to, through the creation of a MTSS, track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standard (WASC action goal #5)	\$0.00	No
14	MTSS (2.2 5801) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will continue to, through the creation of a MTSS, track and analyze CAASPP, NWEA/MAP, ELPAC and SEL participation and results for all learners and subgroups to identify focus areas in math, reading, and writing for learners who did not meet standard. (WASC action goal #5)	\$0.00	No
15	Assessment and Monitoring System (2.3 4100) (repeated expenditure, Goal 1, Action 2)	Leadership and facilitators will refine current practice and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No
16	Assessment and Monitoring System (2.3 5801) (repeated expenditure, Goal 1, Action 1)	Leadership and facilitators will refine current practice and further develop an assessment and monitoring system that includes collecting and tracking formative assessment data to determine learner progress toward achievement of the International Baccalaureate (IB) school-wide learner outcomes (SLOs) and academic California Common Core standards. (WASC action plan goal #2)	\$0.00	No

17	High School Program Development (2.4 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership, the school counselor, and facilitators will continue to refine practices in the high school program in order to further prepare SCVi graduates for institutions of Higher Learning in order to provide greater opportunities for learner seeking a four-year degree. (WASC action goal #4)	\$0.00	No
18	SEL Low Income Learners (2.5 1230) (repeated expenditure, Goal 1, Action 1)	Facilitators, school counselors, and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
19	SEL English Learners (2.6 1230) (repeated expenditure, Goal 1, Action 1)	Leaders, teachers, school counselors, and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the English Learner liaison, lunch bunches and/or parent/educator university webinars and workshops to increase SEL.	\$0.00	Yes
20	SEL English Learners (2.6 5200) (repeated expenditure, Goal 1, Action 2)	Leaders, teachers, school counselors, and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the English Learner liaison, lunch bunches and/or parent/educator university webinars and workshops to increase SEL.	\$0.00	Yes
21	Sped Collaboration (2.7 1210; 1310) (repeated expenditure, Goal 1, Action 1)	The general education and special education staff will increase collaboration to two times per month to strengthen resources and strategies to support special education learners in the mastery of the California content standards.	\$0.00	No
22	Sped Collaboration (2.7 4400)	The general education and special education staff will increase collaboration to two times per month to strengthen resources and strategies to support special education learners in the mastery of the California content standards.	\$57,916.90	No
23	CCI (2.8 4100) (repeated expenditure, Goal 1, Action 2)	Leadership and staff will ensure all high school learners have access to a broad course of study for the completion of college prep A-G, dual enrollment and CTE requirements, in order to prepare them for College and Career.	\$0.00	No
24	CTE Offerings (2.9 4100) (repeated expenditure, Goal 1, Action 2)	Leadership and staff will increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners in order to prepare then for College and Career.	\$0.00	No
25	SEL Foster and Homeless Youth (2.10 5200) (repeated expenditure, Goal 1, Action 2)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes

26	SEL Foster and Homeless Youth (2.10 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
27	SEL Foster and Homeless Youth (2.10 1230) (repeated expenditure, Goal 1, Action 1)	Leaders, facilitators, school counselors provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote SEL.	\$0.00	Yes
28	Embedding Common Core and SEL (2.1 4100) (repeated expenditure, Goal 1, Action 2)	Leadership, facilitators and staff will improve academic rigor and cohesiveness across grade levels by embedding the common core and social and emotional standards in curriculum and instruction in order to effectively support learner progress toward achieving mastery of Common Core State Standards. (WASC action goal #1)	\$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, there is a need to strengthen and expand support and opportunities for parents/family and learners to know how to succeed academically and social/emotionally, to increase learners' and family connectedness to a safe, supportive, and stable learning environment, and to increase engagement with community and school activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Monday Message, Parent Square, Weekly Facilitator emails, SIS parent portal	83.3% of families agree they receive timely communication in a variety of ways				100% of families have access to school information through their Facilitator, the website, email, and/or other school Monday Message, Parent square application
Panorama survey, school culture campus events, volunteer system	74.8 % of parents agree there are multiple ways they can be involved with the school				80% of parents will agree they have multiple ways they can be involved in the school for stronger family, community engagement.
LCAP goals, panorama survey results	Leadership provides annual stakeholder update meetings.				SCVi leadership will hold stakeholder meetings 4 times per year
EL colab, Panorama survey, parent square	74.1% of parents agree their EL child receives additional support for their child				80% of English learners families will strongly agree their child receives additional support.
Panorama Survey, parent square	Leadership and staff collaborate with community organizations and provide resources to all learners, specific subgroup resource support is in the developmental process.				100% of foster youth and homeless families will agree they receive additional support .
Panorama survey, parent square	Leadership and staff collaborate with community organizations and provide resources to all learners, specific subgroup resource				100% of low income families will agree they receive additional support and resources from family liaison.

