

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, December 14, 2022
Start Time	6:00 PM
End Time	7:30 PM
Location	This meeting will be held virtually. You may join us on ZOOM at: 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: 12/14/2022

1.5. Approve Minutes	(6:00 PM - 6:00 PM)
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Due date: 12/14/2022

Documents

- Minutes-2022-11-16-v1.pdf
 - Minutes-2022-11-18-v1.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: 12/14/2022

Documents

- 12.14.22SCVi_PersonnelReport__.pdf

4.2. Check Register

(6:00 PM - 6:00 PM)

Due date: 12/14/2022

Documents

- SCVi Payment Register 20221207.pdf

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

(6:00 PM - 6:00 PM)

Due date: 12/14/2022

Documents

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

4.4. Contracts over \$10K

(6:00 PM - 6:00 PM)

Documents

- Caltint 3215.pdf

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

- 12_14_22 Site Director Board Report .docx.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)

6. Action Items

6.1. Revised 2022-2023 Budget

(6:00 PM - 6:00 PM)

Discuss and take action regarding the revised 2022-2023 annual budget based on changes in State and Federal Budgets, learner enrollment, new legislation, and other viable information set into place since the adoption of the budget in June.

Due date: 12/14/2022

Documents

- SCVi 2022-23 First Interim Budget Alternative Form and MYP.xlsx

6.2. Single Plan For School Achievement

(6:00 PM - 6:00 PM)

Discuss and take action regarding the revised 2022-2023 which outlines the Title I, II, and IV programs put into place with the Federal Funding requested for this year.

Due date: 12/14/2022

Documents

- SCVi SPSA 22_23-SSC Approved .pdf

6.3. Telework Policy

(6:00 PM - 6:00 PM)

Discuss and take action regarding the Telework Policy for employees working remote or hybrid/remote alongside learners or to support the schools.

Due date: 12/14/2022

Documents

- SCVi Telework and Procedures Policy .pdf

6.4. Revised iCA Attachment A Service Agreement

(6:00 PM - 6:00 PM)

Discuss and take action regarding the revised iCA agreement for the duration of the 2022-2023 school year.

Due date: 12/14/2022

Documents

- Amended iCA Attachment A _ RESOLUTION 12_1_22 SCVi.pdf

6.5. IP Shared Agreement

(6:00 PM - 6:00 PM)

Discuss and take action regarding the iLEAD Shared IP agreement.

Due date: 12/14/2022

Documents

- Redline - iCA - Schools -- IP Assignment and Governance Agreement (PC).pdf

6.6. Board Member Roles

(6:00 PM - 6:00 PM)

Discuss and take action to alter Board Member Roles of Board Chair, Secretary, and Treasurer as the Board sees fit.

Due date: 12/14/2022

6.7. Revised Emergency Operation Plan

(6:00 PM - 6:00 PM)

Discuss and take action regarding the revised Emergency Operation Plan now called the Comprehensive School Safety Plan.

Due date: 12/14/2022

6.8. Revised Security Camera Usage Policy

(6:00 PM - 6:00 PM)

Discuss and take action regarding the revised Security Camera Usage Policy.

Due date: 12/14/2022

Documents

- SCVi Camera Policy(Nov2022).pdf

6.9. Board Member Terms

(6:00 PM - 6:00 PM)

Discuss and take action to extend Greg Kimura's terms for an additional 3 years.

Due date: 12/14/2022

6.10. College and Career Pathways Partnership Agreement

(6:00 PM - 6:00 PM)

Discuss and take action regarding the Santa Clarita Community College Dual Enrollment Partnership Agreement.

Due date: 12/14/2022

7. Board Comments

7.1. Board Comments

(6:00 PM - 6:00 PM)

8. Closing Items

8.1. Next Meeting Date

(6:00 PM - 6:00 PM)

8.2. 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, November 16, 2022
Started	6:00 PM
Ended	7:59 PM
Location	This meeting will be held virtually. You may join us on ZOOM at: 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

Nicole Miller called the meeting to order at 6:00am

Status: Completed

1.2. Roll Call

Wendy Emeterio: Present

Shely Berry: Present

Greg Kimura: Present

Nicole Miller: Present

Sharon Lord Greenspan: Arrived at 6:12pm

Status: Completed

1.3. Pledge Of Allegiance

Pledge of Allegiance was recited

Status: Completed

1.4. Approve Agenda

Motion to Approve: Shely Berry

Seconded by: Wendy Emeterio

Unanimously Approved

- Shelly Berry - Yes
- Wendy Emeterio - Yes

- Greg Kimura - Yes
- Nicole Miller - Yes
-
- Sharon Lord Greenspan - absent

Due date:

Status: Completed

1.5. Approve Minutes

Motion to Approve: Weny Emeterio

Seconded by: Shely Berry

Unanimously Approved

- Wendy Emeterio - Yes
- Shely Berry - Yes
- Greg Kimura - Yes
- Nicole Miller - Yes
-
- Sharon Lord Greenspan - absent

Due date:

Status: Completed

Documents

- Minutes-2022-10-19.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Crystal Schoelen and learners presented their Haunted House 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.

No public comments were made

Status: Completed

4. Consent Items

4.1. Personnel Report

Motioned to Approve: Greg Kimura

Seconded by: Sharon Lord Greenspan

Unanimously Approved

- Greg Kimura- Yes
- Sharon Lord Greenspan - Yes
- Shely Berry - Yes
- Wendy Emeterio - Yes
- Nicole Miller - Yes

Due date:

Status: Completed

Documents

- 11.16.22 SCVIPersonnelReport (1).pdf
-

4.2. Check Register

Motioned to Approve: Greg Kimura

Seconded by: Sharon Lord Greenspan

Unanimously Approved

- Greg Kimura- Yes
- Sharon Lord Greenspan - Yes
- Shely Berry - Yes
- Wendy Emeterio - Yes
- Nicole Miller - Yes

Due date:

Status: Completed

Documents

- SCVi Payment Register 20221109_Corrected.pdf
-

4.3. AB 361 Emergency Legislation Regarding Brown Act Meeting Requirements

Motioned to Approve: Greg Kimura

Seconded by: Sharon Lord Greenspan

Unanimously Approved

- Greg Kimura- Yes
- Sharon Lord Greenspan - Yes
- Shely Berry - Yes
- Wendy Emeterio - Yes
- Nicole Miller - Yes

Due date:

Status: Completed

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

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
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5.3. Staff Board Ambassador Report

Megan Tapia 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

Wendy Emeterio presented the Enrollment Committee Report to the Board and answered questions of the Board

Status: Completed

6. Action Items

6.1. Revised Emergency Operation Plan

Discuss and take action regarding the revised Emergency Operation Plan now called the Comprehensive School Safety Plan.

Alan Kingsley presented the Revised Emergency Operation Plan to the Board and answered questions of the Board

Motion to Table: Sharon Lord Greenspan

Seconded by: Greg Kimura

Unanimously moved to Table

- Sharon Lord Greenspan - Yes
- Greg Kimura - Yes
- Shely Berry - Yes
- Wendy Emeterio - Yes
- Nicole Miller - Yes

Due date: 12/14/2022

Status: Deferred until 12/14/2022

7. Closed Session

7.1. Conference with Legal Counsel - Anticipated Litigation

Gov. Code section 54956.9(d)(2): 1 Matter

Status: Completed

8. Report of Closed Session

Nicole Miller advised that there was no action taken

Status: Completed

9. Board Comments

9.1. Board Comments

No comments were made

Status: Completed

10. Closing Items

10.1. Next Meeting Date

December 14

Next Board Meeting will be on December 14 at 6:00pm

Status: Completed

10.2. Adjournment

Nicole Miller adjourned the meeting at 7:59pm

Status: Completed

MEETING MINUTES - Santa Clarita Valley international Board

Meeting

	Special meeting
Date	Friday, November 18, 2022
Started	1:30 PM
Ended	2:56 PM
Location	This meeting will be held virtually. You may join us on ZOOM at: Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Closed Session - Conference With Legal Counsel
Chaired by	Nicole Miller
Recorder	Donna Wood

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Nicole Miller called the meeting to order at 1:30pm

Status: Completed

1.2. Roll Call

Shely Berry - Present

Wendy Emeterio - Present

Sharon Lord Greenspan - Present

Greg Kimura - Present

Nicole Miller - Present

Status: Completed

1.3. Pledge Of Allegiance

Pledge of Allegiance was recited

Status: Completed

1.4. Approve Agenda

Motion to Approve Agenda: Sharon Lord Greenspan

Seconded by; Greg Kimura

Unanimously Approved

Sharon Lord Greenspan - Yes

Greg Kimura - Yes

Shely Berry - Yes

Wendy Emeterio - Yes

Nicole Miller - Yes

Due date:

Status: Completed

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. Closed Session

3.1. Conference with Legal Counsel - Anticipated Litigation

Gov. Code section 54956.9(d)(2): 1 Matter

Status: Completed

4. Report of Closed Session

Motion to Approve the terms of the termination agreement and have concurrently made a request of further information to be provided quickly from MLN:

Greg Kimura

Seconded by: Shely Berry

Unanimously Approved

Greg Kimura - Yes

Shely Berry - Yes

Sharon Lord Greenspan - Yes

Wendy Emeterio - Yes

Nicole Miller - Yes

Status: Completed

5. Board Comments

5.1. Board Comments

Greg Kimura wanted to thank you each board member for their commitment to SCVi

Status: Completed

6. Closing Items

6.1. Next Meeting Date

Next Board meeting date is December 14th at 6:00pm

Status: Completed

6.2. Adjournment

Nicole Miller adjourned the meeting at 2:56pm

Status: Completed

EMPLOYMENT – NEW HIRES

Hicks, Erinn	Substitute Facilitator	11.22.22
Olortegui, Tanya	Facilitator PE	11.14.22
Williams, Trumel	Custodian	11.14.22

RESIGNATIONS/TERMINATIONS

NA

STATUS CHANGE

NA

Company Name: Santa Clarita Valley International School
Report Name: Payment Register
Report Title 2: Mission Valley Bank
Footer Text: 11/10/2022-12/07/2022
Created On: 12/8/22
Location: 110--Santa Clarita Valley International

Date	Vendor	GL account/Account label	Amount	Memo
11/10/22	BLIC000--Blick Art Materials [P]	4335--Home Study Stipend	242.06	SCVi - EMR - Curriculum
11/10/22	GYMN001--Gymnastics Olympica USA, INC	4335--Home Study Stipend	87.00	SCVi - VCI - Curriculum
11/10/22	JIYU000--Jiyu Martial Arts and Fitness	4335--Home Study Stipend	320.00	SCVi - VCI - Curriculum
11/10/22	KIWI000--KIWICO [P]	4335--Home Study Stipend	104.08	SCVi - EMR - Curriculum
11/10/22	KIWI000--KIWICO [P]	4335--Home Study Stipend	240.80	SCVi - EMR - Curriculum
11/10/22	LAKE000--Lakeshore Learning Materials	4335--Home Study Stipend	548.85	SCVi - EMR - Curriculum
11/10/22	LANT000--Lanterns Global	4335--Home Study Stipend	268.75	SCVi - VCI - Curriculum
11/10/22	MATH002--Math-U-See, Inc [S]	4335--Home Study Stipend	649.85	SCVi - EMR - Curriculum
11/10/22	OFFI000--ODP Business Solutions LLC	4335--Home Study Stipend	159.61	SCVi - EMR - Curriculum
11/10/22	OFFI001--Official Pest Prevention, Inc	5630--Repairs & Maintenance -	105.00	SCVi-Pest Control
11/10/22	PLUS004--Plus 1 Carpet Care	5630--Repairs & Maintenance -	1,500.00	SCVi- Facilities and Maintenance
11/10/22	POWE007--Powell, Fabiola	4335--Home Study Stipend	120.00	SCVi - VCI - Curriculum
11/10/22	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	1,553.08	SCVi - EMR - Curriculum
11/10/22	TIME001--Time4Learning [S]	4335--Home Study Stipend	175.00	SCVi- EMR-Curriculum
11/14/22	ILEA300--iLEAD California	5852--Student Services Expendi	67,309.09	SCVi- September 2022 Student Support (60)- 15.64% of \$430,487.61
11/14/22	ILEA300--iLEAD California	5852--Student Services Expendi	65,758.22	SCVi- August 2022 Student Support (60)- 15.94% of \$412,526.41
11/14/22	ILEA300--iLEAD California	5852--Student Services Expendi	60,047.26	SCVi- July 2022 Student Support (60)- 16.24% of \$369,712.47
11/14/22	LAWO000--Law Offices of Young, Minney & Corr, LLP	5808--Professional Services -	671.00	SCVi- Legal Services
11/14/22	PLUM000--Plumbing By Kirk, Inc.*	5630--Repairs & Maintenance -	-624.00	SCVi- Facilities and Maintenance
11/14/22	PLUM000--Plumbing By Kirk, Inc.*	5630--Repairs & Maintenance -	-375.00	SCVi- Facilities and Maintenance
11/15/22	NEUR000--Neuropsychology Partners	5851--Student Services Expendi	5,500.00	SCVi-SPED-Assesment
11/15/22	PLUM000--Plumbing By Kirk, Inc.*	5630--Repairs & Maintenance -	624.00	SCVi- Facilities and Maintenance
11/15/22	PLUM000--Plumbing By Kirk, Inc.*	5630--Repairs & Maintenance -	375.00	SCVi- Facilities and Maintenance
11/17/22	AMAZ110--Amazon Capital Services, Inc (SCVi)	4305--Educational Supplies/4355--Facilities Supplies	28.53	SCVi - Classroom & Facilities Supplies
11/17/22	ARTH000--First Insurance Funding	5826--Operating Expenditures/5410--Liability Insurance	16,827.30	SCVi Acct# ILEASCH-02 5th Installment
11/17/22	ATT110A--AT&T 8037	5910--Telephone & Fax	1,259.05	SCVi- Acct# 661 295-0771 803 7
11/17/22	BAY110B--Bay Alarm Company 6072	5560--Operations - Security	125.00	SCVi- Acct# 3266072
11/17/22	CORP001--Corporate Splash	5831--Operating Expenditures -	25.84	SCVi- Business Cards
11/17/22	EDI110B--Southern California Edison 8155	5510--Utilities - Electricity	2,751.11	SCVi- Acct# 700577248155
11/17/22	EDI110C--Southern California Edison 4738	5510--Utilities - Electricity	906.41	SCVi- Acct#700193504738
11/17/22	Wood, Donna	5853--Student Services Expendi	127.10	SCVi-Sports-Team Party
11/17/22	Jose Miguel Sanchez Herrero	4305--Educational Supplies (CI	16.60	SCVi- Classroom Supplies
11/17/22	EPIC002--Epic Sports	5853--Student Services Expendi	164.86	SCVi-Sport Supplies- Soccer Socks
11/17/22	KOOL000--Kool It Refrigeration	5630--Repairs & Maintenance -	360.02	SCVi- Repairs and Maintenance
11/17/22	MCCA000--McCalla Company	4325--Custodial Supplies	183.60	SCVi-Custodial Supplies
11/17/22	ONTA000--Ontario Refrigeration	5630--Repairs & Maintenance -	3,712.00	SCVi- Maintenance
11/17/22	PRUD000--Prudential Overall Supply	4740--Cafe Other Supplies	52.44	SCVi - Cafe Cleaning Supplies
11/17/22	SCOO000--Scoot Education	5855--Student Services Expendi	1,044.00	SCVi- Substitutes
11/17/22	SUNL000--Sun Life Assurance Company of Canada	3401&3402--Health & Welfare Benefit	638.80	EE Benefits 11.22 - Sun Life
11/17/22	THYS000--ThyssenKrupp Elevator Corp	5630--Repairs & Maintenance -	876.47	SCVi- Elevator Maintenance
11/17/22	TMOB008--T-Mobile 8683	5920--Internet Services	35.28	SCVi- Acct#979978683
11/17/22	WHIT012--Whitaker Plumbing	5630--Repairs & Maintenance -	550.00	SCVi- Facilities and Maintenance
11/18/22	AMAZ110--Amazon Capital Services, Inc (SCVi)	4305--Educational Supplies/4355--Facilities Supplies/4320--NonClassroom Furniture/5853--Student Services Expendi	1,851.84	SCVi - Supplies-
11/18/22	BLIC000--Blick Art Materials [P]	4335--Home Study Stipend	217.86	SCVi - EMR - Curriculum
11/18/22	COMM006--California Commission on Teacher Credentialing	5822--Operating Expenditures -	100.00	SCVi - Credentialing Permit Fee
11/18/22	COMM006--California Commission on Teacher Credentialing	5822--Operating Expenditures -	100.00	SCVi - Credentialing Permit Fee