	support is in the developmental process.				
CA Dashboard, SIS, SARC attendance colab	SCVi has 18.5% of students chronically absent and a 1% suspension rate				Decrease chronic absenteeism to 15% and maintain 1% suspension rates on the CA School Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Weekly Communication (5850)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$18,000.00	No
2	Community Events (5823)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$10,500.00	No
3	Stakeholder Feedback (1210; 1310) (repeated expenditure, Goal 1, Action 1)	Leadership will facilitate family meetings to provide program updates and to solicit stakeholder feedback for program improvement.	\$0.00	No
4	English Learner Family Support (1120)	The English Learner liaison will provide 1:1 resource support to ensure equitable opportunities for participation and input for English learners' families.	\$111,966.00	Yes
6	Low Income Family Support (5823) (repeated expenditure, Goal 3, Action 2)	Leadership and staff will collaborate with community organizations to provide resource support to ensure equitable opportunities for participation and input for low-income families.	\$0.00	Yes
7	Chronic Absenteeism (3.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will work with families and community resources as well as refine and continue progress monitoring for learners exhibiting issues with academics and SEL to minimize chronic absenteeism and/or behavior/suspension related challenges.	\$0.00	No
8	Weekly Communication (3.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$0.00	No

8	Foster Youth/Homeless Services (3.7 1230) (repeated expenditure, Goal 1, Action 1)	The homeless liaison will collaborate with community organizations to provide resource support to ensure equitable opportunities for participation and input for foster youth and homeless families.	\$0.00	Yes
9	Weekly Communication (3.1 2120)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$143,000.00	No
10	Weekly Communication (3.1 5801 marketing and comm)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$265,365.00	No
11	Weekly Communication (3.1 5900 Comm)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$62,950.00	No
12	Weekly Communication (3.1 2410)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of program happenings, weekly, to increase family engagement.	\$303,716.80	No
13	Community Events (3.2 5853)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$50,000.00	No
14	Community Events (3.2 2110)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$388,070.50	No
15	Community Events (3.2 4300s)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. to increase family engagement and for learners to share their artistic and academic endeavors with peers, parents and the community.	\$337,950.00	No
16	English Learner Family support (3.4 1210; 1310) (repeated expenditure, Goal 1, Action 1)	The English Learner liaison will provide 1:1 resource support to ensure equitable opportunities for participation and input for English learners' families.	\$0.00	Yes

17	Low Income Family Support (3.5 1000s) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will collaborate with community organizations to provide resource support to ensure equitable opportunities for participation and input for low income families.	\$0.00	Yes
18	Chronic Absenteeism (3.6 5850) (repeated expenditure, Goal 3, Action 1)	Leadership and staff will work with families and community resources as well as refine and continue progress monitoring for learners exhibiting issues with academics and SEL to minimize chronic absenteeism and/or behavior /suspension related challenges.	\$0.00	No
19	Chronic Absenteeism (3.6 5801) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will work with families and community resources as well as refine and continue progress monitoring for learners exhibiting issues with academics and SEL to minimize chronic absenteeism and/or behavior /suspension related challenges.	\$0.00	No
20	Printing Materials (3.7 4345)	Outreach materials will be distributed throughout the community to ensure equitable opportunities for learners.	\$7,500.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.27%	\$433,139.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