Date	Vendor	GL account/Account label	Amount	Memo
11/18/22	DWLL000--Donna Wood	5940--Postage Expense/4340--Office Supplies/5853--Student Services Expendi	265.90	SCVi- Postage/Office Supplies/Theatre Supplies
11/18/22	EDWA000--Edwards, Stevens & Tucker LLP	5808--Professional Services -	-3,697.00	SCVi - Legal Fees
11/18/22	Liza James	5829--Operating Expenditures -	61.11	SCVi- Event Supplies
11/18/22	FIDE000--Fidelity Security Life Insurance Company	3401&3402--Health & Welfare Benefit	770.23	EE Benefits 10.22 - EyeMed
11/18/22	FIDE000--Fidelity Security Life Insurance Company	3401--Health & Welfare Benefit	200.97	EE Benefits 09.22 - EyeMed
11/18/22	FIDE000--Fidelity Security Life Insurance Company	3402--Health & Welfare Benefit	360.84	EE Benefits 09.22 - EyeMed
11/18/22	GOME000--Mario Gomez	5853--Student Services Expendi	529.40	SCVi- Bus Refund
11/18/22	HOME003--Home Depot Credit Services	5630--Repairs & Maintenance -	2,105.91	SCVi-Facilities Supplies
11/18/22	HUCK000--HuckleBerry Center for Creative Learning [S]	4335--Home Study Stipend	3,194.16	SCVi - VCI - Curriculum
11/18/22	INSE000--Insect Lore [P]	4305--Educational Supplies (CI	82.92	SCVi- Classroom Supplies
11/18/22	KOOL000--Kool It Refrigeration	5630--Repairs & Maintenance -	222.15	SCVi- Repairs and Maintenance
11/18/22	LOSA012--Los Angeles Volleyball Academy Inc	5853--Student Services Expendi	675.00	SCVi-Sports-Court Rentals
11/18/22	OFFI000--ODP Business Solutions LLC	4335--Home Study Stipend	59.92	SCVi - EMR - Curriculum
11/18/22	PRUD000--Prudential Overall Supply	4740--Cafe Other Supplies	45.83	SCVi - Cafe Cleaning Supplies
11/18/22	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	1,001.12	SCVi - EMR - Curriculum
11/18/22	SCHO015--School Zone Transportation	5853--Student Services Expendi	24,160.00	SCVi- Bus Services
11/18/22	SCOI001--Scoilr, Inc	5310--Professional Dues, Membe	350.00	SCVi- Subscriptions
11/18/22	TIMB000--Timberdoodle [P]	4335--Home Study Stipend	494.49	SCVi - EMR - Curriculum
11/18/22	WAS118A--Waste Management 3008.	5540--Utilities - Trash	979.44	SCVi- Acct# 27-04336-13008
11/22/22	DAVE000--Dave Janssen's School of Music [S]	4335--Home Study Stipend	180.00	SCVi - VCI - Curriculum
11/22/22	EDWA000--Edwards, Stevens & Tucker LLP	5808--Professional Services -	3,697.00	SCVi - Legal Fees
11/22/22	IRON000--Iron Fist Martial Arts [S]	4335--Home Study Stipend	230.00	SCVi - VCI - Curriculum
11/22/22	JIVE000--Jive Communications, Inc.	5910--Telephone & Fax	1,945.27	SCVi- Acct# CN-626316-1611
11/22/22	JONE004--Jones, Caid Mitchell	4335--Home Study Stipend	140.00	SCVi - VCI - Curriculum
11/22/22	LEAR000--Learn Beyond The Book LLC [S]	4335--Home Study Stipend	5,308.04	SCVi - VCI - Curriculum
11/22/22	THER004--The Reed Idea Lab, LLC	4335--Home Study Stipend	379.00	SCVi - VCI - Curriculum
11/23/22	BEND002--Piano Boise LLC	4335--Home Study Stipend	105.00	SCVi - VCI - Curriculum
11/23/22	DWLL000--Donna Wood	5940--Postage Expense	49.10	SCVi-Postage
11/23/22	KIDS001--KidsArt - Valencia, Inc [S]	4335--Home Study Stipend	364.00	SCVi - VCI - Curriculum
11/23/22	LAMO000--L'Amore Dance and Performing Arts Studio Inc. [S]	4335--Home Study Stipend	290.00	SCVi - VCI - Curriculum
11/23/22	MCCA000--McCalla Company	4325--Custodial Supplies	472.89	SCVi-Custodial Supplies
11/23/22	RAIN000--Rainbow Resource Center Inc [P]	4335--Home Study Stipend	32.14	SCVi - EMR - Curriculum
11/30/22	AMAZ110--Amazon Capital Services, Inc (SCVi)	5853--Student Services Expendi	54.68	SCVi - Sports- Basketballs
11/30/22	CODE003--Reeser Holdings LLC	4335--Home Study Stipend	175.00	SCVi - VCI - Curriculum
11/30/22	DWLL000--Donna Wood	5940--Postage Expense	116.17	SCVi-SPED- Postage
11/30/22	EDWA000--Edwards, Stevens & Tucker LLP	5808--Professional Services -	476.00	SCVi - Legal Fees
11/30/22	HOME003--Home Depot Credit Services	4305--Educational Supplies (CI	80.12	SCVi-Makery Supplies
11/30/22	HORS000--Kim Wineland (Horse ETC)	4335--Home Study Stipend	130.00	SCVi - VCI - Curriculum
11/30/22	LANT000--Lanterns Global	4335--Home Study Stipend	268.75	SCVi - VCI - Curriculum
11/30/22	LITT001--Little School of Music [S]	4335--Home Study Stipend	1,463.50	SCVi - VCI - Curriculum
11/30/22	NUES000--Nuestra Escuelita Spanish Academy	4335--Home Study Stipend	169.00	SCVi - VCI - Curriculum
11/30/22	READ001--Ready Refresh	4340--Office Supplies	57.93	SCVi- Water Service
11/30/22	SCHO009--School Pathways LLC	5850--Student Services Expendi	217.50	SCVi- Annual Subscription
11/30/22	SYSC000--Sysco Ventura Inc	4720--Food Supplies	613.91	SCVi- Cafe
11/30/22	THER001--Therapy in Action	5852--Student Services Expendi	85.00	SCVi -SPED - PT-Contracted Services
11/30/22	TOPO000--Top Out Climbing [S]	4335--Home Study Stipend	520.00	SCVi - VCI - Curriculum
11/30/22	WEST000--West Coast Music Academy [S]	4335--Home Study Stipend	336.00	SCVi - VCI - Curriculum
11/30/22	ZARU000--Zarubin Inc	4335--Home Study Stipend	175.00	SCVi - VCI - Curriculum
12/1/22	AFLA000--AFLAC	3401&3402--Health & Welfare Benefit	2,445.06	EE Benefits 09.22 - Aflac
12/1/22	ATT110C--AT&T 0090	5910--Telephone & Fax	18.49	SCVi- 858950090
12/1/22	ATT110D--AT&T 7579	5910--Telephone & Fax	222.28	SCVi- Acct# 831-001-1687 579
12/1/22	BAY110A--Bay Alarm Company 6972	5560--Operations - Security	221.55	SCVi- Acct# 3936972
12/1/22	CIGN000--Cigna Healthcare	3401&3402--Health & Welfare Benefit	2,551.69	EE Benefits 11.22 - Cigna
12/1/22	CLIF000--Clifton Larson Allen LLP	5804--Professional Services -	5,152.50	SCVi-Audit Services- Audit for the year ended June 30, 2022
12/1/22	COMM006--California Commission on Teacher Credentialing	5822--Operating Expenditures -	100.00	SCVi - Credentialing Permit Fee
12/1/22	DHME000--D H MECHANICAL	5630--Repairs & Maintenance -	385.00	SCVi- Facilities and Maintenance

Date	Vendor	GL account/Account label	Amount	Memo
12/1/22	EDI110A--Southern California Edison 0668	5510--Utilities - Electricity	9,422.43	SCVi- Acct# 700070870668
12/1/22	FRES001--Fresh Start Healthy Meals, Inc.	4710--Vended Food Service	19,188.03	SCVi- Meal Service- October-Food
12/1/22	KIND000--KinderCare Learning Centers LLC	5610--Rent - Facilities Rent a	30,988.93	LiL - KinderCare December Rent
12/1/22	LOSA001--Los Angeles County Office of Education (LACOE)	9535--Retirement Liability	77,184.03	SCVi STRS
12/1/22	MCCA000--McCalla Company	4325--Custodial Supplies	358.98	SCVi-Custodial Supplies
12/1/22	MOVI000--Moving Beyond the Page	4335--Home Study Stipend	631.80	SCVi - EMR - Curriculum
12/1/22	PLAY001--Playscripts, Inc	5853--Student Services Expendi	263.68	SCVi- Theatre
12/1/22	PROC000--Procopio, Cory, Hageaves & Savitch	5808--Professional Services -	800.00	SCVi- Legal Services
12/1/22	SCV110A--SCV Water- Valencia Division 2301	5530--Utilities - Water	164.37	SCVi- Acct#39742301
12/1/22	SCV110B--SCV Water- Valencia Division 0301	5530--Utilities - Water	34.69	SCVi - Acct#39740301
12/1/22	SCV110C--SCV Water- Valencia Division 9302	5530--Utilities - Water	20.73	SCVi- Acct# 39749302
12/1/22	SCV110D--SCV Water- Valencia Division 3301	5530--Utilities - Water	20.73	SCVi- Acct#39743301
12/1/22	SCV110F--SCV Water- Valencia Division 8303	5530--Utilities - Water	126.63	SCVi- Acct# 39748303
12/1/22	SCV110G--SCV Water- Valencia Division 7302	5530--Utilities - Water	20.73	SCVi- Acct# 39747302
12/1/22	SCV110H--SCV Water- Valencia Division 4302	5530--Utilities - Water	128.85	SCVi- Acct# 39744302
12/1/22	SCV110I--SCV Water- Valencia Division 6304	5530--Utilities - Water	34.69	SCVi- Acct# 39746304
12/1/22	SCV110J--SCV Water- Valencia Division 8301	5530--Utilities - Water	148.83	SCVi- Acct#39738301
12/1/22	SCV110K--SCV Water- Valencia Division 9301	5530--Utilities - Water	20.73	SCVi- 39739301
12/1/22	TIM110B--Time Warner Cable 2316	5920--Internet Services	716.25	SCVi- Acct# 8448 20 052 0392316
12/6/22	CPME000--CPM Educational Program	4120--Core Curriculum - Softwa	1,696.94	SCVi- Curriculum
12/6/22	Lisa Gabledon	4110--Core Curriculum - Texts,	378.22	SCVi- SPED- Curriulum
12/6/22	MCCA000--McCalla Company	4325--Custodial Supplies	322.54	SCVi-Custodial Supplies
12/6/22	OFFI001--Official Pest Prevention, Inc	5630--Repairs & Maintenance -	105.00	SCVi-Pest Control
12/6/22	SCHO004--School Nurse Supply Inc	4330--Health & Safety	1,069.66	SCVi- Health and Safety
			\$ 442,251.19	



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.



Caltint LLC

28749 Startree Lane
Santa Clarita, CA 91390
Cell: 661-714-3080
rock.caltint@gmail.com

Invoice

Invoice No: 3215
Date: 11/14/2022
Terms: NET 30
Due Date: 12/14/2022

Bill To: SCVI School
business.office@scvi-k12.org,
nabor.hernandez@scvi-k12.org
28060 Hasley Canyon Rd
Castaic, CA, 91384-4515
(661) 705-4820

Description	Quantity	Amount
Remove all old film on all windows listed in each room below. All windows will be tinted in Madico Optivision 5 solar window film that reduces solar heat by 79% and reduces visibility for active shooter prevention.	1	\$15,246.00 \$15,246.00*
Room 104 no removal. Total of 10 panes.		
Room 106 no removal. Total of 10 panes.		
Room 110 no removal. Total of 10 panes.		
Room 114 removal. Total of 10 panes.		
Room 116 removal. Total of 10 panes.		
Room 120 removal. Total of 10 panes.		
Front entrance removal. Total of 12 panes.		
Room 122 removal. Total of 10 panes.		
Room 128 removal. Total of 20 panes.		
Room 130 removal. Total of 10 panes.		
Room 140 removal. Total of 20 panes.		

Received ___/___/___

Approved by _____

Forward to AP ___/___/___

Mail SCVi iLead

5630

*Indicates non-taxable item

Subtotal	\$15,246.00
Discount	\$2,746.00
Total	\$12,500.00
PAID	\$0.00

Balance Due	\$12,500.00
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Terms and Conditions

All prices are quoted for cash or check payments. Any other forms of payment are subject to additional charges.

SCVi
School Director's Report - Chad Powell and Martha Spansel-Pellico
12/14/22

Presentations of Learning/Curriculum Moment

- Dual Language Immersion 3/4 - Jose and Paloma
- DLI Learners - Cultural Exchange with Spain

Professional Learning/Staff Support

- Reports of Progress - Training

School Celebrations/Events

- Community Building Events:
 - Family Literacy Night
 - Holiday Collaboration
 - Lower School/Upper School Theatre Performances

Enrollment (as of 12/5/22)

Budgeted Enrollment - # 815

Current Enrollment - # 756

Total Learners on Wait List - #23 (Explorations) #30 (Innovations)

- Virtual Parent Night
- Tours Continue

Other

School Goal Spotlight:

- College and Career Readiness
 - Dual Enrollment COC
 -

**CHARTER SCHOOL FIRST INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM**
July 1, 2022 to June 30, 2023

Charter School Certification

Charter School Name:	Santa Clarita Valley International School
CDS #:	19-65136-0117234
Charter Approving Entity:	William S. Hart School District
County:	Los Angeles
Charter #:	0981

For information regarding this report, please contact:

For Approving Entity:

Name

Title

Telephone

E-mail address

For Charter School:

Martha Spansel-Pellico

Name

Director

Title

661-705-4820

Telephone

martha.spanselpellico@scvi-k12.org

E-mail address

To the entity that approved the charter school:

 x) 2022-23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed:

Charter School Official
(Original signature required)

Date:

Printed

Name:

Title:

To the Acton-Agua Dulce Unified School District

x) 2022-23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed

Name: _____ Title: _____

To the Superintendent of Public Instruction:

 x) 2022-23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee
(Original signature required)



Santa Clarita Valley International School Plan for Student Achievement

School Name: Santa Clarita Valley International

About the School: At SCVi, you will find a school that prioritizes a positive, supportive, and inviting environment where our students (learners) can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention.

School Mission and Vision:

The mission of SCVi is to provide a rigorous, relevant, inquiry-based, self-directed and collaborative learning environment for students in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century.

The vision of SCVi is that all learners would become creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.

CDS Code: 19 65136 0117234

SSC Approval Date: October 25th, 2022

Local Board Approval Date:

Purpose

The purpose of this plan is for targeted support and improvement for learners falling below proficient in English Language Arts and Math.

The school Single Plan for School Achievement goals are based upon a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the most current CA School Dashboard. Other school data, such as NWEA MAP assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with Santa Clarita Valley international's Local Control Accountability Plan (LCAP) goals and include the same metrics/indicators where possible. Input and advice is solicited from key school community members including the English Learner Advisory Committee (ELAC) and School Leadership teams.

The school receives Federal Title I, Title II, and Title IV funding from the Federal government. Title I funding is allocated for Math and ELA interventions. Title II is allocated for staff development to ensure equitable access to quality educators. Title IV funding is used to assure that learners receive a well-rounded education.



ESSA Requirements

This plan will align our school goals in this SPSA to the school's Local Control and Accountability Plan (LCAP) as possible. The school will meet the Every Student Succeeds Act (ESSA) by having fidelity and coherence to the California State Standards and the school's educational program as outlined in the most recent charter petition. The school will use Project-Based Learning, a focus on social emotional learning (SEL), and personalized support with a Multi-Tiered System of Support (MTSS). NWEA MAP assessments in math and reading are given 3 times annually to differentiate learning and target struggling learners for support, as well as monthly data protocol by class/grade level and semester school-wide data protocols. The focus on schoolwide coherence, teamwork, learner engagement, learner achievement is how we will strive to meet the ESSA requirements. Educational partners, including the SSC, staff, Board parents, and school leaders will review the SPSA and learning data to ensure that it reflects efforts to increase learner growth and achievement through data informed practices. The SPSA compliments the school's LCAP goals and actions to ensure efficiency in evidence-based continuous improvement practices and school resources.

Educational Partner Involvement

The annual SPSA process starts in the spring for the following school year and is finalized in the fall after initial learner assessment data is analyzed. The school utilizes numerous ways to obtain feedback and input for the development of the Single Plan for Student Achievement (SPSA) plan. The SPSA is reviewed and input is welcomed by the learners, staff, parents, Board Members, and community members. The SPSA is reviewed at an ELAC/DELAC meeting. Staff reviews and analyzes the SPSA through staff meetings. A School Site Council meeting is held to review, give input, and approve the plan before going to the School Board Members for approval.

Goals, Strategies, Expenditures

Goal 1: Enhance academic support and interventions in order to address the needs of low-achieving learners and those at risk of not meeting the challenging state standards in math.

Identified Need	There is a need to increase academic achievement in math for identified learners needing targeted intervention based on internal NWEA MAP scores and CAASPP.
------------------------	--

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020	Spring 2022: -1.58	Meet or exceed a CGI score of 0 or higher in Spring 2023



NWEA student or school growth norms.				
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Targeted Math Intervention	Identified learners falling below State proficiency levels.	Designate Care Team Support Personnel to work directly with identified learners falling below State proficiency levels. These employees will design, implement, and monitor strategies and activities to support math learning in alignment to California State Standards.	\$63,654	Title I

Annual Review	
SPSA Year Reviewed: 2021-2022	Summary: SCVi Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2021.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	<p>Facilitators and Care Team worked with targeted learners during instructional time in small group live instruction and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and learning software were used to design individual lessons and practice for learner's based on their skill development needs.</p> <p>Overall, SCVi did not meet it's projected goal for a 2% growth in learners close, meeting, or exceeding standard benchmark. However, learners within the program did show individual growth on their spring MAP scores. The team has analyzed the scores and concluded that the way of measurement did not always accurately reflect actual growth made in content standards. Additionally, the team noted that COVID played a major impact nationwide on learner achievement during the 2021-2022 school year.</p>

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the	<p>There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned.</p> <p>SCVi budgeted \$ 85,016 and spent \$84,162 for math intervention in</p>
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strategies/activities to meet the articulated goals.	21-22.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	After careful consideration, the metric for monitoring annual outcomes was changed slightly. Rather than using the number of learners who were close, meeting, or exceeding MAP RIT number, it was determined by school staff and administration that a more accurate and informative metric would be to use the MAP conditional growth index (CGI), which will demonstrate the percentage of learners annually who met their projected growth for the year (fall to spring). This will show the growth of learners in the year due to intervention strategies and activities.

Goals, Strategies, Expenditures				
Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners in ELA and those at risk of not meeting the challenging state standards.				
Identified Need	There is a need to increase academic achievement in ELA for identified learners needing targeted intervention based on internal NWEA MAP scores.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.		Spring 2022: -1.74		Meet or exceed a CGI score of 0 or higher in Spring 2023
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Targeted ELA Intervention	Identified learners falling below State proficiency levels.	Designate Care Team Support Personnel to work directly with identified learners falling below State proficiency levels. These employees will design, implement, and monitor	\$45,561	Title I



		strategies and activities to support ELA learning in alignment to California State Standards.		
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Annual Review

SPSA Year Reviewed: 2021-2022	Summary: SCVi Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2021.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	<p>Facilitators and Care Team worked with targeted learners during instructional time in small group live instruction and through the school's LMS to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and learning software were used to design individual lessons and practice for learner's based on their skill development needs.</p> <p>Overall, SCVi did not meet it's projected goal for a 2% growth in learners close, meeting, or exceeding standard benchmark. However, learners within the program did show individual growth on their spring MAP scores. The team has analyzed the scores and concluded that the way of measurement did not always accurately reflect actual growth made in content standards. Additionally, the team noted that COVID played a major impact nationwide on learner achievement during the 2021-2022 school year.</p>

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	<p>There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned.</p> <p>SCVi budgeted \$ 30,572 and spent \$44,929 for math intervention in 21-22.</p>
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	<p>After careful consideration, the metric for monitoring annual outcomes was changed slightly. Rather than using the number of learners who were close, meeting, or exceeding MAP RIT number, it was determined by school staff and administration that a more accurate and informative metric would be to use the MAP conditional growth index (CGI), which will demonstrate the percentage of learners annually who met their projected growth for the year (fall to spring). This will show the growth of learners in the year due to intervention strategies and activities.</p>



Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$100,074
Total Federal Funds Provided to the School from the LEA for CSI	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,215
Total of Federal Title funding including 2020 - 2021 carryover for this school:	\$121,339



Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing learner achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving learner group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved learners. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of learners in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents



The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.



Stakeholder Involvement

Meaningful involvement of parents, learners, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, learner advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, learners, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports learner success.



A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific learner groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific learner group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]



Students to be Served by this Strategy/Activity

Indicate in this box which learners will benefit from the strategies/activities by indicating “All Students” or listing one or more specific learner group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the learner groups to be served shall include the learner groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all learners or the learner group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.



- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.



A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving learner achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all learners in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—



- i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
- ii. Identify the specific academic needs of learners and groups of learners who are not yet achieving the State's academic standards; and
- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
- iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
- v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of learner groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of learners to meet the challenging state academic standards

b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
- ii. increase the amount and quality of learning time, and
- iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all learners demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. strategies to improve learners' skills outside the academic subject areas;



- ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. professional development and other activities for facilitators, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of learners in meeting the State's academic standards, particularly for those learners who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of learners in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that learners who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those learners' difficulties are identified on a timely basis; and



2. Provide sufficient information on which to base effective assistance to those learners.

G. For an elementary school, a description of how the school will assist preschool learners in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, facilitators, and parents) to locally develop and implement the CSI plan for the school to improve learner outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including learner performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and



4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, facilitators, and parents) the school shall develop and implement a school-level TSI plan to improve learner outcomes for each subgroup of learners that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including learner performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceeusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP)



and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Telework Policy and Procedures

Introduction

Teleworking is a flexible work arrangement that allows employees of Santa Clarita Valley International (“Organization”) to work remotely at home, or in a satellite location, for all or part of their workweek. The Organization considers teleworking to be a viable, flexible work option when both the employee and the position are suited to such an arrangement. This Telework Policy is to promote general work efficiency, to continue operations during an emergency, or to accommodate other unique circumstances as approved by an employee’s supervisor/Manager.

Teleworking may be appropriate for some employees and positions, but not for others. Whether a job position is eligible for telework is at the sole discretion of the Organization. Teleworking is a benefit, not an entitlement, and it in no way changes the terms and conditions of employment with the Organization.

Definitions

- **Telework**

Working one or more regularly scheduled workdays with Organization approval away from an Organization worksite, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Teleworker**

An employee who has received approval by their supervisor/manager to perform job duties away from an employee’s primary location, either at a home residence or a mutually agreed upon alternative worksite/location.

- **Organization Worksite**

A designated campus, office, or other property of the Organization, not including a teleworker’s designated home office.

- **Home Worksite**

A designated home residence or a mutually agreed upon alternative worksite/location where Telework may be performed.

The Organization has four Telework arrangement options available to qualifying employees and job positions. Managers will review with eligible employees if any of these work arrangement options are feasible. While the Organization will take employee input into account, the final decision on the exact Telework assignment will be at the discretion of the supervisor/manager. The Organization may make changes to the Telework arrangement options as warranted and according to business needs.

1. Hybrid Telework

This work arrangement involves the flexibility to perform work at the Organization Worksite and the Teleworker’s Home Worksite. For example, the employee works 3 days at the

Organization Worksite and 2 days from the Home Worksite. The supervisor/manager and employee establish a mutually agreed upon schedule. Hybrid Telework assignments may or may not have a specified end date.

2. Short Term Telework

This work arrangement involves the flexibility to perform work away from the Organization Worksite either in state or out of state for 30 days or less.

3. Full-time In-State Telework (primary residence in the state of the employing organization)

This work arrangement involves working remotely in the state of the Organization's home office on a continuous basis. The supervisor/manager and employee establish work and communication expectations for achieving work success during Teleworking.

4. Full-time Out-of-State Telework (primary residence out of the state of the employing organization)

This work arrangement involves working remotely outside of the state of the Organization's home office on a continuous basis. The supervisor/manager and employee establish work and communication expectations for achieving work success during teleworking.

Eligibility and Procedures

Before entering into any Teleworking arrangement, the employee and supervisor/manager, will take the following into consideration to determine eligibility:

Position suitability

Suitable positions for Telework are characterized by clearly defined tasks, essential functions and work products. The employee and supervisor/manager will discuss the job responsibilities and determine if the position is suitable and appropriate for a Telework arrangement. An employee's position may be suitable for Telework when:

- The employee's primary duty includes the exercise of discretion and independent judgment with respect to matters of significance related to general business operations of the employer or the employer's customers.
- The position is primarily knowledge-based.
- The employees hold themselves to measurable deliverables.
- The position does not require frequent face to face interaction at the regular worksite with supervisor/managers, colleagues, clients, or the public, or in person.
- The essential functions do not require the employee's presence at the Organization Worksite.
- The position is not essential to the management of on-site workflow.

Employee suitability

The employee and supervisor/manager will assess the needs and work habits of the employee, compared to traits customarily recognized as appropriate for successful teleworkers. An employee may be suitable for teleworking when they demonstrate and possess the following performance criteria:

- Demonstrates dependability and responsibility
- Effectively communicates with supervisors, coworkers, and clients
- Possesses the ability to work with minimal to no supervision

- Demonstrates a consistently high rate of productivity
- Demonstrates job knowledge and level of skill to perform the job effectively and efficiently
- Possesses the ability to prioritize work effectively
- Demonstrates good organizational and time management skills
- Demonstrates motivation
- Has a history of positive performance without a recent record of discipline or performance deficits

Employee will be provided with the *Telework Safety Checklist* for completion and return to your supervisor/manager and cc: Employee Services at employeeservices@ileadcalifornia.org.

Length of Assignment

Unless another length of time is specified, Telework assignments are generally granted on a school year to school year basis, unless otherwise ended by the Teleworker or the Organization. Telework assignments for a future school year should be requested before the end of the current school year to have the highest likelihood of approval.

Telework assignments in place as of Fall 2022 are projected to remain in place until June 30, 2023. The Organization reserves the right to end any Telework assignments earlier as needed. Any projections on how long a Telework assignment may last have no effect on the at-will nature of employment with the Organization and are merely forecasts for what may apply should the employee remain employed with the Organization.

Employment

Employees of the Organization remain at-will regardless of the assignment of Telework. This Policy does not imply or serve as an employment contract or guarantee of continued employment nor does it alter or limit the right of the Organization to terminate a Teleworker “at will.”

Job responsibilities, compensation, benefits, standards of performance, and performance evaluations remain the same as when working at the regular work site. The supervisor/manager reserves the right to assign work as necessary at any work site.

Teleworkers remain obligated to comply with all Organization rules, policies, procedures, practices. Violation of Organization policies may result in preclusion from telework and/or disciplinary action, up to and including termination of employment.

Business Hours and Workweek

The Organization’s regular business hours are from 8:00 a.m. to 4:30 p.m. (PST) Monday through Friday. Teleworkers may be assigned to work during regular business hours or on an alternative work schedule, as instructed by a supervisor/manager. Teleworkers may also be scheduled to work evening hours or on a weekend, as directed by their supervisor. The workweek begins at 12:00 a.m. (PST) Saturday and ends at 11:59 p.m. (PST) on Friday.

Meal and Rest Periods

Teleworkers are entitled to the same meal breaks and rest periods to which they would be entitled while working at the Organization Worksite. This includes a thirty (30) minute unpaid meal break for employees working five (5) to ten (10) hours, a paid rest break for nonexempt Teleworkers working three and a half (3.5) hours or more, and additional paid rest breaks for nonexempt Teleworkers working more than six (6) hours, and again after ten (10) hours. Employees are strongly encouraged to step away from work technology during scheduled work breaks and meals to give their mind a rest from the digital world, and to maintain mental and physical

wellbeing. In the workday, take time to engage in mindfulness activities such as stretching, walking and making time for digital breaks.

Nonexempt Employees

Teleworkers who are nonexempt employees will be required to accurately record all hours worked using the Organization's time-keeping system, the same as they would do for work performed at the Organization Worksite.

Only nonexempt employees are eligible for overtime. Overtime hours worked in excess of those scheduled per day and per workweek require the advance approval of the Teleworker's supervisor/manager. Failure to comply with this requirement may result in the immediate termination of the Telework arrangement.

Timekeeping

Teleworkers are required to seek approval for and properly record time taken off work (vacation, holiday, sick days, jury duty, and bereavement, military leave, workers' compensation, etc.). Requests for time off without available sick and vacation accruals (if applicable) will be designated as unpaid. Employees must use the appropriate "no pay" selection in the time keeping system. If time off for a leave of absence is needed, employees must first contact Employee Services at employeeservices@ileadcalifornia.org.

Communication

Teleworkers are to be available by phone, text, web conferencing, and instant messaging during their assigned work hours to assist and support management, co-workers, vendors, students, parents, and customers and to perform their jobs. Any lack of compliance in communication with supervisors/managers and/or internal department team members and cross functional departments teams may result in corrective action including termination of the Telework arrangement, and up to termination of employment.

Operational Needs

Teleworkers may be called into the Organization Worksite or another location where an Organization event is taking place, when in the discretion of a manager/supervisor, it is deemed appropriate to their job position. The supervisor/manager should provide reasonable notice whenever possible. However, Teleworkers may be required to report to Organization Worksite without advance notice, as needed. The following are examples of events where one's physical presence may be required, but is not limited to:

- iLEAD Staff Retreat
- Camp Make
- All-Boards Retreat (if applicable)
- Professional Learning (if applicable)
- Board Meetings (if applicable)
- 20-day Meetings (if applicable)
- Hiring Events: Star Search/Leadership Cafe (if applicable)
- Leadership Connections (if applicable)
- Team Collaborations (if applicable)

Dress Code

Employees that are approved for Telework are to maintain a neat, clean, and professional appearance during work hours. As a general rule, business casual appearance is appropriate

when engaging in virtual video meetings with clients, vendors, leadership, peers, student and parents

Dependent Care

Telework is not designed to be a replacement for appropriate childcare or kin care. Although an individual employee's schedule may be modified to accommodate childcare needs, the focus of the arrangement must remain on successfully fulfilling job responsibilities and expectations and meeting business demands. The Organization expects Teleworkers to work and be available for work during scheduled work times. Prospective Teleworkers are encouraged to discuss expectations of teleworking with family members prior to telework arrangement.

Absences and Tardiness

If a Teleworker must miss work or will be late for any reason, the Teleworker must notify their supervisor/manager as soon as possible but by no later than one hour before their schedule start time, unless doing so is beyond their control. Absences must be reported day by day unless/until a longer leave is approved by the Organization. Teleworkers who are ill or injured and anticipate being away from work for more than five (5) business days must immediately inform the Organization of their intentions. They are encouraged to speak with their health care provider and Employee Services for information about seeking a Leave of Absence (LOA) or State Disability Insurance benefits.

Equipment and Supplies

Employees may be required by their Telework assignment to use certain technology, equipment, and supplies at their Home Worksite. On a case-by-case basis, the Organization will determine, with information supplied by the employee and the supervisor/manager, the appropriate equipment needs (including hardware, software, hotspot data, virtual phone lines and other office equipment) for each teleworking arrangement. The Employee Services and Information Technology Services Departments will serve as resources in this matter. Equipment provided to the Teleworker by the Organization will be maintained by the Organization, but must be appropriately cared for by the Teleworker when in their possession. The Organization reserves the right to make determinations as to appropriate equipment, subject to change at any time.

Equipment supplied by the organization is to be used for business purposes only. The Teleworker must sign an inventory list in acknowledgement of receipt of all Organization property assigned to them. Teleworkers must take appropriate care of the Organization's property while in their possession and agree to take any reasonable steps or action to protect the items from damage or theft, such as locking the items away when not in use, not loaning them to others, and not allowing anyone else to use the items. The Teleworker must inform the Organization as soon as possible of any equipment malfunctions/failures, losses, or thefts. Upon termination of the Telework arrangement or the employee's employment, the employee must return all property owned by the Organization, unless other arrangements have been made.

The Organization will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary. The Organization will also reimburse the employee for necessary and actual business-related expenses, such as shipping costs, that are reasonably incurred in carrying out the employee's job.

Teleworkers will establish a safe and appropriate work environment within their home for work purposes. The Organization will not be responsible for costs associated with the setup of the

employee's home office, such as remodeling, furniture or lighting, nor for repairs or modifications to the home office space. Employee must secure and keep in force during the telework arrangement homeowner or renters insurance to cover any claims arising out of damage to their personal property and/or equipment.

Personal Equipment

If deemed appropriate by the Organization, equipment supplied by the Teleworker will be maintained in good working order by the Teleworker. The Organization accepts no responsibility for damage or repairs to employee-owned personal equipment. Employees who use their personal equipment for teleworking are responsible for the installation, repair, and maintenance of the equipment. The Organization accepts no responsibility for loss, damage, wear or repairs to employee-owned personal equipment.

Teleworking employees must understand and agree that Organization is entitled to, and may access, any personal equipment used while telecommuting, such as a personal computer, telephone, fax machine, monthly bills, and internet records. Teleworker may be entitled to a monthly stipend to cover certain uses of personal equipment such as a personal cell phone or home internet. More specific information will be provided in the Remote Work Agreement.