When developing each action for SCVi, the needs of foster youth, English learners, and low-income learners were considered first through analysis of the CA School Dashboard, NWEA MAP results, SST, and attendance data by sub-population. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI), and social-emotional well-being were also considered to develop a well-rounded plan that ensures the needs of these learners are being addressed. The actions developed are effective in meeting the goals of foster youth, English learners, and low-income students by providing targeted instruction to support learner achievement within these sub-populations. The action steps also include growth for educators in DEI as they make adjustments to practices to best support these unduplicated learners. Additional resources will also be provided to support academic and social-emotional success of these learners.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SCVi wants to ensure our English learners, low income, foster/homeless youth as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future.
 Targeted support for each subgroup; both academically and social emotionally is provided as part of each our LCAP goals.
 English Learners: Reclassification launch of EL to best address achievement gaps and meet individual needs.
 English Learners: Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support EL Learners.
 English Learners: Analyze academic data for EL population. Use this data to guide our academic support for this population.
 Low-Income Learners: Additional tutoring to support learning.
 Low-Income Learners: Additional counseling services for learners.
 Low-Income Learners: Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population
 Foster-Youth: Identify the population of foster youth learners.
 Foster-Youth: Offer additional tutoring to support learning.
 Foster-Youth: Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,830,894.20				\$7,830,894.20	\$4,627,852.80	\$3,203,041.40

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher credentialing (1000,3000)	All	\$2,404,540.30				\$2,404,540.30
1	2	PI and embedding CCS in curriculum (1.2 5801 Makers, camp make) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	3	Professional Learning Plan (1.3 1210, 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	4	Clean, safe, innovative spaces (5600)	All	\$484,355.00				\$484,355.00
1	5	Assessment and Monitoring System (4100 web apps) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	6	Data analysis and focused instruction EL (4100 curr and support web app) (repeated expenditure, Goal 1, Action 2)	English learner (EL), Foster Youth, Low Income					\$0.00
1	7	English Learner Academic Achievement (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	English learner (EL), All					\$0.00
1	8	Foster Youth and Homeless academic achievement (1110; 1120;1310;2310)	All, Homeless, Foster Youth					\$0.00

		(repeated expenditure, Goal 1, Action 1)						
1	9	Low-income students (1110; 1120; 1310 2310) (repeated expenditure, Goal 1, Action 1)	All, Low Income					\$0.00
1	10	Diversity, Equity, and Inclusion (5200) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	11	Suicide prevention, intervention, postvention (5200) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
1	12	Teacher Credentialing (1.1 1210, 1310)	All	\$313,800.00				\$313,800.00
1	13	Teacher Credentialing (1.1 5801 iCA Employee serv)	All	\$84,213.90				\$84,213.90
1	14	Teacher Credentialing (1.1 1000, 3000 contrib)	English learner (EL), Foster Youth, Low Income	\$165,670.10				\$165,670.10
1	15	Teacher Credentialing (1.1 5801 makers, camp make, MTSS...)	All	\$611,065.50				\$611,065.50
1	16	Teacher Credentialing (1.1 5801 iCA PD SEL MTSS contrib)	Low Income, Foster Youth, English learner (EL)	\$60,000.00				\$60,000.00
1	17	Teacher Credentialing (1.1 5801 iCA EL supp contrib)	English learner (EL)	\$16,957.50				\$16,957.50
1	18	Teacher Credentialing (1.1 5852)	All	\$846,072.00				\$846,072.00
1	19	PI and embedding CCS in curriculum (1210, 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	20	PI and embedding CCS in	All	\$99,885.00				\$99,885.00