Tax and other legal implications

Teleworkers must determine any tax or legal implications under Internal Revenue Service (IRS), state and local government laws, and/or restrictions of working out of a home-based office. Teleworking out-of- state has additional considerations related to taxation, reporting, and applicability of local jurisdiction employment laws. Responsibility for fulfilling all obligations in this area rests solely with the teleworker. Please seek advice from your tax expert.

Security of Confidential Information

Security of confidential information is of primary concern and importance to the Organization. Consistent with state and federal law and the Organization's expectations of information security for employees working at the site, Teleworkers will be expected to ensure the protection of proprietary Organization, student, vendor and customer information accessible from their home office. Steps include the use of locked file cabinets and desks, proper handling and disposal of all materials containing confidential information, regular password protection and maintenance on all systems containing confidential information, and any other measures appropriate for the job and the environment.

All files, records, papers, or other materials created while teleworking are Organization property. Teleworking employees and their supervisor/managers shall identify any confidential, private, or personal information and records to be accessed and ensure appropriate safeguards are used to protect them. The Organization may require employees to work in private locations when handling confidential or sensitive material. The Organization may prohibit employees from printing confidential information in teleworking locations to avoid breaches of confidentiality.

Teleworkers must back up critical information on the Organization designated location other than company issued technology on a regular basis to assure the information can be recovered if the primary source is damaged or destroyed. Teleworkers must ensure that data stored on electronic media is permanently deleted and unrecoverable before media is disposed of or reused. Teleworkers may not disclose confidential or private files, records, materials, or information, and may not allow access to Organization networks or databases to anyone who is not authorized to

have access. Any incidents of loss, damage, or unauthorized access must be reported by the Teleworker to their supervisor/manager immediately.

Public Record Laws

The California Public Records Act and Transparent California Law regarding public information and public records apply to teleworking employees. Public records include any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by the Organization regardless of physical form or characteristic. Public information means the contents of a public record. Upon receipt of an appropriate request, and subject to authorized exemptions, a Teleworker must permit inspection and examination of any public record or public information in the employee's custody, or any segregable portion of a public record, within required time limits. This requirement exists regardless of where the public record is located.

Safety

Teleworkers are expected to maintain a safe and productive work environment with adequate lighting and ventilation. Teleworker's home workspace is to be free from safety hazards and obstruction. Teleworkers must have fire protection equipment in the home.

With reasonable notice and at a mutually agreed upon time, the Organization may make on-site visits to employee's telework location to ensure that the designated work space is safe and free from hazards, provides adequate protection and security of Organization property, and to maintain, repair, inspect, or retrieve Organization property.

Teleworkers are not to hold business visits or meetings with colleagues, customers or the public at the Home Worksite.

The Organization will provide each Teleworker with a safety checklist that must be completed at least once per year and anytime the Home Worksite changes.

Workers' Compensation

Injuries sustained by the Teleworker at their Home Worksite in conjunction with their regular work duties are normally covered by the Organization's workers' compensation policy. Teleworkers are responsible for notifying the Organization of such injuries as soon as practicable. The Teleworker agrees that it may be necessary for the workers' compensation insurance carrier or the Organization to access the telework site to investigate an injury report.

Workers' compensation does not cover injuries that are not job related. This includes, but is not limited to, commute between the Home Worksite and the Organization Worksite and the Teleworkers non-work time in their own home. Additionally, the Organization shall not be liable for any damage to property or injuries sustained by visitors, third parties or family members at the Home Worksite.

Failure to maintain a proper and safe work environment, in accordance with this policy, may be cause for terminating the Telework arrangement.

Employee Benefits

Teleworkers who are eligible for the Organization sponsored benefits will continue to maintain their benefits during the Telework arrangement. However, some benefit options are not available out of the state of the primary employer's home office. Please reach out to the Benefits

Department for assistance.

Travel

All business travel arrangements must be pre-approved by the Teleworker's supervisor/manager. Teleworkers will not be paid for time or mileage for travel between the Home Worksite and the employee's primary worksite as this travel is considered travel from home to work.

Evaluation/Cancellation/Termination of Telework Arrangement

Any Teleworking arrangement may be discontinued at will and at any time at the request of either the Teleworker, manager/supervisor, or the Organization. Every effort will be made to provide thirty (30) days' notice of such change to accommodate commuting, childcare and other issues that may arise from the termination of a Telework arrangement. There may be instances, however, when no notice is possible.

Upon termination of the telework arrangement or termination of employment, the employee agrees to promptly return the Organization property, files, records, and supplies assigned to them back to the Organization. If the Teleworker's personal computer was used, Organization provided software shall be deleted.

Ad Hoc Arrangements

Temporary Telework arrangements may be approved for circumstances such as inclement weather, special projects or business travel. These arrangements are approved on an as-needed basis only, with no expectation of ongoing continuance. Other informal, short-term arrangements may be made for employees as a reasonable accommodation to the extent practical for the employee and the organization and with the consent of the employee's health care provider, if appropriate.

All informal teleworking arrangements are made on a case-by-case basis, focusing first on the business needs of the Organization. If you should have any questions regarding this policy, please speak with your supervisor/manager or the Employee Service department at employeeservices@ileadcalifornia.org. For work related injuries, please contact supervisor/manager or Employee Service department at employeeservices@ileadcalifornia.org.

Telework Request Procedures

Hybrid Telework

1. (a) Employee reaches out to their supervisor to discuss their Telework request
OR
(b) Manager/supervisor reaches out to the employee to discuss Telework arrangement option with the employee.
2. Manager/supervisor routes Telework Request Form to employee for review and completion. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request, review proposed schedule and Telework Policy.
3. If manager/supervisor agrees that a hybrid telework arrangement is feasible, manager/supervisor signs as approval.
4. Approved form routes to Employee Services for recordkeeping in the HRIS system.
 - a. Employee Services documents supervisor/manager approval and Telework arrangement.

5. Manager/supervisor routes Telework Policy to employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.

Short Term Out-of-State Telework (out of the state (30 days or less) of the employing organization)

1. Employee reaches out to the manager/supervisor to discuss their telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If the manager/supervisor agrees that a Telework arrangement is feasible, the manager/supervisor discusses the request with the Director of Employee Services, signs the request form and form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form and makes decision
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If a request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
7. If approved by all parties, Employee Services receives notification for recordkeeping.

Full Time/Continuous Telework (primary residence IN the state of the employing organization.)

1. Employee reaches out to their supervisor to discuss their Telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If manager/supervisor agrees that a Telework arrangement is feasible, manager/supervisor discusses the request with the Director of Employee Services, signs the request form and form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of Employee Services will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided

for the manager/supervisor to review with the employee.

8. If approved by all parties, Employee Services receives notification to document Telework arrangement in the HRIS system.

Full Time/Continuous Telework (primary residence OUT of the state of the employing organization.)

1. Employee reaches out to their supervisor to discuss their Telework request.
2. Manager/supervisor routes Telework Request Form to employee for review and completion.
3. Manager/supervisor engages the employee in conversation to conduct a preliminary assessment of request (position/employee suitability), review proposed schedule and Telework Policy.
4. If the manager/supervisor agrees that a Telework arrangement is feasible, the manager/supervisor discusses the request with the Director of Employee Services, signs the request form and the form routes to the Director of Employee Services for signature of approval.
5. If the Director of Employee Services approves, they sign approval and request form routes to the Executive Director or CEO.
6. Executive Director or CEO reviews request form.
 - a. Whether approved or denied by the Executive Director or CEO, both Manager and Director of Employee Services will receive notification of decision for review with the employee.
7. The supervisor/manager communicates the decision.
 - a. If approved, the manager/supervisor notifies the employee and reviews Telework Policy and arrangement. Manager/supervisor routes Telework Policy to the employee to review and sign acknowledgment. Signed document will route to Employee Services for recordkeeping.
 - b. If the request is denied by the Executive Director or CEO, a reason will be provided for the manager/supervisor to review with the employee.
8. If approved by all parties, Employee Services and Payroll will receive notification.
 - a. Employee Services will document approval and telework arrangement in the HRIS system.
 - b. Employee Services will evaluate insurance needs.
 - c. Payroll will assess employer tax requirements. This may involve setting up out of state tax accounts.
 - d. Employee must update HRIS system with out of state address as soon as possible.

Employee Acknowledgement

By my signing this acknowledgment, I am indicating that I have read, understand and agree to comply with the Santa Clarita Valley International Telework Policy. By signing below I further acknowledge and certify that I have homeowner or renters insurance and have an ergonomically safe and efficient work environment in the pre-approved teleworking location. I also agree to review and sign the Remote Work Agreement.

Employee Name: _____

Employee Signature: _____

Date _____

Manager/Supervisor Name: _____

Manager/Supervisor's Signature: _____

Date _____

To be completed by Employee Services:

The above-named employee is: _____ approved _____ not approved for Telework.

Date:

RESOLUTION NO. 2022.2023.1

**RESOLUTION OF THE BOARD OF DIRECTORS OF
SANTA CLARITA VALLEY INTERNATIONAL
APPROVING AMENDED ATTACHMENT A TO
RESOURCE SHARING AGREEMENT AND CERTAIN
OTHER ACTIONS RELATED THERETO**

WHEREAS, iLEAD California Charters 1 (“iCA”); iLEAD Agua Dulce (“iAD”); iLEAD Lancaster (“iL”); iLEAD Online Charter School (“iOCS”); Empower Generations (“EG”); and Santa Clarita Valley International (“SCVi”) each operate California public charter schools with personalized learning modeled on the iLEAD program (collectively, the “iLEAD Schools”);

WHEREAS, iCA currently operates the largest of the iLEAD Schools, and the iLEAD Schools currently share certain functions and resources of iCA among them cooperatively pursuant to the Amended Resource Sharing Agreement dated July 1, 2021 (“Resource Sharing Agreement”);

WHEREAS, under the Resource Sharing Agreement, iCA performs certain functions for all the iLEAD Schools, allowing all the schools to access valuable, specialized, and/or expensive resources that might not otherwise be available to each of them and achieving cost savings by sharing iCA’s actual costs of such functions pro-rata based on each school’s ADA;

WHEREAS, the functions and resources performed by iCA for all of the iLEAD Schools are described in Attachment A to the Resource Sharing Agreement;

WHEREAS, Section 9(a) of the Resource Sharing Agreement requires iCA to inform the iLEAD Schools when there are changes to its capacity to provide the functions and resources described in Attachment A, and to reflect such changes in writing by providing an amended Attachment A to all the iLEAD Schools;

WHEREAS, Section 9(a) of the Resource Sharing Agreement further requires that, to the extent iCA’s changes to Attachment A add new functions or resources that would result in a substantial increase in costs, iCA shall provide all the iLEAD Schools ninety (90) days notice, which notice may be waived if the iLEAD Schools seek to have services start sooner;

WHEREAS, as of December 1, 2022, iCA is willing to amend Attachment A to add the following functions and resources for the remainder of the 2022-23 school year: technology, facilities planning, communications, outreach, and public relations, reflected in the new Amended Attachment A attached to this resolution .

WHEREAS, adding all of the new functions and resources in the Amended Attachment A will result in a substantial increase in costs to iCA, and accordingly will result in a substantial increase in the costs shared by the iLEAD Schools that utilize those shared functions and resources;

WHEREAS, the increase is estimated to be an additional 1% of total annual LCFF revenue for each of the iLEAD Schools, provided, however, that this is only an estimate; the iLEAD Schools will share the actual costs incurred by iCA on a pro-rata basis as set forth in Section 2 of the Resource Sharing Agreement; and

WHEREAS, because the iLEAD Schools' previous vendor will no longer provide technology, facilities planning, procurement of insurance, communications, outreach, and public relations services to the iLEAD Schools as of November 30, 2022, SCVi seeks to have iCA start providing the functions and resources in Amended Attachment A as of December 1, 2022, SCVi accordingly seeks to waive the ninety (90) days notice requirement pursuant to Section 9(a) of the Resource Sharing Agreement.

WHEREAS, the Board of Directors wishes to amend the Resource Sharing Agreement to revise the language of Section 8 to remove the automatic renewal provision for the Term, and iCA has also stated it is agreeable to this change, as set forth in the attached Amendment to Agreement ("Amendment").

NOW, THEREFORE, this Board of Directors of SCVi does hereby find, resolve, and order as follows:

Section 1. The foregoing recitals are incorporated herein.

Section 2. The Amended Attachment A is hereby approved.

Section 3. SCVi seeks to have iCA start providing the functions and resources in Amended Attachment A as of December 1, 2022, and accordingly the ninety (90) days notice requirement pursuant to Section 9(a) of the Resource Sharing Agreement is hereby waived.

Section 4. The Amendment is hereby approved.

Section 5. The Director or designee is authorized and directed to take or cause to be taken such other actions as may be required to fulfill the purposes of this resolution.

AMENDED ATTACHMENT A

12/1/2022

MAKER SERVICES:

TIER 1 CURRICULUM, INSTRUCTION, AND ENGAGEMENT:

- Provide professional learning to support full implementation of the iLEAD instructional model as identified in the iLEAD Design Element Alignment Lens (iDEAL).
- Coaching and support with the planning and execution of Project Based Learning/Problem based learning, by building individual and team capacity, project ideas, project tune ups), and guidance through specific organization wide projects such as Dream Up to Space, Soaring Aeronautics, The Personal Project, Mini PCR, Math Identity Project, etc.
- Provide monthly new facilitatory onboarding
- Curriculum training, coaching and support of specific content-based programs focusing on rigorous TK-12 literacy, math, science, humanities/social studies, and STEAM (Science, Technology, Engineering, Arts, and Math) programs, which includes implementing all elements of the iLEAD model
- Training, coaching and support of school leaders, classroom staff, and other staff in the development of a positive and supportive school culture through the iDEAL process
- Training, coaching and support of iLEAD model of classroom management and climate, utilizing iRESPECT, this includes 7 Habits, Love and Logic, and Restorative and Trauma-Informed Practices
- Professional learning is provided on-site and remotely, to support full implementation of the iLEAD instructional model as defined by iDEAL
- Support family engagement through providing training to families to better understand aspects of iLEAD's educational model

MEASURING EFFECTIVENESS:

- Implementation and support for a variety of regular formative benchmark assessments in core subject areas such as NWEA MAP testing, writing, literacy as well as any summative State mandated assessments
- Development, implementation, and sustainability of regularly scheduled data meetings with the key focus on utilization of the collected data in order to inform and set goals to aid in the improvement of the instructional program as well as individual learner achievement
- Training, coaching and support in the area of data analysis and assessments
- Collaboration with educational partners in the self-evaluation of the iLEAD instructional model
- Design, coordinate, and collect survey data to improve practices
- Access to **individual school dashboards** ~~Being Makers website~~ with linked resources, iLEAD Science and Aerospace Projects website, Mathemagical Mindsets website, Brightspace educational resources and PBL project bank

ADDITIONAL LEARNER SUPPORT SERVICES:

- Training, coaching, and assistance monitoring, and assistance operating programs for English Learners
- Training, coaching, and assistance with monitoring programs and compliance for Foster and Homeless Youth
- Training, coaching, and assistance with monitoring programs and compliance in programs that provide additional learner support
- Representation at required SELPA meetings (such as CEO Council, Executive Council, PLC, etc.)
- Assistance with SELPA communications
- Assistance through due process and mediation when necessary, including communications with legal counsel
- Support and training to promote equity, diversity and inclusion amongst learners, staff, and other educational partners
- Develop and/or assist with implementing Multi-Tiered Systems of Support (MTSS)

SPECIAL PROGRAMS:

- Support with Upper School programs may include College/Career indicators (UC A-G approval, College Credit Courses, college and career pathways, IB accreditation and program implementation support, competency based education, AP Testing, graduation rates, etc.) and provide academic counselor support
- Support accreditation partnerships and approvals, which may include NCAA accreditation, WIOA partnerships, and work based learning
- Support schools in international educational opportunities such as international field studies, cross cultural opportunities and projects with schools in other countries
- Support schools in development and implementation of dual language immersion programs
- Support schools in the development and implementation of play-based learning

LEADERSHIP SUPPORT:

- Leadership coaching of the school and program directors with the focus on leadership roles and responsibilities, building of the professional culture, co-leadership and staff support, community relations, resource management, board relations, reflective supervision, site maintenance and other leadership elements
- Coaching for Leadership Residents to build capacity as a future School Director and support current role at school with best practices
- Training provided through participation in monthly Leadership Connections, School Director Collaborative, on-going leadership coaching, and reflective supervision which includes assisting site leaders in development
- Support School Directors with goals developed through reflective supervision with their school's governing board. At the end of the year, a recommendation will be prepared by iCA of the site leader's progress toward goals to assist the board in its review and evaluation of the program director

- Strategic support, coordination, and assistance to clients in long term planning to meet the changing needs of their school communities
- Coordination with School's consultants and legal counsel for leadership as needed

SCHOOL, COMMUNITY AND AUTHORIZER RELATIONS:

- Support development and maintenance of community relations which could include local and national politicians, local chambers of commerce, local business and community leaders, local and regional media outlets (i.e., "Eye of the Valley" weekly iLEAD radio show)
- Professional educational writing services to highlight and promote school programs, activities and achievements both internally via network platforms and intranet and externally via websites and outside professional periodicals
- Development and curation of relationships with the state and national charter organizations including but not limited to CSDC, CCSA, ACSA, NAPCS, etc.
- Development and maintenance of relationships with charter authorizing agencies, including communication and coordination of compliance, monitoring, and renewal
- Planning, hosting, and execution of the Annual iLEAD California All-Staff Retreat, including hospitality, team building, and annual school year launch

EMPLOYEE SERVICES:

COMPLIANCE

- Setup and maintenance of the employee files, facilitate establishment of policies and procedures to help ensure compliance with state and federal requirements
- Establish employment policies and procedures that align to state and federal compliance

EMPLOYEE RELATIONS

- When new positions are created and/or if a current position evolves, support with creating and maintaining job descriptions to reflect accurate duties
- Provide coaching on employee services matters
- Assistance with employee relations, reflective supervision, employee evaluation, process guidance and pre-mediation services to address employee grievances
- Coordination of new teacher induction process
- Compensation/pay analysis
- Monitoring and advising on the process with the compliance requirements of California educator licensing, credentialing, and enforcement of validity and renewal
- Employee survey creation, collection and analysis

ON/OFF BOARDING, LEAVES, AND WORKERS COMPENSATION

- Facilitate the hiring and onboarding. As applicable, verification and tracking of DOJ clearance, TB tests, as well as credential information
- Staff induction including onboarding, benefits enrollment (when applicable), and enrollment in appropriate platforms including email, communication platforms, LMS etc.
- Facilitate Off Boarding of employees of employment termination
- Develop employment agreements for in and out of state personnel
- Facilitate employee leaves and medical issues
- Facilitate workers compensation employee process

PAYROLL:

- Payroll setup, processing, payroll accounting, payroll reporting and payroll record maintenance as well as processing of the W2 and 1099 forms.
- Time accounting
- Payroll accounting and reporting

BENEFITS:

- Assistance and support in obtaining quotes, implementation, administration and processing of the employee benefits (health, dental, vision, life insurance, etc.) and retirement plans.
- Assistance in employee enrollment into employee benefit plans, and assist employees in benefit questions and issues.

TALENT ACQUISITION:

- Coordinate, organize and execute hiring events (such as Star Search and Leadership Café) on school campuses, at iCA space or virtually.
- Assistance and support in recruitment of the School's director and other leadership staff, including posting job descriptions, monitoring applications, applicant searches, vetting and presenting candidates to the School's governing board and/or school leadership.
- Assistance and support in recruitment of staff, posting job description, monitoring applications and vetting, and presenting candidates to the School's leadership

TECHNOLOGY FUNCTIONS:

- Development of network infrastructure and design. Voice Over Internet Phone solutions, purchase, and deployment. Serve as a point of contact with network and infrastructure vendors
- Maintain network security, maintenance, troubleshooting and infrastructure updates. Serve as point of contact with the school's internet service provider and equipment vendors, including web security software
- Assistance in the development of technology policies
- Implement and administer platforms and systems to include G-Suite email system, student information

system, learning management system, user account monitoring and platform setup and maintenance support

- Assistance in client technology systems integration, evaluation, and monitoring
- Provide technical support via ticket system, coordinating with site staff and local vendors or contractors for additional device and infrastructure support when needed
- Act as primary contact/ vendor relations for required platforms and systems. Coordinate with compliance on other recommended platforms and systems
- **Oversee employee and learner IT onboarding/offboarding processes**
- Provide on-going technical coaching and support to site techs, and assist with the reflective supervision process at the Director's discretion
- **Provide staff, learners and families with online testing technical support**
- **Assist sites with inventory management, including device updates, refresh schedule and procurement**
- **Serve as Category One ERate Coordinator, working closely with site and contracted ERate accounting Consultant**

BOARD SUPPORT:

- Support Board Member and School Staff Teams in relationship building, Governance processes required by CA Public Schools, and Board Meeting procedures
- Training for Board members about their role and effective board governance as well as assistance to Board on policy development based on requirements and best practices
- Training and support for Board members on IT Board Platforms used to govern
- Attendance at governing board meetings in person, over the phone or online in order to present vital school data to allow board members to make informed decisions
- Assistance to the governing board in timely preparation of required notices and board agenda pursuant to Ralph M. Brown Act as well as provision of the platform to publish board meeting agendas, record board meeting minutes and maintain board meeting archive
- **Publish, store, archive all documents related to Board Meetings and school documents**
- Support to file corporate statement of information and updates as needed
- Coordination with School's consultants and legal counsel for governing board as needed

ACCOUNTING AND FINANCIAL SERVICES:

- **Payroll Accounting.** Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements
- **Benefits Accounting.** Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements
- **Accounts Receivable and Payable.** Reviewing and processing invoices and payments, collections, deposits and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the process of verification of received goods and services. Provide

technical training and support to staff on compliant purchase and **procurement processes and procedures**

- **Annual Tax Reporting.** Prepare and submit accounts payable vendor' 1099s. Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed
- **General Ledger Maintenance and Reconciliation.** Setup and maintenance of organization's chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries and balance sheet reconciliation. **Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls to support clean audits**
- **Internal Controls, Fiscal Policies.** **Provide technical training and support on accounting procedures and best practices for financial risk management services related to the review and implementation of the Client's policies, including training on internal controls.** Provide guidance and advice on fiscal compliance and best practices to school site staff
- **Budget Development and Forecasting.** Support in budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multi-year projections, development of cash flow projections and budget revisions, managing of cash flow and lines of credit, as applicable
- **Authorizer Financial Reporting.** Preparation and filing of the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by authorizing agency
- **Federal and State Systems & Reporting.** Development and preparation of the additional financial reports required for federal, state and authorizing agency reporting, as applicable, such as LCAP, federal and state grant fund financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, tracking use of federal funds
- **Board Reporting.** Provide regular financial reporting to school's board
- **Audit Support.** Review auditor contract; preparation of financial documents for the auditors and assistance to the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit
- **Accounting Platform & Reporting System.** Set up and maintain core financial accounting platforms and additional components designated as necessary
- **Bonds, Loans, Special Projects Support.** Option Project Services fees to be determined at the time of project for additional financial projects, such as optional or one-time state or federal funds, bonds, loans, grants
- **Developing Financing, Capital, Credit.** Assistance and support to client as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt
- **Strategic Financial Planning Support.** Strategic support, coordination, and assistance to client in charter renewal, and cooperation in authorizing agency and program audits. Consult with client leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget scenario development, and growth potential

COMPLIANCE AND REPORTING:

- Assistance with the development of the internal attendance recording procedures, quarterly attendance data analysis and provision of the attendance reports to the authorizing agency, as applicable
- Maintenance, preparation and filing of state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year Reporting. In addition, preparation and filing of CBEDS reporting and Civil Rights Reporting
- Technical training and support with the Student Information System
- Support and guidance with the development of the School Accountability Report Card (SARC)
- Support and guidance with the development of the Local Control Accountability Plan (LCAP)
- Support WASC accreditation and renewal
- Support NCAA accreditation
- Support preparing all state and local required paperwork
- ATSI and Differentiated Assistance support
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program(NSLP)
- Support with policies, procedures and protocols related to the learner health and assist with monitoring compliance of school health programs with federal, state and local laws, regulations and policies.
- Develop and prepare charter renewal petition and presentation in collaboration with school leadership

FACILITIES:

SAFETY COORDINATION AND SUPPORT

- Develop and assist in Comprehensive School Safety Plan compliance
- Support and monitor monthly, semester and quarterly drills and compliance checklists
- Provide document detailing utilities and contracted services for each site
- Set up appointments and oversee fire certifications and renewals

OPERATIONS AND MAINTENANCE

- Assistance and support in establishing procedures for school and/or administrative facility operations and uses of space, monitoring use of space, performing minor facility maintenance and repairs.
- Assistance with vendor search and contract negotiations for facility maintenance and repair, cleaning, logistics and transportation services for the school, as applicable.
- Establish and implement a process to vet contracted services in order to produce a list of reputable service provide

FACILITIES PLANNING

- Assistance with developing a long term plan for facility needs and tenant improvements
- Coordination of lease renewals, including necessary negotiations

COMMUNICATIONS, OUTREACH, AND PUBLIC RELATIONS:

BRANDING, DIGITAL AND WEB SERVICES

- Development and maintenance of Client's unique branding elements and provision of comprehensive network brand identity guidelines, supporting schools in maintaining their unique community identity while remaining consistent with the iLEAD California educational design, as articulated in the iDEAL tool.
- Design of digital, printed, and promotional materials to be used in regular communications and outreach efforts
- Design, provision and maintenance of basic template/standard Client website and social media platforms

COMMUNICATION AND OUTREACH

- Support with regular, ongoing Client communications with current and prospective learners and families. (i.e. create systems for regular communication and train Client's leadership and support staff on systems)
- Development of learner recruitment strategies
- Assistance in the development of short-term and long-term outreach plans, budgets and timelines
- Develop strategies for the placement of printed and promotional materials in local markets, as well as at the applicable local events
- Coordinate and produce regular internal school communications (Monday Message, school network and community communications) and provide support with internal family communications (ie. Parent Square)
- Assist School staff in organizing and hosting school tours, informational events for parents, planning and executing events with emphasis on local media coverage
- Assistance with the implementation of recommended regular social media campaigns

PUBLIC AND MEDIA RELATIONS

- Development of public relations campaigns
- Support with local media relations (press releases, media coordination, etc.)
- Training for school leaders on media and public relations and communication
- Coordination of and support with crisis communication messaging

SECRETARY'S CERTIFICATE

I, Sharon Lord-Greenspan, Secretary of the Board of Directors of SCVi, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of SCVi, which was held on the 14 day of December, 2022, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this day of _____.

Secretary

Santa Clarita Valley International

AMENDMENT TO AMENDED RESOURCE SHARING AGREEMENT

This Amendment to Amended Resource Sharing Agreement (“Amendment”) is entered into between iLEAD California Charters 1 (“iCA”), a California non-profit public benefit corporations, and iLEAD Agua Dulce (“iAD”). iLEAD Lancaster (“iL”); iLEAD Online Charter School (“iOCS”); Empower Generations (“EG”); and Santa Clarita Valley International (“SCVi”), which each are California non-profit public benefit corporations (collectively, the “iLEAD Schools”).

RECITALS

WHEREAS, iCA and the iLEAD Schools are parties to that Amended Resource Sharing Agreement dated July 1, 2021 (“Resource Sharing Agreement”).

WHEREAS, iCA and the iLEAD Schools wish to amend the first paragraph of Section 8 of the Resource Sharing Agreement to remove the automatic Term renewal provision of the Section.

AGREEMENT

1. The first paragraph of Section 8 of the Resource Sharing Agreement is revised to read as follows: The term of this Agreement commences on July 1, 2021 and continues through June 30, 2022, unless and until earlier terminated as set forth in subsection (a) or (b) herein and subject to any amendments pursuant to Section 9 herein.

2. Except as modified herein, all provisions and terms of the Resource Sharing Agreement shall remain in effect and binding on the Parties. This Addendum may be executed in duplicate originals, including facsimiles and .pdf/email, each of which shall fully bind the Parties.

**Santa Clarita Valley International, a
California nonprofit public benefit
corporation**

By: _____
Name: _____
Its: Board Secretary
Date: _____

**iLEAD California Charters 1, a California
nonprofit public benefit corporation**

By: _____
Name: _____
Its: Board Secretary
Date: _____

**iLEAD Agua Dulce, a California nonprofit
public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

**iLEAD Lancaster, a California nonprofit
public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

**iLEAD Online Charter School, a California
nonprofit public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

**Empower Generations, a California nonprofit
public benefit corporation**

By: _____

Name: _____

Its: Board Secretary

Date: _____

INTELLECTUAL PROPERTY ASSIGNMENT AND GOVERNANCE AGREEMENT

This Intellectual Property Assignment and Governance Agreement (this "**IP Governance Agreement**") is effective as of December 1, 2022 (the "**Effective Date**") and is by and among iLEAD California Charters 1, a California non-profit corporation as described in Section 501(c)(3) of the IRS Code, also known as iLEAD California ("**iCA**"), on one hand, and Empower Generations ("**Empower Generations**"), iLEAD Agua Dulce ("**Agua Dulce**"), iLEAD Online Charter School ("**Online**"), iLEAD Lancaster ("**Lancaster**"), and Santa Clarita Valley International School ("**SCVi**"), all California non-profit public benefit corporations as described in Section 501(c)(3) of the IRS Code operating California public charter schools (each a "**School**" and collectively, the "**Schools**"), on the other hand.

RECITALS

WHEREAS, iCA and Maker Learning Network, a California non-profit corporation as described in Section 501(c)(3) of the IRS Code and formerly iLEAD Schools Development ("**MLN**") are parties to that Intellectual Property Agreement, dated November 30, 2022 ("**IP Agreement**"), pursuant to which MLN assigned and licensed certain intellectual property to iCA;

WHEREAS, the Schools, on one hand, and MLN, on the other hand, are parties to that Termination Agreement, dated November 30, 2022 ("**Termination Agreement**");

WHEREAS, in consideration for the payments made under the Termination Agreement, iCA desires to assign to the Schools all rights, title, and interest in and to certain intellectual property, and the Schools desire to obtain from iCA all rights, title, and interest in and to such intellectual property pursuant to the terms and conditions of this IP Governance Agreement;

WHEREAS, in consideration for the payments made under the Termination Agreement, iCA desires to grant to the Schools and the Schools desire to obtain from iCA a non-exclusive license to certain intellectual property pursuant to the terms and conditions of this IP Governance Agreement; and

WHEREAS, the Schools desire to set up a certain committee to oversee the management, maintenance, and use of certain shared intellectual property.

NOW, THEREFORE, in exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows.

1. Assignment

- a. Subject to the terms of this IP Governance Agreement, iCA hereby irrevocably conveys, transfers, and assigns all of its right, title, and interest in and to the following ("**Assigned IP**"):
 - i. to Empower Generation, the intellectual property listed in Schedule 1;
 - ii. to Agua Dulce, the intellectual property listed in Schedule 2;
 - iii. to Online, the intellectual property listed in Schedule 3;
 - iv. to Lancaster, to the intellectual property listed in Schedule 4; and
 - v. to SCVi, the intellectual property listed in Schedule 5.

For clarity, the foregoing assignment includes all of iCA's (1) intellectual property or proprietary rights of any kind whatsoever accruing under any of the Assigned IP provided by applicable law of any jurisdiction, by international treaties and conventions, and otherwise throughout the world; and (2) rights in any and all claims and causes of action with respect to any of the Assigned IP, whether accruing before, on, or after the date hereof, including all rights to and claims for damages, restitution, and injunctive and other legal and equitable relief for past, present, and future infringement, dilution, misappropriation, violation, misuse, breach, or default, with the right but no obligation to sue for such legal and equitable relief and to collect, or otherwise recover, any such damages.

- b. With respect to any trademarks included in the Assigned IP, whether registered or unregistered, iCA hereby assigns to the applicable assignee identified above in subpart (a) all related content, programs, websites, and social media accounts, together with any goodwill connected with the use of, and symbolized by, such trademarks.
- c. With respect to any domain names included in the Assigned IP, iCA hereby assigns to the applicable assignee identified above in subpart (a) any artwork, media files, information, and content hosted or made available on the applicable websites.
- d. For clarity, all right, title and interest in and to the intellectual property listed in Schedule 7 will remain with iCA.

2. License

Subject to the terms and conditions of this IP Governance Agreement, including Section 6(b)(iii), iCA hereby grants to each of the Schools a non-exclusive, royalty-free, sublicensable license to reproduce, prepare derivative works of, distribute, display publicly, and use the intellectual property set forth in Schedule 6 ("**Shared IP**").

3. Transfer

- a. iCA will promptly:
 - i. complete and submit to the United States Patent and Trademark Office ("**USPTO**") and the registrar for each of the domain names included in the Assigned IP, as applicable, any and all instructions and documentation necessary to transfer ownership of the registered trademark and domain names to the applicable School;
 - ii. transfer all USPTO prosecution history and files, including all attorney work-product related to trademark "EMPOWER GENERATION" (Registration Number 6173686) to Empower Generation; and
 - iii. grant the Schools complete and full access to all websites, social media accounts, and other digital assets included in the Assigned IP, including by providing the Schools with the relevant GoDaddy and other registrar account names and passwords.