		curriculum (1.2 4100)						
1	21	PI and embedding CCS in curriculum (5200 PD)	All	\$31,728.00				\$31,728.00
1	22	Professional Learning Plan (5801 SeL and MTSS contrb) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					\$0.00
1	23	Professional Learning Plan (1.3 5801 Makers camp make) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	24	Professional Learning Plan (1.3 school nutrition)	All	\$82,904.00				\$82,904.00
1	25	clean, safe, innovative spaces (1.4 5801)	All	\$29,301.60				\$29,301.60
1	26	Clean, safe, innovative spaces (1.4 4325)	All	\$46,377.00				\$46,377.00
1	27	Clean, safe, innovative spaces (1.4 2950)	All	\$137,087.10				\$137,087.10
1	28	Assessment and Monitoring System (1210;1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	29	Assessment and Monitoring System (1.5 5801 makers, camp make) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	30	Data Analysis and focused instruction EL (1.6 5852) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	31	Data Analysis and focused instruction EI (1.6 1130) (repeated expenditure,	All					\$0.00

		Goal 1, Action 1)						
1	32	Data Analysis and focused instruction EL (1.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	33	Data Analysis and focused instruction EL (1.6 2210)	All	\$498,310.00				\$498,310.00
1	34	English learner academic achievement (1.7 4100) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)					\$0.00
1	35	Foster Youth and Homeless academic achievement (1.8 4100) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)					\$0.00
1	36	Low-income students (1.9 4100) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)					\$0.00
1	37	Diversity, Equity, and inclusion (1.10 4100) (repeated expenditure, Goal 1, Action 2)	Low Income, Foster Youth, English learner (EL)					\$0.00
1	38	Diversity, Equity, and Inclusion (1.10 1210;1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
1	39	Suicide prevention, intervention, postvention (1.11 1110; 1120;1310;2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	1	Embedding common core and SEL standards (4100) (repeated expenditure,	All					\$0.00

		Goal 1, Action 2)						
2	2	MTSS (1230) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	3	Assessment and Monitoring system (1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	4	High School Program Development (1230) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	6	SEL Low Income students (2.5 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All, Low Income					\$0.00
2	7	SEL English Learners (2.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All, English learner (EL)					\$0.00
2	8	Sped Collaboration (2.7 5852) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	9	CCI (2.8 1210; 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	11	CTE offerings (2.9 1210; 1310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	11	SEL Foster and Homeless youth (2.10 4100) (repeated expenditure, Goal 1, Action 2)	Low Income, English learner (EL), Foster Youth					\$0.00
2	11	Embedding Common Core	All					\$0.00

		and SEL standards (2.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)						
2	12	MTSS (2.2 2110)	Low Income, Foster Youth, English learner (EL)	\$161,692.00				\$161,692.00
2	13	MTSS (2.2 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	14	MTSS (2.2 5801) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	15	Assessment and monitoring system (2.3 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	16	Assessment and Monitoring System (2.3 5801) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	17	High School program development (2.4 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	18	SEL Low income students (2.5 1230) (repeated expenditure, Goal 1, Action 1)	Low Income, All					\$0.00
2	19	SEL English Learners (2.6 1230) (repeated expenditure, Goal 1, Action 1)	All, English learner (EL)					\$0.00
								\$0.00

2	20	SEL English learners (2.6 5200) (repeated expenditure, Goal 1, Action 2)	English learner (EL), All					
2	21	Sped Collaboration (2.7 1210; 1310) (repeated expenditure, Goal 1, Action 1)	Student with Disabilities (SWD), All					\$0.00
2	22	Sped Collaboration (2.7 4400)	Student with Disabilities (SWD), All	\$57,916.90				\$57,916.90
2	23	CCI (2.8 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	24	CTE Offerings (2.9 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
2	25	SEL Foster and homeless youth (2.10 5200) (repeated expenditure, Goal 1, Action 2)	Homeless, Foster Youth, All					\$0.00
2	26	SEL Foster and Homeless Youth (2.10 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	Homeless, Foster Youth, All					\$0.00
2	27	SEL Foster and Homeless youth (2.10 1230) (repeated expenditure, Goal 1, Action 1)	Homeless, Foster Youth, All					\$0.00
2	28	Embedding Common Core and SEL (2.1 4100) (repeated expenditure, Goal 1, Action 2)	All					\$0.00
3	1	weekly communication (5850)	All	\$18,000.00				\$18,000.00
3	2	Community Events (5823)	All	\$10,500.00				\$10,500.00
3	3	Stakeholder feedback	All					\$0.00