4. Waiver of Moral Rights

As against any School, iCA hereby irrevocably waives (and to the fullest extent permitted by law, causes all employees and contractors to waive) all of its rights under all laws now existing or hereafter permitted, with respect to any and all purposes for which the Assigned IP and Shared IP and any derivative works thereof may be used, including without limitation: (a) all rights under the United States Copyright

Act, or any other country's copyright law, including but not limited to, any rights provided in 17 U.S.C. §§ 106 and 106A; and (b) any rights of attribution and integrity or any other "moral rights of authors" existing under applicable law.

5. Further Assurances

Following the Effective Date, upon a School's request, iCA will, at such School's expense, take such steps and actions, and provide such cooperation and assistance to such School, including the execution and delivery of any affidavits, declarations, oaths, exhibits, assignments, powers of attorney, or other documents, as may be necessary to effect, evidence, or perfect the assignment of the Assigned IP to the applicable School.

6. Governance

- a. **Members.** The Board of Directors of each party will appoint two members ("**SC Members**") to form the Steering Committee ("**SC**"). Each party will identify the SC Members to the other parties in writing as soon as reasonably practicable following the Effective Date. A party may replace any of its SC Members as needed. Any replacement will be upon notice to the other parties.
- b. **Responsibilities.** The SC will be responsible for:
 - i. Nominating and voting for a chair of the SC ("**Chair**") who will govern on a two-year period;
 - ii. Making decisions regarding the Shared IP, including improving and making derivative works of, maintaining, licensing, and selling the Shared IP;
 - iii. Making decisions regarding the "iLEAD" network ("**Network**"), including deciding what iCA and Schools must do or not do to be considered a part of the Network and voting to remove a School or iCA from the Network. Once a party is voted to be removed from the Network ("**Former Member**"), which may occur only on the vote of , the Former Member may only reproduce, prepare derivative works of, distribute, perform publicly, display publicly, and use the Shared IP as they exist as of the day that the Former Member is removed from the Network; provided that, this provision does not grant any Former Member any rights to use the "iLEAD" trademark;
 - iv. Setting a budget ("**SC Budget**") to be used solely to perform the obligations set forth in Section 3(b) and this Section 6, which will be: (1) at least \$15,000 USD per year; (2) paid for by each party proportional to [the number of students enrolled at the school operated by such party]; and (3) managed by iCA unless otherwise set forth by the SC. Any budget that is not used in the applicable one-year period will be rolled over to the following year; and
 - v. Resolve any disputes amongst the parties.
- c. **Meeting.** The SC will meet at least once a year in person or virtual, during which the majority of the SC must be present with at least five of the parties to this IP Governance Agreement represented ("**Quorum**"). The Chair will be responsible for setting up such meeting, providing at least 30 days prior notice to the SC, and rescheduling if the Quorum is not met. Any SC Member may request a meeting by providing written request to each other SC Member, but there must be a Quorum for such meeting to be held.
- d. **Voting.** Each SC Member will get a vote, which may be cast through proxy voting. All decisions made by the SC must be made by at least two-thirds vote.

7. Extending Benefits under IP Agreement

iCA will use best efforts to extend to the Schools the benefits of any representations, warranties and indemnities for the Assigned IP or Shared IP that MLN has provided under the IP Agreement.

8. Limitation of Liability

NO PARTY WILL BE LIABLE TO ANOTHER PARTY FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, WHETHER BASED ON CONTRACT OR TORT AND WHETHER OR NOT ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

9. General

- a. **Governing Law.** This IP Governance Agreement will be governed by and construed under the laws of the State of California without regard to the conflict of laws principles thereof.
- b. **Entire Agreement.** This IP Governance Agreement and Termination Agreement constitute the entire agreement among the parties with respect to its subject matter, and supersede all other prior representations, understandings, and agreements, whether written or oral, with respect to such subject matter. Any modification or amendment to this IP Governance Agreement will be effective only if in a written agreement signed by all parties.
- c. **Severability.** In the event any provision of this IP Governance Agreement is determined to be invalid or unenforceable by ruling of an arbitrator or court of competent jurisdiction, the remainder of this IP Governance Agreement (and each of the remaining terms and conditions contained herein) will remain in full force and effect.
- d. **Construction.** This IP Governance Agreement is the result of negotiations between and has been reviewed by each of the parties hereto and their respective counsel, if any; accordingly, this IP Governance Agreement will be deemed to be the product of all of the parties hereto, and no ambiguity will be construed in favor of or against any one of the parties hereto.
- e. **Bankruptcy.** All rights and licenses granted by one party to any other party under this IP Governance Agreement are and will be deemed to be rights and licenses to “intellectual property” as such term is used in and interpreted under, Section 365(n) of the United States Bankruptcy Code.
- f. **Notices.** Any notice given under this IP Governance Agreement will be given in writing and in the English language. All notices given under this IP Governance Agreement can be made: (i) to the email address set forth below, which will be deemed to have been given on the date of transmission; (ii) by overnight courier, which will have been deemed to be given one business day after they are sent; or (iii) registered or certified mail, which will have been deemed to be given three business days after they are sent.

Notice to iCA. legal@ileadcalifornia.org

Notice to Empower Generation. info@empowergenerations.org

Notice to Agua Dulce. info@ileadaguadulce.org

Notice to Online. info@ileadonline.org

Notice to Lancaster. info@ileadlancaster.org

Notice to SCVi. info@scvi.org

Assignment. This IP Governance Agreement may not be assigned in whole or in part by any party without the prior written consent of all other parties, except that each party may assign its rights or delegate its obligations without consent to an entity that acquires by merger, reorganization, acquisition, sale, or otherwise all or substantially all of the business or assets of that party to which this IP Governance Agreement pertains, whether by merger, reorganization, acquisition, sale, or otherwise. Any assignment or transfer in violation of this Section 9(g) will be void. Subject to the foregoing, this IP Governance Agreement will be binding upon, and inure to the benefit of the parties and their respective successors and permitted assigns.

- g. **Specific Performance.** Each party understands and agrees that monetary damages would not adequately compensate each other party for the breach of this IP Governance Agreement by a party, that this IP Governance Agreement will be specifically enforceable, and that any breach or threatened breach of this IP Governance Agreement will be the proper subject of a temporary or permanent injunction or restraining order without the request to prove damages or post bond. Further, each party hereto waives any claim or defense that there is an adequate remedy at law for such breach or threatened breach.
- h. **Construction.** The section headings used in this IP Governance Agreement are intended to be for reference purposes only and will not enter into the interpretation or construction of this IP Governance Agreement or be construed to modify or restrict any of the terms or provisions of this IP Governance Agreement. Unless the context otherwise requires, words importing the singular include the plural and vice-versa, and words importing gender include both genders. This IP Governance Agreement will be construed without regard to any presumption or rule requiring construction or interpretation against the Party drafting an instrument or causing any instrument to be drafted. As used in the IP Governance Agreement, the terms “include” and “including” are non-exhaustive and will be deemed to mean “include without limitation” and “including without limitation.”
- i. **Execution; Counterparts.** This IP Governance Agreement may be signed in multiple counterparts, all of which taken together will constitute one single agreement between the parties hereto. Electronic signatures will be binding for all purposes.

[Signature page follows]

The parties have executed this IP Governance Agreement as of the date first set forth above.

iCA:

By: _____
Name: _____
Title: _____
Address: _____

Empower Generations:

By: _____
Name: _____
Title: _____
Address: _____

Agua Dulce:

By: _____
Name: _____
Title: _____
Address: _____

Online:

By: _____
Name: _____
Title: _____
Address: _____

Lancaster:

By: _____
Name: _____
Title: _____
Address: _____

SCVi:


By: _____
Name: _____
Title: _____
Address: _____

Schedule 1 – Empower Generation IP

Trademark

- Empower Generations
- Meraki Mind

Trademark Registration

Trademark	Filed Mark	Serial # and Filing Date	Registration # and Date
EMPOWER GENERATIONS		88834192 03/13/2020	6173686 10/13/2020

Domain Names

- empowergen.org
- empowergenerations.org
- merakimind.org

Educational Software Models

Meraki Mind (a competency-based educational platform embedded into the MerakiMind.org website including the name, rubrics, contents, and programming).

Schedule 2 – Agua Dulce IP

Trademark

- iLEAD Agua Dulce

Domain Names

- ileadaguadulce.com
- ileadaguadulce.org
- ileadthroughplay.com
- ileadthroughplay.org

Schedule 3 – Online IP

Trademark

- iLEAD Online

Domain Names

- ileadonline.org
- ileadschoolsonline.org

Schedule 4 – Lancaster IP

Trademark

- iLEAD Lancaster

Domain Names

- ilead-k12.com
- ilead-k12.org
- ileadlancaster.com
- ileadlancaster.org
- reviewlancaster.com

Schedule 5 – SCVi IP

Trademarks

- Santa Clarita Valley International
- iLEAD Santa Clarita Valley

Domain Names






- ileadcastaic.org
- ileadsantaclarita.com
- ileadsantaclarita.org
- ileadscv.com
- ileadscv.org
- santaclaritacharterschool.com
- scvi-k12.com
- scvi-k12.org
- scvi.biz
- scvievents.com
- scvifacility.com
- scviprogram.org
- scvireviews.com
- scvisantaclarita.com
- scvisantaclarita.org
- scvitech.com
- scvcharterschool.com
- scvcharterschool.org
- scvicharterschool.com
- scvicharterschool.org

Schedule 6 – Shared IP

Trademarks

- iLEAD
- iLEAD Schools
- iLEAD Exploration
- iLEAD Antelope Valley
- iLEAD Exploration
- iLEAD Student AeroSpace Projects
- Dream Up to Space

Trademark Applications and Registrations

Trademark	Filed Mark	Serial # and Filing Date	Registration # and Date
iLEAD		86519421 01/30/2015	4858060 11/24/2015
FREE TO THINK. INSPIRED TO LEAD. ILEADSCHOOLS.ORG SERVING GRADES K-12 (Orange Circle) (With Color claims, including red-orange circular ring)		86519453 01/30/2015	4858061 11/24/2015
FREE TO THINK. INSPIRED TO LEAD. ILEADSCHOOLS.ORG SERVING GRADES K-12 iLEAD (Blue Circle) (With Color claims, including blue circular ring)		88902088 05/05/2020	
iLEAD Exploration		88806467 02/21/2020	
iLEAD Student AeroSpace Projects		88806531 02/21/2020	

Domain Names

- ilead.education
- ileadacton.com
- ileadacton.org

- ileadaerospace.com
- ileadaerospace.org
- ileadaerospaceacademy.com
- ileadaerospaceacademy.org
- ileadboardretreat.org
- ileadcampmake.org
- ileadcommons.org
- ileadcompass.com
- ileadcompass.org
- ileadeducation.com
- ileadeducation.org
- ileadencino.com
- ileadencino.org
- ileadhomestudy.com
- ileadhomestudy.org
- ileadinnovationstudios.org
- ileadnoho.com
- ileadnoho.org
- ileadnorthhollywood.org
- ileadontrack.com
- ileadontrack.org
- ileadpacoima.com
- ileadpacoima.org
- ileadretreat.com
- ileadretreat.org
- ileadsanfernando.com
- ileadsanfernando.org
- ileadschool.org
- ileadschools.com
- ileadschools.org
- ileadschoolsontrack.org
- ileadsfv.org
- ileadsimivalley.com
- ileadsimivalley.org
- ileadspirit.com
- ileadspirit.org
- ileadstaffretreat.org
- ileadstore.org
- ileadstudentsupport.org
- ileadsupport.org
- ileadsynergy.com
- ileadsynergy.org
- ileadteams.org
- ileadtech.org
- ilead.dev
- ileadclevelandeast.org
- ileadclevelandnorth.org
- ileadclevelandsouth.org

- ileadclevelandwest.org
- ileadcolumbus.com
- ileadcolumbus.org
- ileaddigest.com
- ileaddigest.org
- ileaddownriver.com
- ileaddownriver.org
- ileadersdigest.org
- ileadflorence.com
- ileadflorence.org
- ileadfoundation.com
- ileadfoundation.org
- ileadgivingtuesday.org
- ileadharambee.com
- ileadharambee.org
- ileadhillsboro.com
- ileadhillsboro.org
- ileadindiana.com
- ileadindiana.org
- ileadmichigan.com
- ileadmichigan.org
- ileadohio.org
- ileadoutreach.org
- ileadpasco.com
- ileadpasco.org
- ileadreviews.com
- ileadserver.com
- ileadserver.net
- ileadserver.org
- ileadsouthbend.com
- ileadsouthbend.org
- ileadspace.com
- ileadspace.org
- ileadspokane.org
- ileadwayne.com
- ileadwayne.org
- ileadwayneacademy.com
- ileadwayneacademy.org
- ileadzanesville.com
- ileadzanesville.org
- ileadboost.com
- ileadboost.org
- ileadcharterschool.org
- ileadcincinnati.com
- ileadcincinnati.org
- ileadnexusindy.org

Software

- Application programming interface (API) that integrates with Educational Funds Tracking Portal

Educational Models

- “Free to Think, Inspired to Lead”
- iLEAD Academic and SEL Reports of Progress
- iLEAD Board Retreat
- iLEAD Facility Design Documentation
- iLEAD Ed Talks
- iLEAD Education
- iLEAD Individual Learning Plan Process
- iLEAD iDEAL
- iLEAD Leadership Café
- iLEAD Star Search
- iLEAD Educational Model Learning Spaces
- iLEAD Related Vimeo Content
- iLEAD Learning Engine
- iLEAD New Director Onboarding
- iLEAD Parent University
- iLEAD Presentation of Learning Process
- iLEAD Showcase of Learning Process
- iLEAD Tuesdays with TED
- iLEAD Charter Petition Language, solely as they exist as of the Effective Date
- Online Courses, solely as they exist as of Effective Date
- iLEAD Project Design Guide
- iLEAD Welcome Boxes iLEAD
- Whybrary (and terms included)
- Whysayer, solely as they exist as of the Effective Date
- iSAP Website
- Dream Up to Space
- Free to Think. Inspired to Lead.

Schedule 7 – iCA IP

Trademarks

- iLEAD Hybrid
- iLEAD California Charter
- iLEAD California Charter 1

Domain Names

- ileadhybrid.org
- ileadexploration.org
- ileadantelopevalley.org
- ileadav.org



SCVi Charter School

Security Camera Usage Policy

I. PURPOSE

SCVi Charter School may install video security cameras throughout the school campus for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure learning environment for all learners and staff, to ensure public safety for community members who visit or use our SCVi facility, and to diminish the potential for personal and school loss or destruction of property. The use of security cameras can deter school violence and property crime, and provide schools with needed information when incidents do occur.

II. GENERAL PROTOCOLS

Signage and Notification:

Signage will be posted at SCVi buildings that notifies learners, parents, staff and the general public of SCVi's use of security cameras, e.g. stating that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time.

Camera Placement:

The security camera system will be installed in public areas only. These areas include, but are not limited to, grounds, exterior entrances or exits to the site's buildings, and large gathering spaces such as hallways, corridors, cafeteria, lobby, playgrounds, and/or main entries. Security cameras will not be used where there is a reasonable expectation of privacy, including but not limited to restrooms, changing rooms, private offices, or nurse's offices.

Viewing:

Active monitoring of live recordings during school hours may occur only by authorized individuals, for example in the case of a suspected emergency, potential violation of law or school policy, or safety concern. Reviewing of recordings will occur only when a potential incident occurs inside or outside the building (e.g. vandalism, graffiti, theft, fighting, etc.).

Viewing of video surveillance footage is to be performed by authorized individuals that have the permission of the Site Director(s). No sound is to be monitored or recorded in connection with the video surveillance system. Surveillance system misuse shall be addressed on a case- by-case basis by the Site Directors and/or SCVi Board.

Limited Access to Recordings:

Any video recordings used for security purposes in school buildings or grounds pursuant to this policy are the sole property of SCVi Charter School. Such video may be deleted or recorded over as necessary, and release of such videos will be made only as permissible pursuant to applicable laws and with the permission of the Site Directors or his/her designee. Law enforcement officials (Chief of Police/designee) may be granted access to video recordings by the Site Director/designee as required and/or permitted by law. Video recordings may also be shared as necessary if knowledge of the information is necessary to protect the health or safety of a student or other person.

Data Storage:

All video recordings and logs that are retained are stored in a secure location. Recordings will be saved for no more than thirty (30) days and automatically deleted, unless being used in an ongoing investigation or for another purpose as determined by the Site Director/designee.

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

SANTA CLARITA VALLEY INTERNATIONAL

JANUARY 1, 2023 – DECEMBER 31, 2028

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between Santa Clarita Community College District ("COMMUNITY COLLEGE DISTRICT"), 26455 Rockwell Canyon Rd., Santa Clarita, CA 91355, and Santa Clarita Valley International ("SCHOOL DISTRICT"), 28060 Hasley Canyon Rd. Suite 200, Castaic, CA 91384. COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will collectively be referred to as "PARTIES," or individually as "PARTY."

RECITALS

WHEREAS, the mission of the COMMUNITY COLLEGE DISTRICT includes providing educational programs and services that are responsive to the needs of the students and communities within the COMMUNITY COLLEGE DISTRICT; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades TK-12 located within the regional service area of COMMUNITY COLLEGE DISTRICT unless otherwise specified and agreed to as stated in Education Code section 76004, subdivision (e); and

WHEREAS, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness" and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate."; and (Assem. Bill No. 288 (2015-2016 Reg. Sess.) section (hereinafter "Sec.") 1(d) & 2 (a).)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations, and procedures promulgated by applicable law, the California Community College Chancellor's Office and COMMUNITY COLLEGE DISTRICT; and

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of

Note: All referenced Sections from AB 288 (Education Code § 76004)

8607796.1 SA510-076

California Community Colleges pursuant to Education Code section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; and (Sec. 2 (k)(3).)

NOW THEREFORE, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for five (5) years beginning on January 1, 2023 and ending on June 30, 2028, and requires renewal every five (5) years by July 1, unless otherwise terminated in accordance with Section 22 of this CCAP Agreement.
- 1.2 This CCAP Agreement outlines the terms of the PARTIES' agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. (Sec. 2 (c)(1).)
- 1.3 The CCAP Agreement Appendix shall identify points of contact for COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT who will serve as the Educational Administrators for the CCAP Agreement. (Sec. 2 (c)(2).)
- 1.4 A copy of the CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. (Sec. 2 (c)(3).)
- 1.5 The governing board of each district, at an open public meeting of that board, shall present the CCAP Agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed CCAP Agreement. (Sec. 2 (b).)
- 1.6 COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall ensure that two public meetings, one informational and one for adoption, are held in the review and approval of this CCAP Agreement. (Sec. 2 (b).)

2. DEFINITIONS

- 2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to

Note: All referenced Sections from AB 288 (Education Code § 76004)

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improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of COMMUNITY COLLEGE DISTRICT and applicable law. (Sec. 2 (a).)

- 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” (Sec. 1 (d).)
- 2.3 Pupil or Student - A resident or nonresident student attending high school in California. High school students enrolled in college classes who are classified as nonresident special part-time students for tuition purposes shall be eligible for the Senate Bill 150 waiver of nonresident tuition while still in high school in California. COMMUNITY COLLEGE DISTRICT cannot claim apportionment for nonresident special part-time students.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1 Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness” and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” (Sec. 1 (d) & Sec. 2 (a).)
- 3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COMMUNITY COLLEGE DISTRICT and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COMMUNITY COLLEGE DISTRICT and shall comply with applicable law and COMMUNITY COLLEGE DISTRICT standards and policies.
- 3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COMMUNITY COLLEGE DISTRICT and shall comply with the admissions and registration guidelines set forth in applicable law and COMMUNITY COLLEGE DISTRICT policy. The COMMUNITY COLLEGE DISTRICT will provide the necessary admission and registration forms and both COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will jointly ensure each selected student has met all the enrollment requirements.
- 3.4 Student Records – It is the responsibility of the student to follow the

Note: All referenced Sections from AB 288 (Education Code § 76004)

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COMMUNITY COLLEGE DISTRICT process when requesting an official COMMUNITY COLLEGE DISTRICT transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.

- 3.5 Priority Enrollment - The COMMUNITY COLLEGE DISTRICT participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Education Code section 11300 and consistent with middle college high school provisions in Education Code section 76001. (Sec. 2 (3)(g).)
- 3.6 As part of this CCAP Agreement, COMMUNITY COLLEGE DISTRICT shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. (Sec. 2 (d).)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2, subdivision (p). Specifically, the units must constitute no more than four (4) community college courses per term and be part of an academic program that is part of the CCAP Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code sections 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COMMUNITY COLLEGE DISTRICT will be responsible for processing student applications.
- 4.2 The COMMUNITY COLLEGE DISTRICT will provide the necessary admission and registration forms and procedures. Both COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COMMUNITY COLLEGE DISTRICT in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COMMUNITY COLLEGE DISTRICT.
- 4.4 The SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT understand and agree that successful COMMUNITY COLLEGE

Note: All referenced Sections from AB 288 (Education Code § 76004)
8607796.1 SA510-076

DISTRICT admission and registration requires that each participating student has completed the COMMUNITY COLLEGE DISTRICT enrollment application process.

- 4.5 Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. (Sec. 2 (f) & (q).)

5. PARTICIPATING STUDENTS

- 5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code section 49011. (Sec. 2 (f).) The Governing Board of COMMUNITY COLLEGE DISTRICT shall exempt special part-time students described in Sec. 2, subdivision (p) from the fee requirements in Education Code sections 76060.5, 76140, 76223, 76300, 76350, and 79121. (Sec. 2 (p) & (q).)
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COMMUNITY COLLEGE DISTRICT course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by the SCHOOL DISTRICT.
- 5.3 Students must first obtain approval from their Counselor and Principal through the SCHOOL DISTRICT before enrolling in a course offered as part of this CCAP Agreement. Students must also submit written and signed parental or guardian consent to participate and enroll in CCAP Agreement Courses.
- 5.4 Participating students must meet all COMMUNITY COLLEGE DISTRICT prerequisite requirements as established by COMMUNITY COLLEGE DISTRICT and stated in the COMMUNITY COLLEGE DISTRICT catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.5 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COMMUNITY COLLEGE DISTRICT transcript.
- 5.6 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COMMUNITY COLLEGE DISTRICT for information regarding applicable policies and procedures.
- 5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive COMMUNITY COLLEGE DISTRICT credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COMMUNITY COLLEGE DISTRICT policy.
- 5.8 A course dropped according to COMMUNITY COLLEGE DISTRICT policies and before the COMMUNITY COLLEGE DISTRICT withdrawal deadline will not appear on the SCHOOL DISTRICT or COMMUNITY COLLEGE

DISTRICT transcript. A course dropped after the COMMUNITY COLLEGE DISTRICT withdrawal deadline will appear as a "W" on the COMMUNITY COLLEGE DISTRICT transcript.

- 5.9 Both COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will provide ancillary and support services for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring.)

6. CCAP AGREEMENT COURSES

- 6.1 The COMMUNITY COLLEGE DISTRICT limits enrollment in CCAP courses offered pursuant to this CCAP Agreement solely to eligible high school students. The courses shall be offered at a high school campus during the regular school day. (Sec. 2 (o)(1).)
- 6.2 The COMMUNITY COLLEGE DISTRICT is responsible for all courses and educational programs offered as part of the CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COMMUNITY COLLEGE DISTRICT.
- 6.3 The scope, nature, time, location, and listing of courses offered by the COMMUNITY COLLEGE DISTRICT shall be determined by the COMMUNITY COLLEGE DISTRICT, in consultation with the SCHOOL DISTRICT, with the approval of the COMMUNITY COLLEGE DISTRICT Governing Board and will be recorded in the Appendix to this CCAP Agreement. (Sec. 2 (c)(1).) Representatives from the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT will collaborate to ensure that course selection, timing, and placement does not conflict with existing courses offered at the school site.
- 6.4 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall jointly review and approve courses offered as part of the CCAP Agreement.
- 6.5 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on the COMMUNITY COLLEGE DISTRICT campus and shall comply with COMMUNITY COLLEGE DISTRICT academic standards.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COMMUNITY COLLEGE DISTRICT catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COMMUNITY COLLEGE DISTRICT academic department.
- 6.8 Any SCHOOL DISTRICT instructor who teaches a course offered as part of this CCAP Agreement shall enter into an Instructional Service Agreement with COMMUNITY COLLEGE DISTRICT.

Note: All referenced Sections from AB 288 (Education Code § 76004)

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- 6.9 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COMMUNITY COLLEGE DISTRICT as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between COMMUNITY COLLEGE DISTRICT course related regulations, policies, procedures, prerequisites, and standards and SCHOOL DISTRICT policies, practices, and requirements, the COMMUNITY COLLEGE DISTRICT regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10 Site visits and instructor evaluations by one or more representatives of the COMMUNITY COLLEGE DISTRICT shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COMMUNITY COLLEGE DISTRICT campus and comply with COMMUNITY COLLEGE DISTRICT academic standards.
- 6.11 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COMMUNITY COLLEGE DISTRICT guidelines, policies, pertinent statutes, and regulations.
- 6.12 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with COMMUNITY COLLEGE DISTRICT guidelines, policies, pertinent statutes, and regulations.
- 6.13 The COMMUNITY COLLEGE DISTRICT has the primary right to control and direct the instructional activities of all instructors teaching courses pursuant to the CCAP Agreement, including those who are SCHOOL DISTRICT employees.
- 6.14 This CCAP Agreement certifies that any remedial course taught by COMMUNITY COLLEGE DISTRICT faculty at a SCHOOL DISTRICT campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COMMUNITY COLLEGE DISTRICT faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. (Sec. 2 (n).)
- 6.15 The California Community College Chancellor's Office must approve the degree and certificate programs that are included in the CCAP Agreement. Courses offered must be part of the programs approved by the Chancellor's Office unless the COMMUNITY COLLEGE DISTRICT received delegated authority to approve those courses separately locally.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement must meet the minimum qualifications for

instruction in the discipline of the course in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended, and be hired by the COMMUNITY COLLEGE DISTRICT pursuant to an approved Instructional Service Agreement. The minimum qualifications for instruction are listed in the CCAP Agreement Appendix.

- 7.2 The CCAP Agreement Appendix shall specify whether SCHOOL DISTRICT or COMMUNITY COLLEGE DISTRICT will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. (Sec. 2 (m)(1).)
- 7.3 This CCAP Agreement specifies that SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. (Sec. 2 (m)(2).)
- 7.4 Instructors who teach COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. Instructors must be physically present in the classroom or lab or within line-of-sight of the students.
- 7.5 Instructors who teach COMMUNITY COLLEGE DISTRICT courses shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT school site.
- 7.6 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from the COMMUNITY COLLEGE DISTRICT regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. The COMMUNITY COLLEGE DISTRICT shall approve and provide said training.
- 7.7 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COMMUNITY COLLEGE DISTRICT as required by the terms and conditions of an instructor services agreement and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, addressing course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.8 The COMMUNITY COLLEGE DISTRICT shall evaluate faculty performance using the adopted evaluation process and standards for faculty of the COMMUNITY COLLEGE DISTRICT, subject to the approval of the

Note: All referenced Sections from AB 288 (Education Code § 76004)

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Governing Board.

- 7.9 The COMMUNITY COLLEGE DISTRICT may select instructors from SCHOOL DISTRICT personnel, provided this work does not conflict with the "Professional Day" responsibilities of SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT during their "Professional Day." Outside of their "Professional Day," these individuals selected to work for the COMMUNITY COLLEGE DISTRICT at the school site exclusively with high school students will be subject to the authority of both the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT specifically with regard to their duties as instructors.
- 7.10 Where the instructor is not a paid employee of the COMMUNITY COLLEGE DISTRICT, the COMMUNITY COLLEGE DISTRICT will have an additional written instructor services agreement with each instructor requiring student attendance and FTES to be reported by the instructor as required by the COMMUNITY COLLEGE DISTRICT and stating the COMMUNITY COLLEGE DISTRICT has the right to control and direct the instructional activities of the instructor.
- 7.11 The COMMUNITY COLLEGE DISTRICT shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.2 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.3 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.4 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.5 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement who have approved Section 504 Plans and who

seek accommodation(s) from the COMMUNITY COLLEGE DISTRICT to participate in CCAP courses must apply for accommodation(s) with the COMMUNITY COLLEGE DISTRICT's Academic Accommodation Center ("AAC") office and provide a copy of their Section 504 Plan. Students may also need to provide additional documentation, which further indicates a diagnosis. AAC will determine the appropriate accommodation(s) pursuant to its procedures. The COMMUNITY COLLEGE DISTRICT cannot and will not modify its curriculum to accommodate a student.

8.6 The COMMUNITY COLLEGE DISTRICT has no responsibility for implementing any portion of a student's Individualized Education Program ("IEP"). Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement who seek accommodation(s) from the COMMUNITY COLLEGE DISTRICT to participate in CCAP courses must apply for accommodation(s) with AAC. AAC will determine the appropriate accommodation(s) pursuant to its procedures. The COMMUNITY COLLEGE DISTRICT cannot and will not modify its curriculum to accommodate a student.

8.7 The COMMUNITY COLLEGE DISTRICT shall provide a Notice to Students/Parents that outlines the rights and responsibilities of students participating in the CCAP Program under its policies and procedures, including the respective responsibilities of the COMMUNITY COLLEGE DISTRICT described in this Section of this Agreement. Additionally, the SCHOOL DISTRICT shall provide a Notice to Students/Parents that outlines the rights and responsibilities of students participating in the CCAP Program, and the responsibilities of the SCHOOL DISTRICT described in this Section of this Agreement.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

9.1 The COMMUNITY COLLEGE DISTRICT shall appoint Educational Administrators, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between the COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT in conformity with COMMUNITY COLLEGE DISTRICT policies and standards. (Sec. 2 (c)(2).) Among other things, the COMMUNITY COLLEGE DISTRICT Educational Administrators and the SCHOOL DISTRICT Educational Administrator described in Section 9.2, shall collaborate to determine the process for timely receiving, investigating, and remediating complaints of sexual misconduct or other conduct covered by Title IX of the Education Amendments of 1972 alleged to have occurred in the CCAP program.

9.2 The SCHOOL DISTRICT shall appoint an Educational Administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT in conformity with

SCHOOL DISTRICT policies and standards. (Sec. 2 (c)(2).)

- 9.3 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 of this CCAP Agreement as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COMMUNITY COLLEGE DISTRICT, specifically with regard to their duties pertaining to the COMMUNITY COLLEGE DISTRICT courses.
- 9.4 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT on all the following information: (Sec. 2 (t)(1)(A-D).)
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. (Sec. 2 (t)(1)(A).)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. (Sec. 2 (t)(1)(B).)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. (Sec. 2 (t)(1)(C).)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. (Sec. 2 (t)(1)(D).)
- 9.5 COMMUNITY COLLEGE DISTRICT will complete and submit the Apportionment Attendance Report (CCFS-320).

10. DISPUTES

- 10.1 COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT recognize that, from time to time, disputes may arise between COMMUNITY COLLEGE DISTRICT employees and/or students and SCHOOL DISTRICT employees and/or students. When such disputes arise, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall collaborate and use best efforts to resolve such disputes informally. Where informal resolution is not successful, or the PARTIES must address a formal inter-agency complaint, the following process will be utilized to resolve the matter.
- i. The PARTY receiving the complaint will timely notify the other, and promptly provide the other PARTY with any written complaint received.

- ii. The Educational Administrators will review the complaint to determine, based on the nature of the complaint, whether any statutory or regulatory timelines or other procedural requirements apply, including but not limited to:
 - a. Whether COMMUNITY COLLEGE DISTRICT is required to report the complaint to the State Chancellor pursuant to Title 5 of the California Code of Regulations.
 - b. Whether, based on the nature of the complaint, the complainant is entitled to any rights or protections with regard to how the complaint is handled, pursuant to Title 5 or applicable state or federal laws, including but not limited to Title IX of the Education Amendments of 1972.
 - c. If either Educational Administrator finds such rights to exist, he or she shall notify the other Educational Administrator, and COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall cooperate as needed in carrying out these requirements. It is understood that such requirements may include but are not limited to conducting a formal investigation within regulatory timelines and/or the implementation of interim safety measures for the complainant.
- iii. Within three (3) business days of either PARTY receiving the complaint, the PARTIES will discuss the nature and severity of the allegations and come to a mutual agreement regarding the need for and scope of any investigation required. If it is agreed that a formal investigation is required, the PARTIES will mutually agree upon an investigator, who may be an outside investigator, or qualified employee of COMMUNITY COLLEGE DISTRICT or SCHOOL DISTRICT. If the PARTIES agree to have the matter investigated internally by either a COMMUNITY COLLEGE DISTRICT or SCHOOL DISTRICT employee, the other PARTY may designate an employee to attend all witness interviews. Where it is determined that an outside investigator will be used, the cost will be divided between the PARTIES.
- iv. If, despite the good faith effort of the PARTIES, they are unable to agree on a process for investigating the complaint, the PARTY whose employee/student is the subject of the complaint will determine the process.
- v. The COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will cooperate in any investigation initiated and make its employees available to the investigator.
- vi. Interviews of COMMUNITY COLLEGE DISTRICT and SCHOOL

DISTRICT employees shall comply with any rights and protections afforded to them under an applicable collective bargaining agreement or state or federal law, including but not limited to the right to have a representative present during an interview that could lead to discipline.