		(1210; 1310) (repeated expenditure, Goal 1, Action 1)						
3	4	English Learner Family support (1120)	English learner (EL)	\$111,966.00				\$111,966.00
3	6	Low income family support (5823) (repeated expenditure, Goal 3, Action 2)	All, Low Income					\$0.00
3	7	chronic absenteeism (3.6 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
3	8	Foster Youth/Homeless services (3.7 1230) (repeated expenditure, Goal 1, Action 1)	Low Income, English learner (EL), Foster Youth					\$0.00
3	8	Weekly Communication (3.1 1110; 1120; 1310; 2310) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
3	9	Weekly Communication (3.1 2120)	All	\$143,000.00				\$143,000.00
3	10	Weekly Communication (3.1 5801 marketing and comm)	All	\$265,365.00				\$265,365.00
3	11	Weekly Communication (3.1 5900 Comm)	All	\$62,950.00				\$62,950.00
3	12	Weekly Communication (3.1 2410)	All	\$303,716.80				\$303,716.80
3	13	Community Events (3.2 5853)	All	\$50,000.00				\$50,000.00
3	14	Community Events (3.2 2110)	All	\$388,070.50				\$388,070.50
3	15	Community Events (3.2 4300s)	All	\$337,950.00				\$337,950.00

3	16	English Learner family support (3.4 1210; 1310) (repeated expenditure, Goal 1, Action 1)	English learner (EL), All					\$0.00
3	17	Low Income Family Support (3.5 1000s) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					\$0.00
3	18	Chronic Absenteeism (3.6 5850) (repeated expenditure, Goal 3, Action 1)	All					\$0.00
3	19	Chronic Absenteeism (3l.6 5801) (repeated expenditure, Goal 1, Action 1)	All					\$0.00
3	20	Foster Youth/Homeless Services (3.7 4345)	All	\$7,500.00				\$7,500.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$516,285.60	\$516,285.60
LEA-wide Total:	\$516,285.60	\$516,285.60
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Data analysis and focused instruction EL (4100 curr and support web app) (repeated expenditure, Goal 1, Action 2)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0.00
1	14	Teacher Credentialing (1.1	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$165,670.10	\$165,670.10

		1000, 3000 contrib)					
1	16	Teacher Credentialing (1.1 5801 iCA PD SEL MTSS contrib)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$60,000.00	\$60,000.00
1	17	Teacher Credentialing (1.1 5801 iCA EL supp contrib)	LEA-wide	English learner (EL)	All Schools	\$16,957.50	\$16,957.50
1	22	Professional Learning Plan (5801 SeL and MTSS contrb) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
1	34	English learner academic achievement (1.7 4100) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
1	35	Foster Youth and Homeless academic achievement (1.8 4100) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
1	36	Low-income students (1.9 4100) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
1	37	Diversity, Equity, and inclusion (1.10 4100) (repeated expenditure, Goal 1, Action 2)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
2	11	SEL Foster and Homeless youth	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		\$0.00

		(2.10 4100) (repeated expenditure, Goal 1, Action 2)					
2	12	MTSS (2.2 2110)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$161,692.00	\$161,692.00
3	4	English Learner Family support (1120)	LEA-wide	English learner (EL)	All Schools	\$111,966.00	\$111,966.00
3	8	Foster Youth/Homeless services (3.7 1230) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		\$0.00
3	17	Low Income Family Support (3.5 1000s) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.