- vii. The investigator will prepare a report that will be provided to both PARTIES setting forth findings as to the allegations and the basis for the findings.
- viii. The COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall share any and all materials from the investigation.
- ix. The COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT have sole discretion in determining any disciplinary measures to be imposed against their respective employees and/or students.
- x. Regardless of any disciplinary measures taken by the COMMUNITY COLLEGE DISTRICT or SCHOOL DISTRICT against its respective employees or students, the other PARTY retains the right to have the subject of a sustained complaint removed from participating in or providing services for the program that is the subject of this CCAP Agreement.

11. APPORTIONMENT

- 11.1 COMMUNITY COLLEGE DISTRICT shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 11.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. (Sec. 2 (o)(2).)
- 11.3 COMMUNITY COLLEGE DISTRICT shall not receive a state allowance or apportionment for an instructional activity for which the SCHOOL DISTRICT has been, or shall be, paid an allowance or apportionment. (Sec. 2 (r).)
- 11.4 The attendance of a high school pupil at the COMMUNITY COLLEGE DISTRICT as a special part-time or full-time student pursuant to this section is authorized attendance for which the COMMUNITY COLLEGE DISTRICT shall be credited or reimbursed pursuant to Education Code section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. (Sec. 2 (s).)
 - Standard FTES computation rules, support documentation, course selection tabulations, and record retention requirements continue to apply, including as prescribed by Title 5 of the California Code of

12. CERTIFICATIONS

- 12.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not fully funded through other sources.
- 12.2 COMMUNITY COLLEGE DISTRICT certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- 12.3 The SCHOOL DISTRICT agrees and acknowledges that COMMUNITY COLLEGE DISTRICT will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 12.4 This CCAP Agreement certifies that any COMMUNITY COLLEGE DISTRICT instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code section 87010 or as amended, or any controlled substance offense as defined in Education Code section 87011 or as amended. (Sec. 2 (h).)
- 12.5 This CCAP Agreement certifies that any COMMUNITY COLLEGE DISTRICT instructor teaching a course at a SCHOOL DISTRICT campus has not displaced or resulted in the termination of an existing SCHOOL DISTRICT teacher teaching the same course on that SCHOOL DISTRICT campus. (Sec. 2 (i).)
- 12.6 This CCAP Agreement certifies that a qualified SCHOOL DISTRICT teacher teaching a course offered for college credit at a SCHOOL DISTRICT campus has not displaced or resulted in the termination of an existing COMMUNITY COLLEGE DISTRICT faculty member teaching the same course at the COMMUNITY COLLEGE DISTRICT campus. (Sec. 2 (j).)
- 12.7 The COMMUNITY COLLEGE DISTRICT certifies that:
 - A COMMUNITY COLLEGE DISTRICT course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the COMMUNITY COLLEGE DISTRICT. (Sec. 2 (k)(1).)
 - A COMMUNITY COLLEGE DISTRICT course that is oversubscribed or has a waiting list shall not be offered or included in this CCAP Agreement. (Sec. 2 (k)(2).)
 - This CCAP Agreement is consistent with the core mission of the COMMUNITY COLLEGE DISTRICT pursuant to Education Code section 66010.4. (Sec. 2 (k)(3).)
 - Students participating in this CCAP Agreement will not lead to

Note: All referenced Sections from AB 288 (Education Code § 76004)

displacement of otherwise eligible adults at the COMMUNITY COLLEGE DISTRICT. (Sec. 2 (k)(3).)

- 12.8 This CCAP Agreement certifies that the SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. (Sec. 2 (l).)

13. PROGRAM IMPROVEMENT

- 13.1 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors to inform practice, make adjustments, and improve the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

- 14.1 Permanent records of student attendance, grades, and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. The COMMUNITY COLLEGE DISTRICT shall maintain permanent records of student enrollment, grades, and achievement for COMMUNITY COLLEGE DISTRICT students. Records will be open for review at all times by college officials and submitted on a schedule developed by the COMMUNITY COLLEGE DISTRICT.
- 14.2 The SCHOOL DISTRICT shall complete a document certifying that SCHOOL DISTRICT has made a determination that a participating student is prepared for college level coursework and shall maintain such document on file for audit purposes as prescribed by Title 5 of the California Code of Regulations, section 59026, subdivision (b).
- 14.3 Each PARTY shall maintain records pertaining to this CCAP Agreement as required by federal and state law. Each PARTY may review and obtain a copy of the other PARTY's pertinent records subject to federal and state privacy statutes.

15. CCAP AGREEMENT DATA MATCH AND REPORTING

- 15.1 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 15.2 The COMMUNITY COLLEGE DISTRICT shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

16. PRIVACY OF STUDENT RECORDS

Note: All referenced Sections from AB 288 (Education Code § 76004)
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- 16.1 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30) and state law as set forth in Education Code sections 49064 and 49076. The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agree not to re-disclose such records except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b); Ed. Code, §§ 49064 & 49076.)
- 16.2 Limitation on Use. The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access such information pursuant to federal and state law, as may be applicable. (34 C.F.R. §§ 99.31, 99.34; Ed. Code, § 49076.)
- 16.3 Recordkeeping Requirements. The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall comply with the requirements governing maintenance of records for each request for access to and each disclosure of, student education records set forth under Title 34 of the Code of Federal Regulations section 99.32 and under Education Code section 49064, as applicable.
- 16.4 Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT hereby acknowledge that it has been provided with the notice required under Title 34 of the Code of Federal Regulations section 99.33, subdivision (d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent.

17. DATA SHARING

- 17.1 The Parties shall provide one another with academic data concerning their respective students. The data shall be used only for conducting studies for the purpose of improving instruction. This data may include, but is not limited to, personally identifiable information such as names, date of birth, gender, and ethnicity as well as terms of enrollment, courses and grades ("Data"). Data shall be provided in the manner and form as specified by the Parties and in accordance with the following:
- The Parties will use Data for no purpose other than to meet the responsibilities under this CCAP Agreement and are prohibited from using Data for any purposes other than those agreed to by the Parties.

- The Parties shall not permit access to Data by anyone, other than approved representatives of the Parties.
- Data will be exchanged as needed and on an ongoing basis between COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT personnel during the Term of this CCAP Agreement, but no less than once per year.

17.2 Rights and Obligations Upon Expiration or Termination. Upon expiration, termination, or other conclusion of this Agreement, both Parties shall remain under their contractual obligations of security and confidentiality, and such obligations shall survive termination, expiration, or other conclusion of this CCAP Agreement. This Section shall survive the termination, expiration, or other conclusion of this CCAP Agreement.

- Expiration. Upon expiration of this Agreement, all Data shall be securely archived by the receiving Party and shall be destroyed when it is no longer needed and no later than ten (10) years from the date the Data was first received.
- Termination. Upon termination of this Agreement, all Data shall be securely and permanently destroyed, including all hard and soft (electronic) copies, by the Parties within fifteen (15) calendar days after such termination or expiration, or such other date as mutually agreed to in writing between the Parties. The destroying Party shall provide certification of destruction of all Data in writing to the other Party within five (5) business days of destruction.

18. CONFIDENTIALITY

18.1 The Parties will maintain the confidentiality of any and all Data exchanged by each as a part of this CCAP Agreement. The confidentiality requirements under this Section shall survive the termination or expiration of this CCAP Agreement or any subsequent agreement intended to supersede this CCAP Agreement. All Data shall remain the sole property of the disclosing Party, and the receiving Party shall have no interest in or rights with respect thereto except as expressly set forth in this CCAP Agreement. Subject to any state or federal laws requiring disclosure (e.g., the California Public Records Act), the Parties agree: (i) not to use any of the other Party's Data for any purpose except in the performance of its obligations under this Agreement or as otherwise expressly permitted hereunder; (ii) to disclose such Data only to employees (or third party subcontractors permitted under this Agreement) who have a need to know such Data for purposes of this CCAP Agreement and who are under a duty of confidentiality no less restrictive than that set forth herein; (iii) to protect such Data from unauthorized use, access or disclosure in the same manner that it protects its own similar Data, but in no event with less care than a reasonably prudent business would exercise; and (iv) to promptly notify the other Party of

any actual or potential unauthorized access to or use of Confidential Information. To ensure the continued confidentiality and security of the Data processed, stored, or transmitted under this CCAP Agreement, the Parties shall establish a system of safeguards that will at minimum include the following:

- A. Procedures and systems that shall require the use of secured passwords to access computer databases used to process, store, or transmit Data provided under this CCAP Agreement.
- B. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit Data provided under this CCAP Agreement.
- C. Procedures and systems that ensure that all confidential Data processed, stored, and/or transmitted under the provisions of this CCAP Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said Data.
- D. The procedures and systems developed and implemented to process, store, or transmit Data provided under this CCAP Agreement shall ensure that any and all disclosures of confidential Data comply with all provisions of FERPA and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the Parties to this CCAP Agreement.

19. REIMBURSEMENT

- 19.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

20. FACILITIES

- 20.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to COMMUNITY COLLEGE DISTRICT to conduct instruction of CCAP courses. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 20.2 The SCHOOL DISTRICT will initially furnish, at its own expense, all course materials, specialized equipment, books, and other necessary equipment for all SCHOOL DISTRICT students. COMMUNITY COLLEGE DISTRICT agrees to contribute to offset the costs of materials, supplies, and facilities usage through an instructional services agreement. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books, and materials to be used during each course offered as part of this CCAP

Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code section 49011.

- 20.3 The COMMUNITY COLLEGE DISTRICT facilities may be used subject to mutual agreement by the PARTIES as expressed in the Appendix to this CCAP Agreement.

21. INDEMNIFICATION

- 21.1 The SCHOOL DISTRICT agrees to and shall indemnify, save, and hold harmless the COMMUNITY COLLEGE DISTRICT, and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents, and other representatives.
- 21.2 The COMMUNITY COLLEGE DISTRICT agrees to and shall indemnify, save, and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents, and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COMMUNITY COLLEGE DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COMMUNITY COLLEGE DISTRICT its officers, employees, independent contractors, subcontractors, agents, and other representatives.

22. INSURANCE

- 22.1 The SCHOOL DISTRICT, in order to protect COMMUNITY COLLEGE DISTRICT, its agents, employees, and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA, or program of self-insurance shall expressly name the COMMUNITY COLLEGE DISTRICT, its agents, employees, and officers as an additional insured for the purposes of this CCAP Agreement. A certificate

of insurance including such endorsement shall be furnished to the COMMUNITY COLLEGE DISTRICT.

- 22.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this CCAP Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COMMUNITY COLLEGE DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this CCAP Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

23. NON-DISCRIMINATION

- 23.1 Neither the SCHOOL DISTRICT nor the COMMUNITY COLLEGE DISTRICT shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California state or federal law.

24. TERMINATION

- 24.1 Either party may terminate this CCAP Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this CCAP Agreement shall be addressed to the responsible person listed in the CCAP agreement.

25. INTEGRATION, MODIFICATION, AND AMENDMENT

- 25.1 The Appendix to this CCAP Agreement is incorporated by reference to this CCAP Agreement.
- 25.2 This CCAP Agreement and the Appendix to this CCAP Agreement set forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this CCAP Agreement.
- 25.3 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

26. GOVERNING LAWS

Note: All referenced Sections from AB 288 (Education Code § 76004)

8607796.1 SA510-076

26.1 This CCAP Agreement shall be interpreted according to the laws of the State of California.

27. COMMUNITY COLLEGE DISTRICT BOUNDARIES

27.1 For locations outside the geographical boundaries of COMMUNITY COLLEGE DISTRICT, the COMMUNITY COLLEGE DISTRICT will comply with the requirements of Title 5 of the California Code of Regulations, sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

28. SEVERABILITY

28.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in full force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

29. COUNTERPARTS

29.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

30. NOTICES

30.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

Santa Clarita Community College District
Attn: Assistant Superintendent/Vice President, Instruction
26455 Rockwell Canyon Rd.
Santa Clarita, CA 91355

Santa Clarita Valley International (SCVi)
Attn: Ms. Martha Spansel
28060 Hasley Canyon Rd. Suite 200
Castaic, CA 91384

[SIGNATURES NEXT PAGE]

Executed on 11/18/2022

SANTA CLARITA VALLEY INTERNATIONAL

By: Martha Spansel-Pellico Date: 11/18/22
Signature

Print Name: Martha Spansel-Pellico

Print Title: School Director

School District Board Meetings:

- (a) Information Board Meeting Date: 12/14/22
(b) Public Comment Board Meeting Date: _____

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

By: _____ Date: _____
Signature

Print Name: _____

Print Title: _____

Santa Clarita Community College District Board Meetings:

- (a) Information Board Meeting Date: _____
(b) Public Comment Board Meeting Date: _____
(c) _____

**APPENDIX A
COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between the Santa Clarita Community College District ("COMMUNITY COLLEGE DISTRICT"), 26455 Rockwell Canyon Rd., Santa Clarita, CA 91355, and Santa Clarita Valley International ("SCHOOL DISTRICT"), 28060 Hasley Canyon Rd. Suite 200, Castaic, CA 91384; and

WHEREAS, the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT agree to record COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT specific components of the CCAP Agreement using Appendix A for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and (Sec. 2 (c)(1).)

1. **WHEREAS, the CCAP Agreement Appendix A shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and (Sec. 2 (c)(1).) NOW THEREFORE, the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT agree as follows: COMMUNITY COLLEGE DISTRICT AND SCHOOL DISTRICT POINTS OF CONTACT**

COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT select the following points of contact to serve as Educational Administrators:

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
SCCCD: Santa Clarita Community College District 26455 Rockwell Canyon Road Santa Clarita, CA 91355-1803	Omar Torres Assistant Superintendent/Vice President, Instruction	661-362-3410	Omar.torres@canyons.edu
COLLEGE: College of the Canyons	Jeff Gregor Associate Vice President, Instruction	661-362-3152	Jeff.gregor@canyons.edu
SCHOOL DISTRICT: Santa Clarita Valley International	Martha Spansel Executive Director	661-705-4820	Martha.spansel@scvi-k12.org

2.

Note: All referenced Sections from AB 288 (Education Code § 76004)
8607796.1 SA510-076

3. **CCAP AGREEMENT PROGRAM YEAR SPRING 2023-FALL 2023** - COMMUNITY COLLEGE DISTRICT have identified the following program year, educational program(s) and course(s) to be offered at the said date, time, and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall mutually assure that as to each course of instruction identified, they have determined: 1) the enrollment period; 2) the number of class hours sufficient to meet the stated performance objectives; 3) how supervision and evaluation of students will occur; and 4) the process for withdrawal of students prior to completion of a course or program.

CCAP Program Description:

Program Term or Year	Fall/Spring 2023
Community College District	Santa Clarita Community College District
College	College of the Canyons
College Campus	Valencia Campus
Educational Program(s)/Department(s)	Sign Language
School District	Santa Clarita Valley International
High School Campus	Santa Clarita Valley International
Total Number of High School Students to be Served:	40
Total Number of FTES to be Claimed by College:	5.50

List of CCAP Agreement Courses to be Offered:

COURSE NAME	COURSE NUMBER	TERM (F/S)	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
SIGN	101	2023 SP 1/23-6/16	2:20 pm-3:55 pm	MW or TTH	TBD	College of the Canyons	SCVi

3. CRITERIA USED TO ASSESS ABILITY OF PUPILS TO BENEFIT FROM CCAP AGREEMENT COURSES OFFERED:

Required: Describe the criteria used to assess the ability of pupils to benefit from the CCAP Agreement Course(s) offered (Sec. 2 (c)(1).):

SCHOOL DISTRICT counselors selected students based on academic readiness and the alignment of the course content to students' educational and career goals. SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT faculty identified CCAP courses using the following criteria: 1) alignment with high school pathways and college program of study; 2) the potential for course completion to accelerate students' time to completion of a postsecondary degree or certificate.

4. **MINIMUM QUALIFICATIONS FOR INSTRUCTION** - All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
1. SIGN 101	<p>Possession of an unexpired California Community College Instructor Credential in American Sign Language (ASL);</p> <p>OR - Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent;</p> <p>OR - Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.</p>

5. **BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for SCHOOL DISTRICT students participating as part of this CCAP Agreement will be borne by SCHOOL DISTRICT.

COURSE NAME & NUMBER	TEXTBOOK	COST	OTHER INSTRUCTIONAL MATERIALS	COST
SIGN 101	Signing Naturally Unit 1 – 6 Workbook with 2 DVDs	\$84.95	None	\$0

6. **FACILITIES USE** – COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall adhere to the terms outlined in Section 18, Facilities, of this CCAP Agreement. SCHOOL DISTRICT, as part of Section 18.3 of this CCAP Agreement, shall extend access and use of the following SCHOOL DISTRICT facilities:

