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, June 28, 2023
Start Time	4:00 PM
End Time	5:00 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Cyn Rd., Castaic
	Room: Village (located on the 2nd floor of the Lower Campus)
	Join Zoom Meeting https://us02web.zoom.us/j/3858775783
	Meeting ID: 385 877 5783
	Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(4:00 PM - 4:00 PM)

1.2. Roll Call	(4:00 PM - 4:00 PM)

1.3. Pledge Of Allegiance	(4:00 PM - 4:00 PM)

1.4. Approve Agenda	(4:00 PM - 4:00 PM)

Due date: 6/28/2023

1.5. Approve Minutes	(4:00 PM - 4:00 PM)

Due date: 6/28/2023

Documents
- Minutes-2023-06-21.pdf

2. Public Comments

2.1. Public Comments	(4:00 PM - 4:00 PM)

The public may address the 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 or alert them during Public Comments. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

3. Consent Items

3.1. Contracts / Invoices over $10,000	(4:00 PM - 4:00 PM)

Documents
- EdTech 101.pdf

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4. Hearing

4.1. LCAP Hearing   (4:00 PM - 4:00 PM)

Allow public input regarding the Local Control Accountability Plan and Budget.

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5. Action Items

5.1. LCAP and Local Indicators   (4:00 PM - 4:00 PM)

Discuss and take action on the 2022 - 2023 Local Indicators and 2023 - 2024 LCAP.

Due date: 6/28/2023

5.2. LCAP Federal Addendum   (4:00 PM - 4:00 PM)

Discuss and take action on the 2023 - 2024 LCAP Federal Addendum.

Due date: 6/28/2023

Documents
- SCVi ATSI Federal LCAP Addendum.pdf

5.3. 2022-2023 Estimated Actuals & 2023-2024 Budget   (4:00 PM - 4:00 PM)

Discuss and take action on the Estimated Actuals and projected budget.

Due date: 6/28/2023

5.4. Revised Fiscal Policy   (4:00 PM - 4:00 PM)

Discuss and take action regarding the revised fiscal policy.

Due date: 6/28/2023

5.5. Shared Resource Agreement   (4:00 PM - 4:00 PM)

Discuss and take action regarding the revised iLEAD CA Service Agreement.

Due date: 6/28/2023

5.6. Special Education Shared Resource Agreement   (4:00 PM - 4:00 PM)

Discuss and take action regarding the revised iLEAD CA Sp. Ed. Shared Service Agreement.

Due date: 6/28/2023

5.7. Food Services MOU   (4:00 PM - 4:00 PM)

Discuss and take action on the Food Services MOU

Due date: 6/28/2023

Documents
- MOU for Self Operation 23-24.pdf

5.8. 2023-2024 Family Guidebook   (4:00 PM - 4:00 PM)

Discuss and take action regarding the 2023-2024 Family Guidebook.

Due date: 6/28/2023

Documents
- SCVi 2023-2024 Family Guidebook TK-12 .pdf

5.9. 2023-2024 Insurance Policies   (4:00 PM - 4:00 PM)

Discuss and take action regarding the 2022-2023 insurance polices.

Due date: 6/28/2023

Documents
- iLEAD 23-24 Premium Allocations - SCVI.pdf

5.10. Extended Learning Opportunity Plan   (4:00 PM - 4:00 PM)

Discuss and take action regarding the ELO-P for learners .

Due date: 6/28/2023

Documents
- SCVi - ELO - P(rogram).pdf

6. Board Comments   (4:00 PM - 4:00 PM)

7. Closing Items

7.1. Next Meeting Date   (4:00 PM - 4:00 PM)

September 20, 2023 at 6:00pm

7.2. Adjournment   (4:00 PM - 4:00 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 pubicly posted 72 or 24 hours prior to the meeting as required by law.

MEETING MINUTES - Santa Clarita Valley international Board Meeting

Date	Wednesday, June 21, 2023
Started	4:02 PM
Ended	6:41 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Cyn Rd., Castaic
	Room: Village (located on the 2nd floor of the Lower Campus)
	Zoom Meeting: 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 4:02pm

Status: Completed

1.2. Roll Call

Shely Berry: Present

Nicole Miller: Present

Greg Kimura: Present

Wendy Emeterio: Arrived at 4:08 pm

Status: Completed

1.3. Pledge Of Allegiance

Pledge of Allegiance was recited

Status: Completed

1.4. Approve Agenda

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved:

Greg Kimura: Yes

Shely Berry: Yes

Nicole Miller: Yes

Wendy Emeterio: Absent

Due date:

Status: Completed

1.5. Approve Minutes

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved:

Greg Kimura: Yes

Shely Berry: Yes

Nicole Miller: Yes

Wendy Emeterio: Absent

Due date:

Status: Completed

Documents
- Minutes-2023-05-17-v1.pdf

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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

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3. Consent Items

3.1. Personnel Report

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved:

Greg Kimura: Yes

Shely Berry: Yes

Wendy Emeterio: Yes

Nicole Miller: Yes

Due date:

Status: Completed

Documents
- SCVi Personnel Report.pdf

3.2. Check Register

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved:

      Greg Kimura: Yes

      Shely Berry: Yes

      Wendy Emeterio: Yes

      Nicole Miller: Yes

Due date:

Status: Completed

Documents
- SCVi_Payment Register_20230614.pdf
- SCVi_Payment Register Summary_20230614.pdf

3.3. Contracts / invoices over $10,000

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved:

      Greg Kimura: Yes

      Shely Berry: Yes

      Wendy Emeterio: Yes

      Nicole Miller: Yes

Due date:

Status: Completed

Documents
- Apple AAA0132912.pdf
- DH Mechanical Quote.pdf

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4. Discussion And Reports

4.1. School Director Report

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

Lorena Lemus presented the summer program and extended school year activities to the board and answered questions of the Board

Status: Completed

Documents
- Site Director Board Report.pdf

4.2. Financial Committee Report

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

Status: Completed

4.3. Enrollment Committee Report

Shely Berry presented the Enrollment Committee Report to the Board and answered questions of the Board

Status: Completed

4.4. Closed Session

4.4.1. Public Employee Performance Evaluation

Gov. Code section 54957(b)(1): School Directors

Status: Completed

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5. Report of Closed Session

Nothing was reported

Status: Completed

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6. Action Items

6.1. School Directors Employment Agreement

Discuss and take action regarding the School Director employment agreement.

We would like to approve the SCVi School Director Contract for the 2023-2024 school year, beginning on July 1, 2023, and concluding on June 30, 2024.

Martha Spansel-Pellico annual pay will increase to a salary of $140,000.00 with a retention bonus of $4000.00.

Chad Powell annual pay will increase to a salary of $140,000.00.

They will be entiltled to participate in the employee benefits program at the same rate the employer will pay all current employees, which will be $710.00 per month starting July 1st, 2023.

Motion to Approve: The Directors will receive a 5% pay increase. This will take them to the top of the pay range and in addition Martha will receive a $4000.00 retention bonus.

Seconded by: Greg Kimura

Unanimously Approved:

> Nicole Miller: Yes
>
> Greg Kimura: Yes
>
> Shely Berry: Yes

Due date:

Status: Completed

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6.2. Single Plan for Student Achievement

Allison Bravo presented the Single Plan for Student Achievement to the Board and answered questions of the Board.

Motion to Approve: Wendy Emeterio

Seconded by: Greg Kimura

Unanimously Approved:

 Wendy Emeterio: Yes

 Greg Kimura: Yes

 Shely Berry: Yes

 Nicole Miller: Yes

Due date:

Status: Completed

Documents
  - SCVi SPSA 23-24 SSC Approved.pdf

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6.3. Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Service Agreement.

Kim Lytle and Amanda Fisher presented the Shared Resource Agreement to the Board and answered questions of the Board

Motion to Table: Greg Kimura

Seconded by: Shely Berry

Unanimously Agreed to Table

 Greg Kimura: Yes

 Shely Berry: Yes

 Wendy Emeterio: Abstained due to employment with iLEAD CA

 Nicole Miller: Yes

Due date: 6/28/2023

Status: In progress / deferred until 6/28/2023

Documents

- iCA Service Agreement July 2023(7004719.2).pdf

6.4. Special Education Shared Resource Agreement

Discuss and take action regarding the revised iLEAD CA Sp. Ed. Shared Service Agreement.

Kim Lytle presented the Special Education Shared Resource Agreement to the Board and answered questions of the Board.

Motion to Table: Nicole Miller

Seconded by: Greg Kimura

Unanimously Agreed to Table

    Nicole Miller: Yes

    Greg Kimura: Yes

    Shely Berry: Yes

    Wendy Emeterio: Abstained due to employment with iLEAD CA

Due date: 6/28/2023

Status: In progress / deferred until 6/28/2023

6.5. Board Member Position

Discuss and take action to add a Board Member to the Board Team .

Motion to Add New Board Member Miguel Fletcher to the SCVi Board: Wendy Emeterio

Seconded by: Shely Berry

Motion to Approve: Wendy Emeterio

Seconded by: Shely Berry

Unanimously Approved:

    Wendy Emeterio: Yes

    Shely Berry: Yes

    Greg Kimura: Yes

    Nicole Miller: Yes

Due date:

Status: Completed

6.6. 2023 - 2024 Board Meeting Dates

Discuss and take action regarding the 2023 - 2024 Board Meeting Dates.

Motion to Approve with amended dates and time to the 3rd Wednesday of each month at 6:00pm: Greg Kimura

Seconded by: Shely Berry

Shely Berry: Yes

Unanimously Approved:

       Greg Kimura: Yes

       Wendy Emeterio: Yes

       Shely Berry: Yes

       Miguel Fletcher: Yes

       Nicole Miller: Yes

Due date:

Status: Completed

Documents
- SCVi 2023-2024 Board Meeting Calendar.pdf

6.7. Public Comment Time Criteria

Discuss and take action regarding the Public Comment time allotment allowed.

Kim Lytle presented the public comment time criteria to the Board and answered questions of the Board.

Motion to Approve public comments 3 minutes topic on the Agenda, 2 minutes topic off the Agenda with 20 minutes speaking total: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved:

       Greg Kimura: Yes

       Shely Berry: Yes

       Wendy Emeterio: Yes

       Miguel Fletcher: Yes

       Nicole Miller: Yes

Due date:

Status: Completed

7. Board Comments

7.1. Board Comments

Wendy Emeterio and Shely Berry complimented on the successful graduation.

Shely Berry recognized the amount of work that went into personalizing the graduation to each graduate.

Greg Kimura welcomed new Board Member Miguel

Miguel Fletcher thanked Amanda Fisher for taking the time to fully explain the Shared Agreements.

Status: Completed

8. Closing Items

8.1. Next Meeting Date

June 28 at 4:00pm

Next meeting is on Wednesday, June 28 at 4:00pm

Status: Completed

8.2. Adjournment

Nicole Miller adjourned the meeting at 6:41pm

Status: Completed

SCVI Charter School
28060 Hasley Canyon Rd #200
Castaic CA 91384
United States

Invoice #7563

Invoice Date:	Due Date:	Source:
06/08/2023	07/08/2023	S06867

DESCRIPTION	QUANTITY	UNIT PRICE	TAXES	AMOUNT
[Chromebook] HPI-3V2Y2UT#ABA HP CB 11 G9 EE - Celeron N4500/4GB/32GB	135.000	229.00	9.5%	$ 30,915.00
[Software] GOO-CROSSWDISEDU-NEW Google Chromebook Management License - 3 YR EDU	135.000	33.00	9.5%	$ 4,455.00
[Service] ED-WTGLOVE EdTech 101 White Glove Services for Chromebooks	135.000	10.00	9.5%	$ 1,350.00
CALIF-EWASTE State of CA E-Waste FEE	135.000	4.00		$ 540.00
Freight Charge-Customer	1.000	202.11		$ 202.11

Untaxed Amount	$ 37,462.11
Taxes on $ 36,720.00	$ 3,488.40
Total	$ 40,950.51

Please use the following communication for your payment : **#7563**

Payment terms: 30 Days

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clarita Valley International
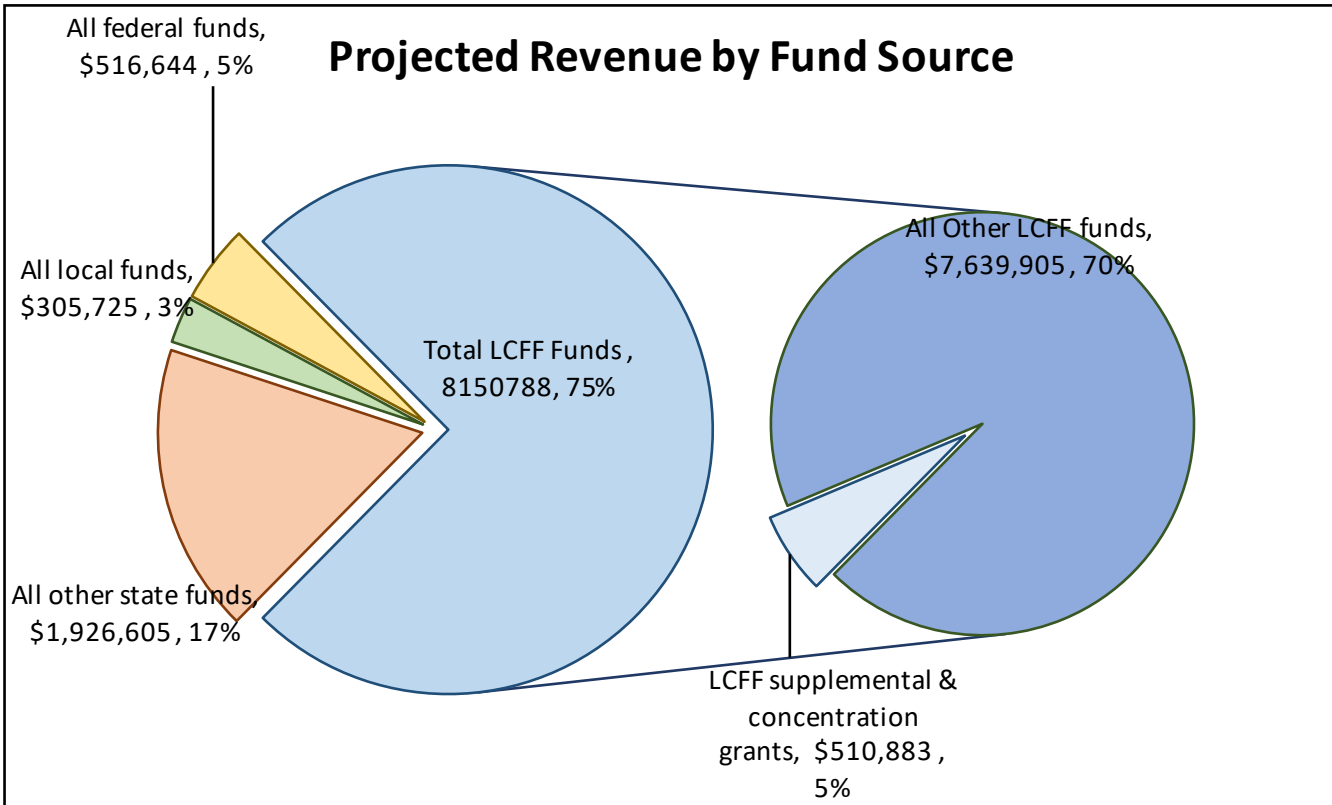
CDS Code: 19-65136-0117234

School Year: 2023-2024

LEA contact information: Martha Spansel-Pellico and Chad Powell 661-705-4820 Martha.spanselpellico@scv

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

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

All federal funds, $516,644 , 5%

All local funds, $305,725 , 3%

Total LCFF Funds , 8150788, 75%

All other state funds, $1,926,605 , 17%

All Other LCFF funds, $7,639,905 , 70%

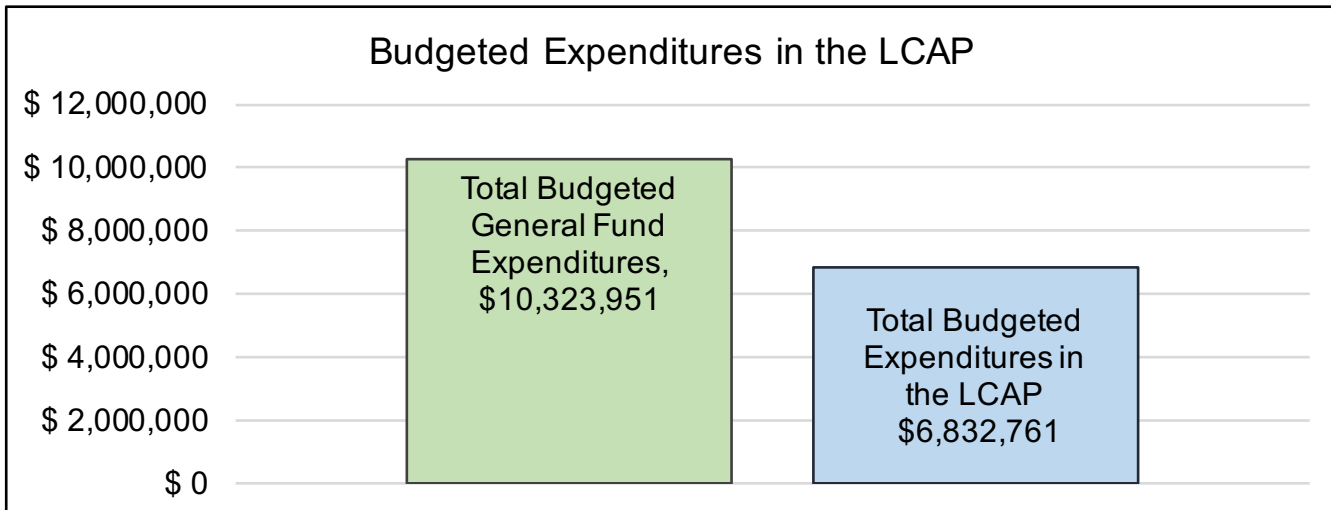LCFF supplemental & concentration grants, $510,883 , 5%

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

The text description for the above chart is as follows: The total revenue projected for Santa Clarita Valley International is $10,899,762.00, of which $8,150,788.00 is Local Control Funding Formula (LCFF), $1,926,605.00 is other state funds, $305,725.00 is local funds, and $516,644.00 is federal funds. Of the $8,150,788.00 in LCFF Funds, $510,883.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

$ 12,000,000	
$ 10,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $10,323,951
$ 6,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $6,832,761
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Santa Clarita Valley International plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Clarita Valley International plans to spend $10,323,951.00 for the 2023-2024 school year. Of that amount, $6,832,761.00 is tied to actions/services in the LCAP and $3,491,190.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
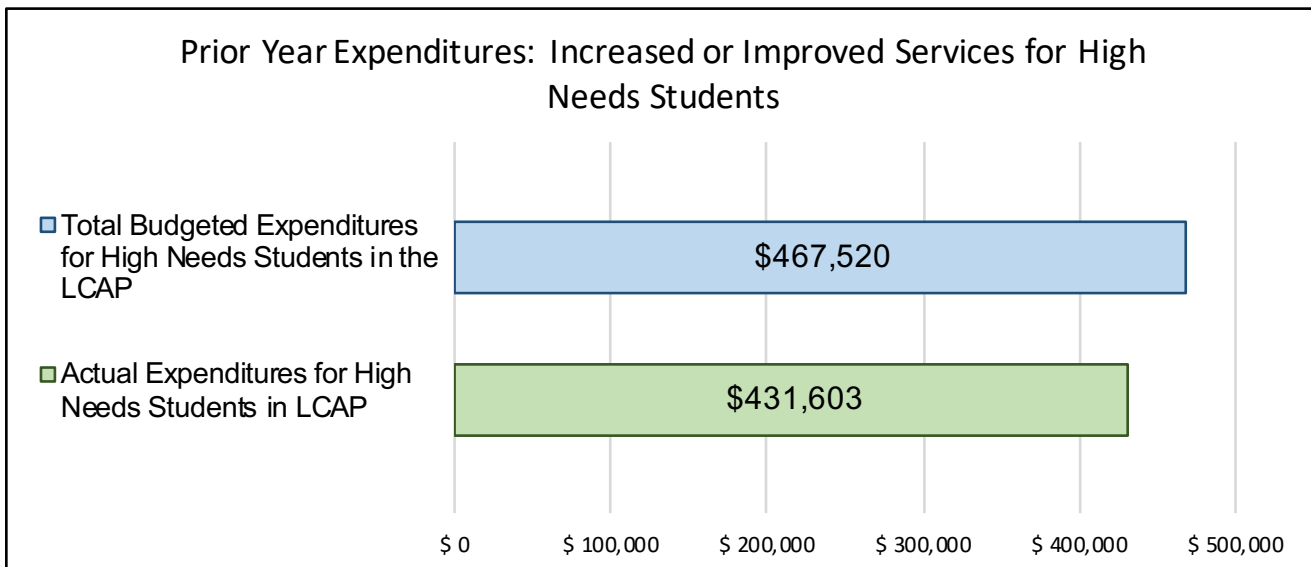
Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district fand other sources such as legal, business services fees, banking, audit and district fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Santa Clarita Valley International is projecting it will receive $510,883.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clarita Valley International must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clarita Valley International plans to spend $510,883.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $467,520

□ Actual Expenditures for High Needs Students in LCAP — $431,603

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000

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

The text description of the above chart is as follows: In 2022-2023, Santa Clarita Valley International's LCAP budgeted $467,520.00 for planned actions to increase or improve services for high needs students. Santa Clarita Valley International actually spent $431,603.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of $35,917.00 had the following impact on Santa Clarita Valley International's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures to increase or improve services in 2022-2023 is due to a difference between projected revenue and P2 calculated revenue. All estimated actual expenditures were spent increasing and/or improving services for high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clarita Valley International	Martha Spansel Director	martha.spansel@scvi-k12.org 661-400-1714

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Santa Clarita Valley International Charter School (SCVi), a WASC-accredited public charter school educating learners in grades TK-12, was the first site-based charter school in the Santa Clarita Valley. It opened in 2008 with room for only 110 learners, which left 450 learners on a waiting list. SCVi Charter moved locations the next year and expanded, tripling their staff. Over the years, SCVi has steadily increased enrollment to 766 learners during the 2022-23 school year. The school's population is 42.2.0% White; 36.7% Hispanic or Latino; 9.1% Two or More Races; 5.4% African American; 1.7% Not Reported; 2.5% Asian; 2.1% Filipino; and .4% American Indian or Alaska Native. 32.8% of SCVi learners qualify for free and reduced meals.

SCVi offers a learner-centered approach to education that focuses on interdisciplinary project-based learning and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SCVi's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on both academic and social-emotional learning. These include: academic rigor, college and career readiness, critical thinking, curiosity, gratitude, grit, growth mindset, optimism, purpose, self control, social intelligence, and zest. Twice a year, learners and facilitators reflect on learner growth in each of these areas through use of the iLEAD Comprehensive Growth Card.

Learner performance and achievement are measured by a variety of summative and formative assessments that are aligned to state standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP). To support instructional decision making, the school utilizes NWEA MAP (Measures of Academic Progress), an adaptive assessment tool approved by the California Department of Education (CDE), as one of several measures to monitor learner progress throughout the year.

Through thoughtfully-designed, inclusive learning environments and the implementation of an equity task force, it is SCVi's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff work with each learner to develop an individualized learning plan with an emphasis on academic and Social Emotional Learning (SEL) goals. The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the adjustment of instruction as necessary to educate all learners and address the unique needs of English Learners (4.7%), Students with Disabilities (18.3%), Socioeconomically Disadvantaged (32.8%), those experiencing Homelessness (less than 0%), and Foster Youth (.5%). At SCVi, English learners receive integrated and designated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible. The school incorporates technology as an everyday part of the learning process.

Among its program offerings, the school is developing its dual language immersion program and is currently home to Santa Clarita Valley's only International Baccalaureate Diploma program. Through the guidance of academic counselors, SCVi continues to prepare its learners for college and career through college-prep a-g coursework, AP classes, IB classes and diplomas, Career Technical Education pathways, college credit courses and on-site dual enrollment, and work-based learning opportunities. Additionally, SCVi provides a rigorous arts and theater curriculum, hands-on aerospace opportunities, CIF athletic participation opportunities, and NCAA-approved coursework.

Reflections: Successes

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

During the 2022-23 school year, SCVi's greatest successes include:
-Expansion of the school's dual immersion program by one grade level and welcoming visiting teachers from Spain to staff the program.
-MTSS Tier II and III programming, which included: model Tier II intervention program in grades 3 and 4, Kindergarten literacy coach for facilitator support and development, social-emotional and behavioral Tier II and III programming to ensure learners are ready to learn, providing enrichment for learners at or above grade level to ensure all learners have the opportunity to meet their projected academic growth for the year, and alignment of facilitator monthly data protocols to WASC and LCAP goals as evidence-based, data-based practices.
-Aerospace and Aviation programming in grades 6-8 through glider projects and DreamUp programming in collaboration with the International Space Station/NASA.
-Creation of a 6th and 7th-grade SEL elective to continue to mitigate the effects of COVID.
-Focus on safety and facilities. Significant infrastructure and building improvements combined with staff training improved safety systems and procedures for a welcoming, safe, and prepared campus for learners and staff.
-Summer and after-school offerings for learning loss recovery
-Addition of Dual Enrollment ASL course
-Emphasis on family engagement with community events and strong communication systems led to a 13% improvement in family engagement survey results from 2022 to 2023 parent surveys

Reflections: Identified Need

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

Based on the California Dashboard and internal measures, SCVi will continue to focus on the following identified needs:

-Academic Achievement in Math and ELA:
SCVi was 70.4 points below standard in Math on the 2022 CA School Dashboard, which is 18.7 points below the state. SCVi was 12.1 points below standard in ELA on the 2022 CA School Dashboard, which is .1 points below the state
-Chronic Absenteeism was ranked on the 2022 Dashboard as very high for all student groups
-English Learner Progress was ranked on the 2022 Dashboard as low for all students and very low for students with disabilities

Two additional identified needs involve:
-Ensuring the continued social-emotional well-being of learners are being met as a result of the pandemic.
-Continuing to grow opportunities and access to college/career readiness opportunities such as dual/concurrent enrollment, CTE pathways, a-g course offerings, and work-based learning opportunities.

LCAP Highlights

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

Goal 1: Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in SCVi's Charter.
Key Features: The actions and services supporting goal #1 provide full funding for credentialed and classified staff salaries to support all student groups. It supplies all learners with Project Based Learning coursework and/or curriculum aligned to state standards as well as technology to increase learner engagement and success. It provides for a clean, safe, and well-maintained campus. School staff will receive professional learning on topics such as diversity, equity and inclusion, PBL, SEL, best practices, and academic content to increase the effectiveness of instruction to learners. Using MTSS, the school will support learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning.

Goal 2: Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.
Key Features: The actions and services supporting goal #2 enable school staff to further develop and utilize internal monitoring systems to support academic and social-emotional growth and achievement across student groups including EL learners, socioeconomically disadvantaged, foster youth and those experiencing homelessness. This includes analysis of academic and SEL data to close achievement gaps in ELA and math. Action steps to support ongoing high school program development for college and career readiness (as indicated on the CA School Dashboard) will expand high school opportunities for learners.

Goal 3: Generate active engagement between parents, families and the school as well as connections with the community, to promote learner achievement and communication among all educational partners.
Key Features: The actions and services supporting goal #3 include ongoing educational partner engagement and the fostering of connectedness through school/community events and activities. It also includes supporting the mental health and wellness of all learners. Additional services and/or resources will be provided to EL learners, socioeconomically disadvantaged, foster youth, and those experiencing homelessness based on individual needs.

Comprehensive Support and Improvement

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

Schools Identified

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

Single-School LEA not identified for CSI

Support for Identified Schools

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

Single-School LEA not identified for CSI

Monitoring and Evaluating Effectiveness

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

Single-School LEA not identified for CSI

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

SCVi is committed to the meaningful engagement of its educational partners in the development of the LCAP. For the annual update, feedback from families, learners, community members, board members, learners, and SCVi staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received action steps under SCVi's three existing goals were maintained, expanded or modified to further learner achievement and continue the development of program offerings.

During the 2022-23 school year, monthly iSUPPORT meetings were held to provide opportunities for school staff and families to connect regarding the school program. Informal feedback was also received by families through attendance at schoolwide events. ELAC meetings were held in fall and spring to provide an open forum for questions and feedback on the EL program and allow the ELAC to review the school's Single Plan for Student Achievement. Additionally, monthly EL collaborations with the EL coordinators across iLEAD California provided the opportunity for sharing ideas gathered from facilitator and family feedback on how to improve the English learner program.

Twice, learners and staff completed the iLEAD Comprehensive Growth Card, a measure of learner growth in the Schoolwide Learner Outcomes, as well as their progress towards academic and social-emotional goals. Additionally, staff and leadership meetings were held monthly to discuss the program, learner progress, and gather/reflect on suggestions for improvements. Parent and learner surveys regarding aspects of the program were sent in the spring of 2023 to solicit feedback. These surveys addressed specific aspects of the LCAP (the eight state priorities for the creation of potential action steps). Various learner clubs allowed opportunities for discussion and feedback.

Monthly board meetings were held with the opportunity for anyone from the public to attend (including staff, parents and learners).

A summary of the feedback provided by specific educational partners.

As an ongoing result of the pandemic, families and staff observed an increased number of learners experiencing feelings of depression, anxiety and/or in need of other mental health support. Learners also reflected this sentiment through self-evaluation on the iLEAD Comprehensive Growth Card. Academic data on internal benchmarks and the 2022 CA State Dashboard show areas for growth, and learners are benefitting from additional tutoring and academic resources provided through the school. Feedback from the 2020/2021 WASC visit targeted areas for improvement in: the ongoing development of the high school program for college and career readiness, utilizing effective processes to measure and track all learner achievement, refinement of the professional learning plan, ongoing MTSS development, SEL, and increasing academic rigor. The high school team continues to work closely with all learners to increase college and career readiness offerings.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Professional Learning & MTSS (Goal 1): There is an ongoing need for professional learning in MTSS, inclusion, and classroom management/SEL. The school will continue refining its MTSS program through vertical alignment of ELA and Math programs for TIer I programming and offering of curriculum and resources for Tier II and III interventions.

Academic Achievement and College-Career Readiness (Goal 2): The high school team is dedicated to increasing the number of learners who are graduated as prepared, and school staff is working to refine their monitoring processes to ensure achievement for all learners.

Social-Emotional Well-Being and Learner Engagement (Goal 3): Putting social-emotional needs first is critical, as it affects academic achievement and learner engagement.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

All learners are entitled to a rigorous and broad course of study, highly qualified teachers, standards-based learning/curriculum, current technology, well-maintained schools, and individualized support. Thus, the purpose of this goal is to provide optimal conditions of learning for all learners, ensuring access with appropriate supports and multiple forms of intervention based on each learner's need(s). Providing equity for all learners addresses the fact that not all students learn in the same ways, and many have individualized needs compared with their peers. Ongoing professional learning in diversity, equity and inclusion, best practices in education, as well as iLEAD cultural pieces to include social-emotional learning, will further improve the development of adaptive, inclusive learning environments.

This goal addresses the following State Priorities:
Priority 1: Basic Services (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SARC	2019-20 SARC 2 Misassignments of Teachers of English Learners 11 Total Teacher Misassignments	2020-21 SARC 1 Misassignments of Teachers of English Learners 5 Total Teacher Misassignments	2021-22 SARC: Unavailable due to state reporting		0 Misassignments of Teachers of English Learners 0 Total Teacher Misassignments
CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials,	2019 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials,	2022 CA School Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities: Standard Met		Basics: Teachers, Instructional Materials, Facilities: Standard Met

	Facilities: Standard Met	Facilities: Standard Met			
CA School Dashboard Local Indicator: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	2019 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	2019 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	2022 CA School Dashboard Local Indicator: 0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home		0% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
School Accountability Report Card (SARC)/Facility Inspections Tool	2019-20: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2020-21: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2021-22: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).		The school will be rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).
CA School Dashboard Local Indicators: Implementation of Academic Standards	2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met	2019 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met	2022 CA School Dashboard Local Indicators: Implementation of Academic Standards: Standard Met		Implementation of Academic Standards: Standard Met
CA School Dashboard Local Indicator: Access to a Broad Course of Study	2019 CA School Dashboard Local Indicator: Access to a Broad Course of Study: Standard Met	2019 CA School Dashboard Local Indicator: Access to a Broad Course of Study: Standard Met	2022 CA School Dashboard Local Indicator: Access to a Broad Course of Study: Standard Met		Access to a Broad Course of Study: Standard Met
Panorama Survey Data	Spring 2021: 61.2% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for next year.	Spring 2022: 63.6% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year.	Spring 2023: 63.8% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year.		66% of parents/guardians feel the curriculum, courses, and resources available through the school are engaging/motivating, meet their learner's needs, and are preparing them for the next school year.
CA School Dashboard: English	Per the 2019 CA School Dashboard, 44% of	Per the 2019 CA School Dashboard, 44% of	Per the 2022 CA School Dashboard, 60% of		48.3% of English learners are making progress towards

Learner progress	English learners are making progress towards English language proficiency.	English learners are making progress towards English language proficiency.	English learners are making progress towards English language proficiency.		English language proficiency.
Professional Learning Attendance Log	2020-21: 85% of staff engaged in professional learning to improve learner outcomes.	2021-22: 100% of staff engaged in professional learning to improve learner outcomes.	2022-23: 100% of staff engaged in professional learning to improve learner outcomes.		100% of staff engaged will be engaged in professional learning to improve learner outcomes.
CA School Dashboard	Based on the 2019 CA School Dashboard: A-G: 79.7% fulfilled the A-G measure College Credit Courses: 13.9% fulfilled the college credit measure IB: 8.9% fulfilled the IB measure AP: 0% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	Based on the 2019 CA School Dashboard: A-G: 79.7% fulfilled the A-G measure 2019 Dashboard: College Credit Courses: 13.9% fulfilled the college credit measure IB: 8.9% fulfilled the IB measure AP: 0% fulfilled the AP measure CTE: 0% fulfilled the CTE measure	2022 CA School Dashboard: A-G: 82.5% fulfilled the A-G measure College Credit Courses: 10% fulfilled the college credit measure IB: 3.8% fulfilled the IB measure AP: 0% fulfilled the AP measure CTE: 1.3% fulfilled the CTE measure Biliteracy: 0% Biliteracy		A-G: 85% fulfilled the A-G measure College Credit Courses: 20% fulfilled the college credit measure IB: 12% fulfilled the IB measure AP: 2% fulfilled the AP measure CTE: 2% fulfilled the CTE measure

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Staff	Fund appropriately assigned and credentialed staff (base salaries and benefits) in order to provide instruction and support for all learners (State Priority #1).	$4,276,750.00	No
2	High Needs Support Team	Dedicate staff to support unduplicated learners in their academic and social emotional achievement (State Priority #1, WASC #5).	$510,883.00	Yes
3	Access to Standards-Aligned Instructional Materials	School leadership and facilitators will ensure that all learners have access to standards-aligned instructional materials and technology (State Priority #1, WASC #1).	$307,163.00	No
4	School Facilities	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities (State Priority #1).	$1,637,254.00	No
5	Curriculum Offerings and Implementation of State Standards (repeated	School staff will research, develop, and/or implement resources and curriculum offerings for a broad course of study that ensures general alignment to the California Content Standards while allowing for freedom of innovation with instruction and/or project design for all	$0.00	No

	expenditure, Goal 1, Action 3)	learners leading to college and career readiness (State Priorities #2 & #7, WASC #1).			
6	Professional Learning	All staff will engage in a variety of professional learning on best practices and first best instruction, utilizing the California Content Standards, to increase the effectiveness of instruction to all learners. School staff will also be trained on other iLEAD cultural and instructional practices such as diversity, equity and inclusion, Restorative Practices, PBL, SEL, Love and Logic, and/or 7 Habits as needed (State Priority #2, WASC #3).	$34,103.00	No
7	High School Course Access (repeated expenditure, Goal 1, Action 3)	School staff will increase the percentage of high schoolers who complete CA School Dashboard's college and career readiness measures including A-G coursework, college credit courses, IB, AP, and/or CTE (State Priority #7, WASC #4).	$0.00	No
8	Multi-Tiered Systems of Support (repeated expenditure, Goal 1, Action 1)	School staff will be provided professional learning to teach/model the iLEAD Learner Outcomes as a framework for a rigorous project-based curriculum. Using MTSS, the school will support all learners with enrichment and/or intervention strategies as needed in their academic and social emotional learning (State Priority #7, WASC #2).	$0.00	No
9	ELD Implementation of Standards (repeated expenditure, Goal 1, Action 1)	The EL Coordinator and school staff will apply professional learning to provide English Learners with support for academic achievement through additional language support, ELLevation progress monitoring system, and other evidence-based resources that support inclusive learning environments (State Priority #2, WASC #5).	$0.00	Yes

Goal Analysis for 2022-2023

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

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

Goal #1 was efficiently implemented during the 2022-23 school year. All learners had access to curriculum, technology, and a broad course of study. Staff received professional learning to improve learner outcomes. There were no substantive differences between planned actions and the actual implementation of these actions. S

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some funds were relocated to other state or federal funds.

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

During the 2022-23 school year, learners fully returned to school for the entire year. Facilities were clean, safe, and maintained. Significant campus facilities and safety improvements were made to ensure a safe, welcoming campus that promotes a culture of academic excellence. Instructional staff received professional development and a successful Tier II intervention program was implemented to support struggling learners. A new curriculum in ELA was piloted.

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

For the 2023-24 school year, the last year in this LCAP cycle, the planned goal remains the same. Goal one pertains to conditions for learning, which includes Priority 1: Basic Services; Priority 2: State Standards; and Priority 7: Course Access. The school also ensured that all measurable outcomes required by the state are aligned to the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

This goal emphasizes a continued focus on student achievement across all student groups to include increased ELA and math achievement on both state assessments and NWEA MAP (a California Department of Education (CDE)-approved, internal diagnostic assessment). The goal is to prepare learners academically and social-emotionally through project-based learning and/or personalized learning opportunities that align with state standards. Learner and credentialed teacher (facilitator) feedback on the iLEAD Comprehensive Growth Card, a measure on social-emotional, academic and personal goal-setting, also indicate a need for growth in academic achievement. Additionally, there is a need to concentrate efforts on the percentage of high schoolers graduating as prepared as indicated on the California School Dashboard's college/career indicator.

This goal addresses the following State Priorities:
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates NWEA MAP CGI Index NWEA MAP Participation Rates	All Students 2019 DataQuest: 87% CAASPP Participation Rate - ELA 86% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: 9.5 points above standard/increased 11.3 points (green) Math: 37.5 points below standard/increased 19.8 (yellow)	All Students 2019 DataQuest: 87% CAASPP Participation Rate - ELA 86% CAASPP Participation Rate - Math All Students 2019 CA School Dashboard: CAASPP ELA: 9.5 points above standard/increased 11.3 points (green) Math: 37.5 points below standard/increased 19.8 (yellow)	All Students 2022 DataQuest: 93% CAASPP Participation Rate - ELA 92% CAASPP Participation Rate - Math All Students 2022 CA School Dashboard: CAASPP ELA: 12.1 points below standard (.1 point below state) Math: 70.4 points below standard (18.7 points below state) CAST: 30.21% met or exceeded standard (.76% above state)		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CAST: At or above state level All Students NWEA MAP: 95% Participation ELA & Math All Students NWEA MAP Reading CGI 0 All Students NWEA MAP Math CGI 0

	NWEA MAP Spring 2021 All Students Participation Rate - N/A NWEA MAP Spring 2021 All Students Participation Rate - N/A NWEA MAP Spring 2021 All Students Reading CGI -2.2 NWEA MAP Spring 2021 All Students Math CGI -2.2	NWEA MAP Spring 2022 All Students Participation Rate - Reading 59.88% NWEA MAP Spring 2022 All Students Participation Rate - Math 60.25% NWEA MAP Spring 2022 All Students Reading CGI -1.74 NWEA MAP Spring 2022 All Students Math CGI -1.58	NWEA MAP Spring 2023 All Students Participation Rate Reading: 89.4% NWEA MAP Spring 2023 All Students Participation Rate Math: 86.6% NWEA MAP Spring 2023 All Students Reading CGI : -34 NWEA MAP Spring 2023 All Students Math CGI -.33		
CA School Dashboard State Indicator: College and Career Indicator	2019 CA School Dashboard: 50.6% of all students graduated as prepared (increased 12.3% - green)	2019 CA School Dashboard: 50.6% of all students graduated as prepared (increased 12.3% - green)	Suspended due to COVID		55% of all students will graduate as prepared
EL Learners: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	EL Learners 2019 DataQuest: 100% CAASPP Participation Rate - ELA 100% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: 44.1 points below standard/declined 10.4 points (no color) Math: 96.1 points below standard/declined 7.8 points (no color) 2019 CA School Dashboard: College/Career: N/A (less than 11 students)	EL Learners 2019 DataQuest: 100% CAASPP Participation Rate - ELA 100% CAASPP Participation Rate - Math EL Learners 2019 CA School Dashboard: CAASPP ELA: 44.1 points below standard/declined 10.4 points (no color) Math: 96.1 points below standard/declined 7.8 points (no color) 2019 CA School Dashboard: College/Career: N/A (less than 11 students)	EL Learners 2022 DataQuest: 100% CAASPP Participation Rate - ELA 100% CAASPP Participation Rate - Math EL Learners 2022 CA School Dashboard: CAASPP ELA: 51.6 points below standard (9.6 points below state) Math: 92.3 points below standard (.3 points above state) 2022 CA School Dashboard: College/Career: N/A Due to COVID		95% CAASPP Participation - ELA & Math CAASPP: At or above state level 2019 CA School Dashboard: College/Career - The school will set desired outcome once baseline data is available.
Socioeconomically Disadvantaged: CA School Dashboard	Socioeconomically Disadvantaged 2019 DataQuest	Socioeconomically Disadvantaged 2019 DataQuest	Socioeconomically Disadvantaged 2022 DataQuest: 93.2% Participation Rate -		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard:

State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	90% CAASPP Participation Rate - ELA 90% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: 18.8 points below standard/maintained 2.3 points (orange) Math: 65.1 points below standard/increased 24.4 points (yellow) 2019 CA School Dashboard: 48.5% of socioeconomically disadvantaged graduated as prepared (increased 13% - green)	90% CAASPP Participation Rate - ELA 90% CAASPP Participation Rate - Math Socioeconomically Disadvantaged 2019 CA School Dashboard: CAASPP ELA: 18.8 points below standard/maintained 2.3 points (orange) Math: 65.1 points below standard/increased 24.4 points (yellow) 2019 CA School Dashboard: 48.5% of socioeconomically disadvantaged graduated as prepared (increased 13% - green)	ELA 93.2% Participation Rate - Math Desired Outcome: 95% CAASPP Participation - ELA & Math Socioeconomically Disadvantaged 2022 CA School Dashboard: ELA: 39.8 points below standard (1.6 points above the state) Math: 102.1 points below standard (18.1 points below the state) 2022 CA School Dashboard: suspended due to COVID		College/Career: 55% of socioeconomically disadvantaged will graduate as prepared
Foster Youth: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Foster Youth 2019 DataQuest: N/A CAASPP Participation Rate - ELA N/A CAASPP Participation Rate - Math Foster Youth 2019 CA School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) 2019 CA School Dashboard: College/Career N/A (less than 11 students)	Foster Youth 2019 DataQuest: N/A CAASPP Participation Rate - ELA N/A CAASPP Participation Rate - Math Foster Youth 2019 CA School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) 2019 CA School Dashboard: College/Career N/A (less than 11 students)	Foster Youth 2022 DataQuest: N/A CAASPP Participation Rate - ELA N/A CAASPP Participation Rate - Math Desired Outcome: 95% CAASPP Participation - ELA & Math Foster Youth 2022 CA School Dashboard: CAASPP ELA: N/A (less than 11 students) Math: N/A (less than 11 students) 2022 CA School Dashboard: Suspended due to COVID		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: College/Career - The school will set desired outcome once baseline data is available.

Students With Disabilities: CA School Dashboard State Indicator: ELA and Math CAASPP Testing Scores DataQuest: School Dashboard Additional Reports and Data - CAASPP Participation Rates CA School Dashboard State Indicator: College and Career Indicator	Students With Disabilities 2019 DataQuest: 82% CAASPP Participation Rate - ELA 81% CAASPP Participation Rate - Math Students With Disabilities 2019 CA School Dashboard: CAASPP ELA: 42.3 points below standard/increased 32.5 points (yellow) Math: 102.7 points below standard/increased 30.3 points (orange) 2019 CA School Dashboard: 13.3% of Students With Disabilities graduated as prepared (no color)	Students With Disabilities 2019 DataQuest: 82% CAASPP Participation Rate - ELA 81% CAASPP Participation Rate - Math Students With Disabilities 2019 CA School Dashboard: CAASPP ELA: 42.3 points below standard/increased 32.5 points (yellow) Math: 102.7 points below standard/increased 30.3 points (orange) 2019 CA School Dashboard: 13.3% of Students With Disabilities graduated as prepared (no color)	Students With Disabilities 2022 DataQuest: 86% CAASPP Participation Rate - ELA 86% CAASPP Participation Rate - Math Desired Outcome: 95% CAASPP Participation - ELA & Math Students With Disabilities 2022 CA School Dashboard: CAASPP ELA: 95.4 points below standard (1.9 points above state) Math: 143.2 points below standard (12.4 points below state) 2019 CA School Dashboard: data suspended due to COVID		95% CAASPP Participation - ELA & Math CAASPP: At or above state level CA School Dashboard: College/Career: 20% of Students With Disabilities will graduate as prepared.
DataQuest: EL Data: Annual Reclassification Counts and Rates	2019-20: 12.10% reclassification rate	2020-21: 4.8% reclassification rate	2021-22: not yet released by state		8% reclassification rate
iLEAD Comprehensive Growth Card	Spring 2021 Participation Rates: K-2 Facilitators: N/A 3-12 Facilitators: N/A K-2 Learners: N/A 3-8 Learners: N/A Spring 2021 Results: 85% of learners achieved at least one of their academic ILP goals. 70% of learners achieved at least one of their SEL ILP goals.	Spring 2022 Participation Rates: K-2 Facilitators: 95.1% 3-12 Facilitators: 94.2% K-2 Learners: 54.6% 3-8 Learners: 67.9% Fall 2021 Results: 61.8% of learners achieved at least one of their academic ILP goals. 55% of learners achieved at least one of their SEL ILP goals.	Spring 2023 Participation Rates: K-2 Facilitators: 100% 3-12 Facilitators: 72.4% K-2 Learners: 75%% 3-8 Learners: 67.2% Fall 2022 Results: 78% of learners achieved at least one of their academic ILP goals. 61% of learners achieved at least one of their SEL ILP goals.		100% of facilitators and 80% of learners will complete the iLEAD Comprehensive Growth Card. 70% of learners will achieve their academic ILP goal. 65% of learners will achieve their SEL ILP goal.

Data Quest: Four-Year Adjusted Cohort Graduation Rate Report	2019-20 DataQuest: Golden State Seal Merit Diploma: 24.6% Seal of Biliteracy: 0% UC/CSU Requirements Met: 59.4%	2020-21 DataQuest: Golden State Seal Merit Diploma: 42.4% Seal of Biliteracy: 0% UC/CSU Requirements Met: 49.2%	2021-22 DataQuest: Golden State Seal Merit Diploma: 44% Seal of Biliteracy: 0% UC/CSU Requirements Met: 91.7%		Golden State Seal Merit Diploma: 46% Seal of Biliteracy: 1% UC/CSU Requirements Met: 60%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Achievement	School staff will use both internal and external data to support all learners in their mastery of standards through integrated core projects and curriculum as reflected on state assessments and other internal measures. Staff will refine and further develop an internal assessment and monitoring system that includes collecting and tracking formative assessment data to determine student progress toward achievement of academic and social emotional standards/outcomes. (State Priority #4, WASC #1 & #2).	$9,037.00	No
2	College and Career Readiness (repeated expenditure, Goal 1, Action 1)	The school will ensure high school graduates are college and career ready base on the CCI indicator by offering AP, IB, A-G, college credit courses, state seal of biliteracy, and CTE pathways in order to graduate prepared for college and career as indicated on the CA School Dashboard. Learners will receive counseling and support for college readiness (State Priority #4, WASC #4).	$0.00	No
3	EL Learner Achievement (repeated expenditure, Goal 1, Action 2)	Through data analysis and focused instruction, school staff will support EL learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC Goal #1, WASC Goal #2, WASC #5).	$0.00	Yes
4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Through data analysis and focused instruction, school staff will support socioeconomically disadvantaged learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC Goal #1, WASC #2).	$0.00	Yes
5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Through data analysis and focused instruction, school staff will support foster/homeless learners in their mastery of standards through integrated core projects and/or curriculum as reflected on state assessments and other internal measures. Learners will receive counseling and support for college readiness so that they will graduate prepared as measured on the CA School Dashboard (State Priority #4, WASC #1 & #2).	$0.00	Yes
6	Students with Disabilities Achievement (repeated	Through data analysis and focused instruction, school staff will support students with disabilities in their mastery of standards through integrated core projects and/or curriculum	$0.00	No

	expenditure, Goal 1, Action 8)	as reflected on state assessments and other internal measures. School staff will work to increase the percentage of learners who participate in internal and state assessments (State Priority #4, WASC #1, #2, & #5).		
7	EL Reclassification (repeated expenditure, Goal 0, Action 0)	The EL Coordinator and other school staff will utilize professional development principles in ELD and regularly analyze data to provide targeted support with a focus on increased English proficiency in reading, listening, speaking, and writing to ensure progress is being made towards reclassification (State Priority #4).	$0.00	Yes
8	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 3)	Through a variety of strategies including professional development sessions, learner-led conferences and/or learning period meetings, school staff will work with learners to create goals and action plans to improve academic performance and social-emotional learning (SEL). Additionally, school staff will provide SEL strategies to support learners in achieving their personal goals (State Priority #8, WASC #3).	$0.00	No
9	Other High School Outcomes (repeated expenditure, Goal 0, Action 0)	School staff will maximize opportunities for high schoolers to be recognized for achievements by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, and/or the National Merit scholarship (State Priority #8, WASC #4).	$0.00	No

Goal Analysis for 2022-2023

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

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

During the 2022-23 school year, learners were monitored for academic achievement and social-emotional well-being. There were no substantive differences in planned actions and the actual implementation of these actions under goal two.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some funds were relocated to other state or federal funds.

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

SCVi has a high percentage of learners attending universities (including top-rated universities) and continues to develop its IB and CTE programs. This year, the dual immersion program will be adding another grade level, and the school hired highly qualified teachers from Mexico and Spain. Learners presented some fantastic projects including the glider aviation project (learners are studying the science behind aviation and are able to work towards a pilot license), and Dream Up (teams launched experiments in space)/ The school continues to track learners for academic achievement and college and career readiness through MTSS Systems. College and career guidance was given throughout the year with the SCOIR YouScience platform. Monthly data protocols, in alignment with LCAP and WASC goals, provided essential information to instructional staff to use data for differentiated instruction and support. More learners met their ILP academic and social-emotional goals, and more learners and facilitators participated in the SEL Report of Progress. CAASPP and MAP testing participation rates increased across all student groups. Students with disabilities scored 1.9 points above the state level on the ELA CAASPP. English Learners scored .3 points above the state level on the Math CAASPP. Overall, the school made tremendous progress on MAP Conditional Growth Index scores, increasing the number of learners who met or exceeded their expected growth for the year significantly.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
For the 2023-24 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned with the state priorities. Goal two pertains to student outcomes, which includes Priority 4: Pupil Achievement and Priority 8: Other Pupil Outcomes. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

Upon consideration of educational partner feedback on the effects of the COVID-19 pandemic on the school's learners, this goal addresses the need for a strategic focus on learner well-being and family engagement in school activities. The charter school will continue to strengthen, support and expand opportunities for learners to understand how to succeed academically and social-emotionally, develop supportive relationships, foster a positive school culture, and increase school engagement. A renewed emphasis will also be placed on family involvement and parent education to increase learner and family connectedness in a safe, supportive, and stable learning environment.

This goal addresses the following State Priorities:
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
School Calendar	2020-21: The school held a minimum of six educational partner meetings.	2021-22: The school held monthly educational partner meetings.	2022-23: The school held monthly educational partner meetings.		The school will hold a minimum of six educational partner meetings a year.
CA School Dashboard Local Indicator: Parent & Family Engagement	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2019 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met	2022 CA School Dashboard Local Indicator: Parent & Family Engagement: Standard Met		Parent & Family Engagement: Standard Met
CA School Dashboard State Indicator: Graduation Rate CALPADS 8.1b: Middle & High	2019 CA School Dashboard: 92.4% graduated (maintained 0.4% - green) 2020-21: 0% middle and	2019 CA School Dashboard: 92.4% graduated (maintained 0.4% - green) 2020-21: 0% middle and	2022 CA School Dashboard High School Dropout Rate: 10% Middle School Dropout Rate: 0%		95% graduated 0% middle and 0% high school drop out rate

School Drop Out Data	0% high school drop out rate	0% high school drop out rate			
EL Learners: CA School Dashboard State Indicator: Graduation Rate Counselor Data	EL Learners: 2019 CA School Dashboard: Graduation rate N/A EL learners and their families receive additional counseling, social emotional, and academic support/resources school staff.	EL Learners: 2019 CA School Dashboard: Graduation rate N/A 2021-22: 100% of EL learners and their families received additional counseling, social emotional, and academic support/resources from school staff.	EL Learners: 2022 CA School Dashboard: Graduation rate N/A 2022-23: 100% of EL learners and their families received additional counseling, social-emotional, and academic support/resources from school staff.		EL Learners: The school will set desired outcome once baseline data is available. 100% of EL learners and their families will receive additional counseling, social emotional, and academic support/resources from school staff.
Foster Youth: CA School Dashboard State Indicator: Graduation Rate Counselor Data	Foster Youth: 2019 CA School Dashboard: Graduation rate N/A Foster youth and their families will receive additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 2019 CA School Dashboard: Graduation rate N/A 2021-22: 100% of foster youth and their families received additional counseling, social emotional, and academic support/resources from school staff.	Foster Youth: 2022 CA School Dashboard: Graduation rate N/A 2022-23: 100% of foster youth and their families received additional counseling, social-emotional, and academic support/resources from school staff.		Foster Youth: The school will set desired outcome once baseline data is available. 100% of foster youth and their families will receive additional counseling, social emotional, and academic support/resources from school staff.
Socioeconomically Disadvantaged: CA School Dashboard State Indicator: Graduation Rate Counselor Data	Socioeconomically Disadvantaged: 2019 CA School Dashboard: 93.9% graduated (maintained 0.2% - green) Socioeconomically disadvantaged and their families received additional counseling, social emotional, and academic support/resources from school staff.	Socioeconomically Disadvantaged: 2019 CA School Dashboard: 93.9% graduated (maintained 0.2% - green) 2021-22: 100% of socioeconomically disadvantaged and their families received additional counseling, social emotional, and academic support/resources from school staff.	Socioeconomically Disadvantaged: 2022 CA School Dashboard: 86.4% graduated 2022-23: 100% of socioeconomically disadvantaged learners received additional counseling, social-emotional, and academic support/resources from school staff.		Socioeconomically Disadvantaged: 95% graduated 100% of socioeconomically disadvantaged and their families will receive additional counseling, social emotional, and academic support/resources from school staff.
CA School Dashboard	2019 CA School	2019 CA School	2022 CA School Dashboard: 38.1% chronic		10.1% chronic absenteeism rate Attendance Rate: 97% or

State Indicator: Chronic Absenteeism P Annual Report: Attendance	Dashboard: 18.5% chronic absenteeism rate (declined 2.8% yellow) 2019-20 Attendance Rate: 92%	Dashboard: 18.5% chronic absenteeism rate (declined 2.8% yellow) 2020-21 Attendance Rate: 97%	absenteeism rate (declined 2.8% yellow) 2021-22 Attendance Rate: 90.3%		greater
CA School Dashboard State Indicator: Suspension Rate DataQuest: Expulsion Rate CA School Dashboard Local Indicator: Local Climate Survey	2019 CA School Dashboard: 0.9% suspended at least once (declined 1.8% - blue) 2019-20 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2019 CA School Dashboard: 0.9% suspended at least once (declined 1.8% - blue) 2020-21 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met	2022 CA School Dashboard: 0.5% suspended at least once (declined 1.8% - blue) 2021-22 Expulsion Rate: 0% CA School Dashboard Local Indicator: Local Climate Survey: Standard Met		Maintain less than 1% suspension rate. Expulsion Rate: 0% Local Climate Survey: Standard Met
Panorama Learner Survey Data	No baseline.	2022 Panorama Learner Survey: 82% positive school-teacher relationships	Panorama Learner Survey: 63% positive School-Teacher Relationships		Panorama Learner Survey: 86% positive School-Teacher Relationships

Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Partners (repeated expenditure, Goal 3, Action 9)	To solicit feedback and provide program updates, school staff will facilitate educational partner events or meetings and conduct an annual survey for input on the school and its programs (State Priority #3).	$0.00	No
2	Family Education (repeated expenditure, Goal 3, Action 1)	School staff will provide ongoing educational opportunities such as the annual SPED symposium and Parent University webinars for families in order to promote engagement (State Priority #3).	$0.00	No
3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of high school and middle school learners (State Priority #5, WASC #4).	$0.00	No
4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	The EL Coordinator and other school staff will provide academic counseling and resources to a high, four-year graduation rate while also lowering the school's dropout rate of its EL high school and middle school learners (State Priority #5, WASC #4).	$0.00	Yes
5	Homeless and Foster Youth Academic Counseling and	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its homeless and foster	$0.00	Yes

		youth high school and middle school learners (State Priority #5, WASC #4).		
6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	School staff will provide academic counseling and resources to promote a high, four-year graduation rate while also lowering the school's dropout rate of its socioeconomically disadvantaged high school and middle school learners (State Priority #5, WASC #4).	$0.00	Yes
7	School Attendance	School staff will provide extra support for learners exhibiting challenges with academics and SEL to minimize chronic absenteeism and support a strong attendance rate (State Priority #5).	$37,571.00	No
8	School Climate (repeated expenditure, Goal 3, Action 7)	iLEAD's staff will personalize learning and develop relationships through the core program to ensure that learners have a safe and nurturing environment while at school. School staff will incorporate strategies from Love & Logic, Restorative Practices, and/or 7 Habits/Leader in Me to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions (State Priority #6).	$0.00	No
9	Learner Engagement	The school will host academic (such as learner-led conferences or showcases of learning), family and community events for learners to share their artistic and academic endeavors with peers, parents and the community (State Priority #6).	$20,000.00	No

Goal Analysis for 2022-2023

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

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

Goal three's emphasis is on community, family and learner engagement. There were no substantive differences in planned actions and the actual implementation of these actions under this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some funds were relocated to other state or federal funds.

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

The school's iSUPPORT and SCARLETT foundation are strong partners in the school-home connection. The school also hosted Parent Universities, ELAC meetings, family movie night, three theater productions, and student-led conferences of which there was a strong parent turnout. The school also has a strong graduation rate and strong offerings for college/career readiness.

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

For the 2022-23 school year, the planned goal remains the same. Upon careful analysis of the eight state priorities, the school is aligned to the state priorities. Goal three

pertains to engagement, which includes Priority 3: Parental Involvement, Priority 5: Pupil Engagement, and Priority 6: School Climate. The school also ensured that all measurable outcomes required by the state were included in this year's LCAP. The school is working to increase the training, curriculum, and resources for staff for social-emotional learning to build strong school-teacher relationships with students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$510,883.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.96%	0.00%	$0.00	6.96%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

When developing each action for SCVi, it was important to first consider the needs of foster youth, English learners, and socioeconomically disadvantaged learners (including those experiencing homelessness) in order to develop a plan on how to increase and improve services to these learners during the 2022-23 school year. School staff worked to reduce barriers and increase equity and access through evidence-based, trauma-sensitive supports and practices that provided opportunities for success. In order to address achievement gaps in ELA and math, and to help these learners in their academic and SEL achievement (to include college and career), the school worked to implement several actions to target these learners directly, with the goal of increasing their engagement in learning, improving academic support and student achievement, removing barriers to education, addressing social-emotional needs, and promoting school-family connections/partnerships.

More specifically, the unique needs of foster youth include additional academic support/interventions, community resources, counseling support, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance. The unique needs of EL learners include English language development, additional academic support/interventions, difficulty accessing curriculum due to language barriers, primary language support, literacy skill building, language acquisition monitoring, community resources, equity and inclusion, social-emotional support, individualized learning plans, family translation services, and parent/family assistance. The unique needs of socioeconomically disadvantaged include additional academic support/interventions, community resources, counseling support, funding to access AP exams, college credit courses, trauma-sensitive instruction, social-emotional support, individualized learning plans, equity and inclusion, and parent/family assistance.

When creating actions, the school also evaluated NWEA MAP benchmark results, SEL data, counselor/liaison feedback, attendance, and SST information. Additionally, feedback from counselors, facilitators, liaisons, families, learners, office staff, community partners, board members and/or EL collaborations was considered. Through family meetings, discussions at school events, and school surveys, educational partner feedback regarding curriculum/instruction, safety, school culture, and diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met.
In goal one, the school created an action to provide professional learning to include diversity, equity and inclusion. These trainings are principally directed towards

identifying any specific needs of unduplicated learners, referring them for additional support as needed (which also ties into the actions in goals two and three) and addressing any discrepancies in diversity, equity and inclusion in the classroom as it relates to curriculum and instruction. School staff will be able to better identify, support and implement practices/resources that increase services to these unduplicated groups.

In goal two, the school plans to monitor these identified student groups both academically and social-emotionally in order to provide additional, targeted support to promote learner achievement and college and career readiness. The school will increase counseling, monitoring and support to ensure unduplicated are utilizing opportunities to take AP or IB classes, A-G classes, college credit courses, earn the state seal of biliteracy, and/or enroll in CTE pathways in order to graduate prepared as indicated on the CA School Dashboard.

In goal three, ongoing family education and additional resources (through counseling support, community partnerships and/or additional resources based on individual need) will be dedicated to support these learners through the guidance of school counselors, liaisons and coordinators. Families of unduplicated learners are often less connected to school and sometimes need additional support on how to support their learners in the home typically resulting in higher rates of chronic absenteeism and lower graduation rates.

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

During the 2022-23 school year, the school plans to use supplemental grant funds received under the Local Control Funding Formula to increase and improve the services of these special populations of students as follows:

Foster Youth
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.

English Learners
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational/language barriers and other unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Individualized translation services as needed for families to effectively communicate with school staff.
-Additional language support from ELD facilitators and the EL coordinator.
-Additional support and guidance for Integrated and Designated ELD and ELPAC testing through the use of Ellevation, Brian Pop ELL, and small group instruction.
-Supplemental language development programs and resources to increase literacy and build English proficiency.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.
-Support for families through ongoing family education and other planned events to support parents/guardians.

Socioeconomically Disadvantaged
-Increased direct educational support through evidenced-based instructional strategies provided through professional learning to effectively address educational barriers and unique challenges.
-Targeted academic support through intervention opportunities in order to accelerate learning and address academic achievement gaps in English and math.
-Direct support services from liaisons and coordinators to provide community resources in order to meet each learner's social-emotional and physical needs.
-Supplemental support and strategies from school counselors to meet academic, social-emotional and physical needs.
-Additional progress monitoring and/or visitations by school staff as needed to ensure progress in school and support positive family-school relationships.

-Support for families through ongoing family education and other planned events to support parents/guardians.
-Supplemental funding for AP exam fees as needed.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,832,761.00	$0.00	$0.00	$0.00	$6,832,761.00	$4,237,150.00	$2,595,611.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Fully Credentialed and Appropriately Assigned Staff	All	$4,276,750.00	$0.00	$0.00	$0.00	$4,276,750.00
1	2	High Needs Support Team	Low Income, Foster Youth, English learner (EL)	$510,883.00	$0.00	$0.00	$0.00	$510,883.00
1	3	Access to Standards-Aligned Instructional Materials	All	$307,163.00	$0.00	$0.00	$0.00	$307,163.00
1	4	School Facilities	All	$1,637,254.00	$0.00	$0.00	$0.00	$1,637,254.00
1	5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	6	Professional Learning	All	$34,103.00	$0.00	$0.00	$0.00	$34,103.00
1	7	High School Course Access (repeated expenditure, Goal 1, Action 3)	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	8	Multi-Tiered Systems of Support (repeated expenditure, Goal 1, Action 1)	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	9	ELD Implementation of Standards (repeated expenditure, Goal 1, Action 1)	English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00
2	1	Student Achievement	All	$9,037.00	$0.00	$0.00	$0.00	$9,037.00

2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 1)	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 2)	English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Foster Youth	$0.00	$0.00	$0.00	$0.00	$0.00
2	6	Students with Disabilities Achievement (repeated expenditure, Goal 1, Action 8)	Student with Disabilities (SWD)	$0.00	$0.00	$0.00	$0.00	$0.00
2	7	EL Reclassification (repeated expenditure, Goal 0, Action 0)	English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00
2	8	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 3)	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	9	Other High School Outcomes (repeated expenditure, Goal 0, Action 0)	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	Educational Partners (repeated expenditure, Goal 3, Action 9)	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	2	Family Education (repeated expenditure, Goal 3, Action 1)	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Academic Counseling and Support (repeated expenditure, Goal 1, Action	All	$0.00	$0.00	$0.00	$0.00	$0.00

3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Foster Youth	$0.00	$0.00	$0.00	$0.00	$0.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
3	7	School Attendance	All	$37,571.00	$0.00	$0.00	$0.00	$37,571.00
3	8	School Climate (repeated expenditure, Goal 3, Action 7)	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	9	Learner Engagement	Foster Youth, English learner (EL), Low Income	$20,000.00	$0.00	$0.00	$0.00	$20,000.00

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,337,329.00	$510,883.00	6.96%	0.00% - No Carryover	6.96%	$510,883.00	0.00%	6.96%	**Total:**	$510,883.00
								LEA-wide Total:	$510,883.00
								Limited Total:	
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	High Needs Support Team	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$510,883.00	0.00%
1	9	ELD Implementation of Standards (repeated expenditure, Goal 1, Action 1)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
2	3	EL Learner Achievement (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Yes	LEA-wide	Foster Youth	All Schools	$0.00	0.00%
2	7	EL Reclassification (repeated expenditure, Goal 0, Action 0)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Foster Youth	All Schools	$0.00	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$7,341,140.00	$5,347,682.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Fully Credentialed and Appropriately Assigned Staff	No	$4,182,825.00	$3,654,188.00
1	2	High Needs Support Team	Yes	$267,550.00	$214,934.00
1	3	Access to Standards-Aligned Instructional Materials	No	$258,710.00	$115,178.00
1	4	School Facilities	No	$683,491.00	$783,026.00
1	5	Curriculum Offerings and Implementation of State Standards (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
1	6	Professional Learning	No	$512,068.00	$51,688.00
1	7	High School Course Access (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
1	8	Multi-Tiered Systems of Support	No	$929,676.00	$65,000.00
1	9	ELD Implementation of Standards	Yes	$49,970.00	$168,226.00
2	1	Student Achievement (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
2	2	College and Career Readiness (repeated expenditure, Goal 1, Action 1)	No	$0.00	$20,000.00
2	3	EL Learner Achievement	Yes	$150,000.00	$25,291.00
2	4	Socioeconomically Disadvantaged Achievement	Yes	$0.00	$10,975.00

		(repeated expenditure, Goal 2, Action 3)			
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00
2	6	Students with Disabilities Achievement (repeated expenditure, Goal 1, Action 8)	No	$0.00	$0.00
2	7	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00
2	8	Individual Learning Plan (ILP) (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
2	9	Other High School Outcomes (repeated expenditure, Goal 1, Action 3)	No	$0.00	$0.00
3	1	Educational Partners	No	$43,843.00	$0.00
3	2	Family Education (repeated expenditure, Goal 3, Action 1)	No	$0.00	$0.00
3	3	Academic Counseling and Support (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$3,462.00
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00
3	7	School Attendance	No	$84,853.00	$67,294.00
3	8	School Climate (repeated	No	$0.00	$159,705.00

		expenditure, Goal 3, Action 7)			
3	9	Learner Engagement	No	$178,154.00	$8,715.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$431,603.00	$467,520.00	$431,603.00	$35,917.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	High Needs Support Team	Yes	$267,550.00	$214,934.00	0.00%	0.00%
1	9	ELD Implementation of Standards	Yes	$49,970.00	$168,226.00	0.00%	0.00%
2	3	EL Learner Achievement	Yes	$150,000.00	$25,291.00	0.00%	0.00%
2	4	Socioeconomically Disadvantaged Achievement (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$10,975.00	0.00%	0.00%
2	5	Foster/Homeless Youth Achievement (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%
2	7	EL Reclassification (repeated expenditure, Goal 2, Action 3)	Yes	$0.00	$0.00	0.00%	0.00%
3	4	EL Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$8,715.00	0.00%	0.00%
3	5	Homeless and Foster Youth Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$3,462.00	0.00%	0.00%
3	6	Socioeconomically Disadvantaged Academic Counseling and Support (repeated expenditure, Goal 1, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%

2022-2023 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$6,938,973.00	$431,603.00	0.00%	6.22%	$431,603.00	0.00%	6.22%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

   o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Santa Clarita Valley International

CDS code:

19 65136 0117234

Link to the LCAP:
(optional)

https://ileadsantaclarita.org/about/public-information/lcap/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(*NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.*)

Title I, A; Title II, A; Title IV, A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Santa Clarita Valley International's (SCVi) strategy for using federal funds is to increase student performance in ELA and Math with Tier II academic interventions .SCVi will focus Title I funding on providing increased support and services in the areas of curriculum knowledge and intervention support, in order to provide individualized academic support. Title II funding will be utilized for increasing access to highly qualified and supported credentialed teachers. Title IV funding will be utilized to remove barriers to student achievement, which includes access to technology and learning software and social-emotional learning curriculum and resources.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The site leadership team, along with the School Site Council and other parent/community groups, ensure funds are used in a coherent manner to support the achievement of the school's mission, vision, and individualized learning plan goals for all students. While the LCAP and SPSA are kept separate, alignment ensures that both the SPSA and LCAP align to California's eight priorities and requirements under ESSA. The single-school LEA uses the annual SPSA as the ATSI plan. A continuous improvement cycle throughout the year and meticulous fiscal tracking ensures that verifiable and internal data, educational partner input are aligned to LCAP and SPSA goals that complement each other and lead to increased student achievement. Title funding is used particularly for Tier II learners who are underperforming in ELA and Math as a part of a larger MTSS-aligned spending strategy.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clarita Valley International is a single school LEA Charter School. All teachers are either fully credentialed or working toward completing credentialing requirements. Teachers working to clear a preliminary credential participate in the TIP program and are provided extra support. All teachers, regardless of where they are in the process of credentialing, are provided support by qualified mentors.

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The culture of Santa Clarita Valley International will continue to recognize and promote parents and families as partners in their children's educational journey. At the beginning of the school year, all students, teachers and parents participate in the development of each child's Individualized Learning plan (ILP). During this time, they discuss student placement based on multiple assessment scores, such as CAASPP, and NWEA MAP, as well as student's social emotional goals for the year. They

also discuss the monitoring system which includes regular progress update meetings. For migratory families, school

staff meet with them, prior to the student leaving school, and go over the student's ILP. During this meeting, they discuss how to support the student and make their education the least disruptive as possible. Upon re-entry, staff again meets with the family and student to adjust their ILP taking into account the extended absence. The goal is to support the learner to create educational success for them. The school provides Parent Universities, which are workshops in which parents actively participate in learning about topics such as: Proper internet usage with their children, understanding and supporting instruction in the California State Standards, and how to support their children's academic success through the use of Tier I curriculum and Tier II intervention adaptive software, and other resources. In addition, Santa Clarita Valley International conducts outreach to parents of low-income students by providing community resources. Outreach also includes supporting parents in finding community resources, conducting parent workshops and gathering information on community needs. Parent meetings and events are held to provide opportunities for input from parents on all aspects of Santa Clarita Valley International's instructional program. Santa Clarita Valley International's parent groups, along with the site leadership team has developed a Parent Engagement Policy following all necessary guidelines and approval processes. Subsequently, the policy has been be shared, and interacted with, at all parent meetings, just as is done with the LCAP goals and actions. These groups will also provide input into the development and revision of any and all plans at Santa Clarita Valley International. Information is shared with parents via telephone (parent square) email, and in person. The school has an active ELAC that meets regularly to review data, make recommendations, review the SPSA and LCAP, and be an active part of school strategy.

Materials and messages are translated as necessary. Accommodations and supports are provided for family members with accessibility or other special needs so that they are supported in communicating with the school and in participating in parent meetings and universities. iSUPPORT is a parent run group at the school. Through this group, parents and families collaborate with staff and provide ongoing input into all aspects of the school. Staff communicates and invite parents, on an individual basis and through the use of the school's weekly email message, to participate in iSUPPORT meetings. All staff continually participates in professional development to develop skills in building relationships with parents and families so that the families fully participate as partners in the school. Regular in-person events are held at the school to increase family participation and engagement and the school-home connection.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCVi is a Targeted Support Program and will monitor annually to determine when it would be appropriate to transition to a Schoolwide Program. The school will identify students not achieving at grade level, including economically disadvantaged students, students defined as homeless, student

with disabilities, migrant students and English learners. The identified students will receive opportunities for such programs as: Before and after school learning time, support within the daily educational program, and access to evidence-based programs to support academic achievement. Professional development, focused on achievement and closing the achievement gap, will be provided for teachers and other staff serving the identified students.

School leaders, in consultation with parents, staff and specialized instructional support personnel, identify targeted students using the most recent California Dashboard data, NWEA MAP data, from administrations in the current school year, as well as CALPADS data systems. The School Site Council, and other educational partner groups develop the School Plan for Student Achievement (SPSA) annually as well as give valued input on the development of LCAP goals and actions to ensure alignment of the two plans.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students defined as homeless will continue to be identified by staff and the homeless liaison. Students identified as homeless are immediately enrolled at Santa Clarita Valley International, regardless of documentation. Santa Clarita Valley International's enrollment staff and homeless liaison work together on equitable enrollment processes. While enrolling, homeless students are also ensured participation in Santa Clarita Valley International's NSLP. The homeless liaison at Santa Clarita Valley International builds one-on-one personal relationships with homeless youth. This connection, and collaboration with teachers, allows the homeless liaison to build rapport and trust in order to provide seamless services for homeless students. The homeless liaison connects homeless learners to targeted Title I resources, such as tutoring groups and support, regardless of the student's academic performance. The liaison conducts home visits and build relationships with each child's family and supports them by providing links to community resources. The liaison also participates in a community outreach program that provides resources, professional development, and a network of community partnerships. Santa Clarita Valley International is an Independent Charter school and operates as its own LEA. All monies received are expended at the school. Title I, Part A reservation funds for homeless education will be used for removing barriers to learning, which may include immunizations, if there is a cost attached, personal and school supplies, supplies needed for school projects, field trips, and caps and gowns for graduation ceremonies, and other items of clothing, as needed.

Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

> (A) through coordination with institutions of higher education, employers, and other local partners; and

> (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clarita Valley International will provide outreach as students transition from pre-k to kindergarten. The kindergarten teachers, along with the school counselor and leadership team, will provide one-on-one support to transitioning learners and their families. In middle school, the time schedule and structure of moving from class to class will be modeled after what the students will experience in the high school setting. Strategies such as time management, assignment organization, and other high school/college preparatory skills will be utilized in the middle school classes. The project-based learning environment at Santa Clarita Valley International will continue to build students' ability to work collaboratively in teams, which is necessary in college and the work force. Staff at Santa Clarita Valley International work collaboratively in transitioning Santa Clarita Valley International's middle school students into their high school program. The school counselor and staff will provide high school students with the opportunity to take courses, via concurrent or dual enrollment, at the local Community College. Middle school students will participate in college and career exploration through the use of field trips, college and career counseling activities, and programs offered in the classroom setting with college and career advisement platforms, such as SCOIR and YouScience-Brightpath. High school learners are prepared for college/career through the use of daily advisory class, access to a broad course of study with a-g approved coursework, IB programming, college credit courses, work-based learning opportunities, CTE pathways, PSAT and SAT opportunities, and the ability to earn a Golden State Merit Seal or a State Seal of Biliteracy. High school learners receive college advisement, attend college fairs, and complete a senior portfolio, demonstrating readiness to graduate and showcasing college/career plans.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

> (A) assist schools in identifying and serving gifted and talented students; and

> (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

needs of children and youth returning from correctional facilities.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clarita Valley International participates in a continuous cycle of inquiry and plans professional learning based on analyzed data and identified needs. Data examined includes formative and summative assessment data, disaggregated by student subgroups. Professional learning is ongoing and teachers may choose from both live opportunities, provided weekly and quarterly, as well as an asynchronous menu of professional learning workshops based on their identified needs. The professional learning menu allows teachers to access relevant trainings based on where they are in their career. The emphasis of all professional learning is on strategies effective in closing achievement gaps for students in ELA and Math, Project Based Learning (PBL), the California Content Standards, as well as the foundational practices implemented at the school. Teachers implement what is learned through the workshops, and collaborate with school leadership to analyze their instruction and learner engagement, through the cycle of inquiry model. Data and goals are reexamined monthly, and the teachers revise their instructional goals. New teachers are provided mentoring support, in addition to what has already been described, and participate in the TIP program (formerly known as BTSA).

Teachers in the middle of their careers particularly benefit from the asynchronous menu of professional learning opportunities, which is offered weekly, as it is directly informed from input regarding their needs. Flexibility is built into the asynchronous workshops so that experienced teachers' needs for growth are met. Veteran teachers who are further along in their careers have the opportunity to participate in the year-long leadership connection program, which prepares them for roles as teacher leaders, mentors, and other leadership roles. New leaders participate in, in addition to the monthly leadership connection meetings, monthly collaborative meetings, job-alike, to build their school leadership skill sets and support them in their new roles. All leaders, regardless of their experience, have the opportunity to work with a leadership coach. Santa Clarita Valley International's

leadership work with each teacher in developing their Individualized learning Plan (ILP) at the beginning of each school year.

Regular check ins occur, monthly, with leaders collaborating with the teachers to identify professional learning opportunities that will best suit the teacher's growth goals and needs. What is described above is in place to continuously build individual efficacy. In regard to the entire school system's efficacy, Santa Clarita Valley International's staff meets together monthly to examine student achievement data and work samples, disaggregated by student group. Adjustments to the school program, as well as instruction, are made, based on the data, in order to continually close achievement gaps.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clarita Valley International is an identified ATSI school; however, is a single school LEA. All funding is prioritized to support the ATSI school developed plan in the annual SPSA. The School Site Council and other educational partner groups are responsible for the development and monitoring of the school's SPSA.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clarita Valley International leadership, teachers, staff, and parents continually use data, in a continuous cycle of improvement model, to discuss title II activities in focus groups. Data examined includes NWEA MAP data, from administrations in the Fall and Spring, as well as student work samples, other formative assessments, as well as summative data. The focus groups meet once per month to consult on LCAP goals and actions, the WASC action plan, charter renewal criteria, and the results of school ongoing data analysis to continually update and improve professional development activities funded by Title II, part A, as well as LCFF and other Federal monies. In addition to the focus group meetings, the monthly iSUPPORT parent group consults monthly on Title II activities. In addition to their focus group participation, non- teaching staff participate in monthly consultation groups to examine non instructional systems and practices. As the focus groups consult for LCAP planning, they evaluate the effectiveness of and make adjustments to, the professional learning paid by Title II, Part A, LCFF, and other Federal funding sources. As community partnerships are

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clarita Valley International's school counselor has worked to establish partnerships with local Community Colleges (Antelope Valley College and College of the Canyons) in order to create a smooth system for Santa Clarita Valley International students to take Community College Courses. In addition, school leadership has developed a partnership with representatives from the College Board to help build solid systems for PSAT, SAT, and testing opportunities. Santa Clarita Valley International is an IB World School offering IB Career Program with CTE pathways for college/career readiness. Partnerships have been developed with IB representatives in order to create systems that encourages low-income, EL, and Foster youth to take and be successful in, IB courses. The school partners with local businesses for work-based learning and internship opportunities.

The leadership team at Santa Clarita Valley International met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting well-rounded education, the need for additional College and Career Guidance and Counseling as well as the need to help offset the cost of dual enrollment and IB exams for low-income students. Partnerships with local Community Colleges will continue to be developed, as well as partnerships with non-profit and community- based organizations in the Santa Clarita Valley/Agua Dulce area, to support postsecondary education, career awareness, and exploration. Santa Clarita Valley International's School Counselor will continue to develop these partnerships both to supplement and increase the breadth of services she is able to provide. Title IV, A monies will be used to purchase programs for career awareness and exploration and to offset the cost of IB exams as well as PSAT, SAT, and ACT exams for low-income students as applicable. The program objectives, which will be monitored at least quarterly, are to create opportunities for low-income students to take PSAT, SAT, and ACT exams at no cost to them, to create opportunities for low-income students to take IB exams at no cost to them, and to

create opportunities for middle school students to participate in career exploration and post-secondary option awareness. The intended outcomes are to increase the number of high school students enrolled and completing dual enrollment courses at local community colleges, increase the number of students taking IB exams, and to increase the number of students participating in career awareness and exploration, as well as postsecondary education activities.

The leadership team at Santa Clarita Valley International met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting safe and healthy students, the need for additional community and parent involvement in the school. The school will explore creating a parent center as a central location for parent-led workshops and parent Universities to be held. Title IV, A monies will be used to purchase programs/curricula for parent workshops and Universities, as well as for parent training in facilitation of workshops. The program objectives, which will be monitored at least quarterly, are to increase parent involvement and presence on Santa Clarita Valley International's campus. The intended outcomes are to increase the number of parents actively engaged and empowered at the school and to train parents to facilitate workshops for other parents.

The leadership team met to develop this application as a result of ongoing input from families, staff, students, and the community. This input, along with continued collaboration throughout the year, identified, in the area of supporting safe and healthy students, the need for additional community and parent involvement in the school. The school will explore creating a parent center as a central location for parent-led workshops and parent Universities to be held. Title IV, A monies will be used to purchase programs/curricula for parent workshops and Universities, as well as for parent training in facilitation of workshops. The program objectives, which will be monitored at least quarterly, are to increase parent involvement and presence on campus. The intended outcomes are to increase the number of parents actively engaged and empowered, and to train parents to facilitate workshops for other parents.

The school uses a continuous cycle of improvement model. There will be continuous evaluation, monthly, by all educational partners consulting in focus groups, of actions under Title IV with adjustments made determined by data analysis. All educational partners, including community partners, will be involved in the process of evaluation and ongoing revision of goals and activities under Subpart 1.

California Department of Education
March 2018

AGREEMENT

THIS AGREEMENT is made by and between iLEAD Lancaster Charter School a California not for Profit Corporation, 254 E. Ave K-4, Lancaster CA 93535 (Lancaster),

iLEAD Agua Dulce:, a California not for Profit Corporation, 11311 Frascati Street, Agua Dulce CA 91390 (Agua Dulce),

iLEAD Hybrid Antelope Valley:, a California not for Profit Corporation, 2110 W. Avenue K, Lancaster CA 93536 (Antelope Valley),

Santa Clarita Valley International:, a California not for Profit Corporation, 28060 Hasley Canyon Road, Castaic CA 91384 (SCVi),

and Empower Generations, a California not for Profit Corporation, 44236 10th Street West, Lancaster 93534 (Empower)

WITNESSETH:

WHEREAS, Lancaster operates as a School Food Authority under the National School Lunch Program and operates a food service program that provides healthy, nutritious lunches to public school students; and

WHEREAS, Agua Dulce, Antelope Valley, SCVi, and Empower are public charter schools in Los Angeles County, CA;

WHEREAS, Agua Dulce, Antelope Valley, SCVi, and Empower would like to partner with Lancaster under the Lancaster School Food Authority umbrella for food service through the Food Service Program, and Lancaster would like to enter into such partnership with Agua Dulce, Antelope Valley, SCVi, and Empower (the "Food Service Program").

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to be bound by the following terms:

Section 1. Recitals. The above recitals are true and correct and incorporated into this Agreement by reference.

Section 2. Scope of Services.

A. Lancaster agrees to provide school food service to Agua Dulce, Antelope Valley, SCVi, and Empower through the Food Service Program in accordance with the requirements of the National School Lunch Program and all applicable laws, rules, and regulations, as more particularly described in Exhibit **"A"** to this Agreement.

B. Food service equipment, food supplies, equipment for the operation of the Food Service Program will be provided by Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower will be the financial responsibility of Lancaster .

Lancaster will provide all employees necessary to provide all of the services set forth in Exhibity A through the Food Service Program at Lancaster's sole cost and expense.

This Participation Percentage for each school was determined by an estimate of projected student participation at each school site for the 2023-24 school year. On or before October 30, 2023 the Participation Percentage for each school will be adjusted based on the actual percentage of students served at each school site compared to the total student served at all five school sites. If this adjustment results in a deficiency for any school, such school shall pay the deficiency to Lancaster within thirty (30) days of receipt of the invoice. If this adjustment results in surplus owed to any school, Lancaster will pay such school the surplus amount within thirty (30) days of receipt of the invoice.

The initial Participation Percentage for the 2023-2024 School Year will be as follows:
1. Lancaster: 0.341 or 34.1%
2. Agua Dulce: 0.325 or 32.5%
3. Antelope Valley: 0.182 or 18.2%
4. SCVi: 0.138 or 13.8%
5. Empower: 0.014 or 1.4%

C. The Food Service Program will generate revenues through the National School Lunch Program for meals provided to each school. All revenues derived from the school Food Service Program will be maintained and accounted for by Lancaster and maintained in a dedicated bank account. A fund balance of $328,293 will be established for use in the case of emergency food service operation needs. This amount is equal to approximately 3 months of operational expenditures. This fund balance will be derived from food service revenues derived above expenses. Once the $328,293 fund balance has been established, the remaining revenues generated, above this established amount that is in excess, from the food service operation will be shared on a monthly basis with the five schools (Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower) if the revenue exceeds the above fund balance, based on the Participation Percentage.

Section 3. Indemnification . Each party to this Agreement does hereby indemnify, defend and hold harmless the others, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards, including attorneys' fees and costs, which arise out of (i) the negligence or intentional acts or omissions of the first party, (ii) any action taken or not taken by the first party, or (iii) any noncompliance or breach by the first party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, and representatives.

Section 4. Terms and Termination. This Agreement shall become effective upon execution by the last party, as indicated by the date stated under each party's signature and shall remain in effect until June 30, 2024. Any of the parties to this Agreement may terminate this Agreement by providing at least 90 days' written notice to the other parties. This Agreement may be extended upon the mutual written consent of all parties.

Section 5. Force Majeure. The parties will exercise every reasonable effort to meet their respective obligations under this Agreement, but will not be responsible or liable for any failure or delay in the performance of their obligations hereunder arising out of or caused by, directly or indirectly, forces beyond its control, including, without limitation, strikes, work stoppages, accidents, acts of war or

terrorism, civil or military disturbances, nuclear or natural catastrophes or acts of God, pandemics, epidemics, and interruptions, loss or malfunctions of utilities.

Section 6. Modifications. Unless otherwise specified in this Agreement, no modification, amendment, or alteration of the terms or conditions contained in this Agreement will be effective unless contained in a written document executed by the parties, with the same formality and of equal dignity with this Agreement.

Section 7. Assignments. This Agreement may not be subcontracted or assigned without the prior written consent of the parties.

Section 8. Notices. All notices, demands, or other writings required to be given or made or sent in this Agreement, or which may be given or made or sent, by either party to the other, will be deemed to have been fully given or made or sent when in writing and addressed as follows:

iLEAD LANCASTER CHARTER SCHOOL:

School Director

254 E. Ave K-4, Lancaster CA 93535

iLEAD AGUA DULCE:

School Director

11311 Frascati Street, Agua Dulce CA 91390

iLEAD HYBRID ANTELOPE VALLEY:

School Director

2110 W. Avenue K, Lancaster CA 93536

SANTA CLARITA VALLEY INTERNATIONAL:

School Directors

28060 Halsey Canyon Road, Castaic CA 91384

EMPOWER GENERATIONS:

School Director

44236 10th Street West, Lancaster 93534

All notices required , or which may be given under this Agreement, will be considered properly given if (1) personally delivered, (2) sent by certified United States mail, return receipt requested, or (3) sent by Federal Express or other equivalent overnight letter delivery company.

The effective date of such notices will be the date personally delivered, or if sent by certified mail, the date the notice was signed for, or if sent by overnight letter by a carrier, the date the notice was delivered by the overnight letter company. The parties may designate other individuals or addresses to which notice will be sent by notifying, in writing, the other party in a manner designated for the filing of notice under this agreement.

Section 9. Entire Agreement This represents the entire agreement between the parties and supersedes any prior communication or agreements, whether oral or written, related to the subject matter hereof. No modification can be made to this Agreement unless mutually agreed by the parties in writing.

      Section 10. Severability. If any provision of this Agreement is found by a court of competent jurisdiction to be invalid, it will be considered deleted from this Agreement, and will not invalidate the remaining provisions.

      Section 11. Compliance. Lancaster to Agua Dulce, Antelope Valley, SCVi, and Empower must at all times comply with all applicable federal, state and local laws, rules and regulations in the performance of their duties and obligations under this Agreement.

      Section 12. Jurisdiction and Venue. This Agreement is made under, and in all respects will be interpreted, construed and governed by and in accordance with, the laws of the State of California. Venue for any legal action resulting from this Agreement will lie solely in Los Angeles County, California..

[SIGNATURE PAGE
FOLLOWS]

IN WITNESS WHEREOF, the parties have made and executed this Agreement on the respective dates under each authorized signature:

iLEAD LANCASTER CHARTER SCHOOL:

Nykole Kent, School Director
This ___ day of _____ 2023

iLEAD AGUA DULCE:

Lisa Latimer, School Director
This ___ day of _____ 2023

iLEAD HYBRID ANTELOPE VALLEY:

Amanda Fischer, CEO
This ___ day of _____ 2023

SANTA CLARITA VALLEY INTERNATIONAL:

Martha Spansel, School Director
This ___ day of _____ 2023

 EMPOWER GENERATIONS:

Malaka Donvan, School Director
This ___ day of _____ 2023

Exhibit A
Scope of Work Performed by Lancaster for
Agua Dulce, Antelope Valley, and SCVi and School's Responsibilities

Lancaster will be responsible for the following services, to be performed at the schools sites for each of the schools:

- Ensuring compliance with all laws and regulations regarding food service, including all federal, state, and district guidelines for meal services
- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Proper care and maintenance of each school's kitchen and cafeteria equipment
- Financial management of the food service operation, to include tracking and paying invoices will be completed by the Food Service Coordinator and back office support.
- Management of all necessary administrative paperwork
- Facilitating all audits required by federal, state, and district entities concerning food service
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Lancaster will be responsible for the following:
- The repairs and services of any equipment until end of life that was provided by Lancaster to any school through the Kitchen Infrastructure Funds or the National School Lunch Program funds.

Agua Dulce, Antelope Valley and SCVi will be responsible for the following:
- The repairs, services, and replacement of any equipment that was previously purchased or owned by that school.
- Repairs and services to any "fixture" to the school building ie: floors, air conditioning, etc.
- Supervision of learners while eating within the space that the school nutrition program is provided.
- Cleaning of the space where the learners eat while participating in the school nutrition program.
- Payment through an invoice of any meal/catering requested by the school directors or designee.

*The budget of the National School Lunch Program will be evaluated yearly to determine if the budget, through Lancaster, can sustain the repairs, services and/or replacement of equipment owned by the school. If sustained the MOU will be updated to reflect this.

Exhibit B
Scope of Work Performed by Lancaster for
Empower Generations and School's Responsibilities

Lancaster employees will be responsible for the following:

- Menu planning
- Ordering of all food to be utilized in serving breakfast, lunch, and snack
- Preparation of all food for breakfast, lunch, and snack
- Financial management of the food service operation, to include tracking and paying invoices
- Management of all necessary administrative paperwork
- Facilitating all audits required by federal, state, and district entities concerning food service
- Transportation and delivery of meals at no charge to the Empower Generations school site on all regularly scheduled calendared school days.
- Providing meals/catering to the schools when requested and paid for by the school director or designee.

Empower Generations will be responsible for:
- Maintaining compliance of all regulations regarding food service under all federal, state, and district guidelines
- Management of all necessary administrative paperwork required for on site service, such as meal production records, maintaining proper records for auditing purposes, etc.as required under the National School Lunch Program.
- Proper care and maintenance of the school's kitchen and cafeteria equipment.
- Serving food to learners on the school site at appropriate times and with appropriate and required portions.
- Payment through an invoice of any meal/catering requested by the school directors or designee.

2023-2024

Family Guidebook

INTRODUCTION

Welcome to SCVi Charter School! You are part of a ground-breaking, innovative program designed to meet your child's individual needs and to foster in them a love of learning and the desire to be the leaders of the future.

SCVi Charter School may be different than some of your child's previous educational child experiences. First, your child will participate in an interdisciplinary academic learning environment where they will make connections among various areas of study including language arts, history, science, the arts and technology. This setting will allow them to move at their own pace through inquiry-based learning strategies. Your child will also learn experientially through many field trips visiting local parks, beaches, organizations, businesses, and museums. Participation in these experiences will help your child apply their classroom learning. Finally, your child's growth will be measured along a continuum and in a variety of ways that demonstrate learning. In essence, your child will be empowered to take ownership of their learning experience.

Your experience as a parent/guardian at SCVi Charter School may also be different than what you have experienced at your previous schools. To make the transition a smooth one for your learner(s) and yourself, we encourage families to keep updated and informed about school events and parent/guardian programs. We encourage and depend upon our parents/guardians to be actively engaged both in and outside of their learner's classroom. You will work harder here as a parent/guardian, but your rewards will be tenfold. If you feel that you need support in any given area, please don't hesitate to ask for a meeting with your child's classroom facilitator, or another adult on campus that can advocate for you or your child. We work as a team in this environment and the only effective way to do that is to communicate and ask questions.

The Family Guidebook is designed to share SCVi Charter School's philosophy, expectations for learners and families, and other school information, policies and procedures.

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SECTION 1:
SCVi's EDUCATIONAL OVERVIEW
MISSION AND VISION

iLEAD Schools Mission Statement
Free to Think. Inspired to Lead.

Vision Statement

At iLEAD, we strive to be a beacon of innovation and creativity, fostering a culture of curiosity and leadership. Our commitment to unlocking the potential of our learners and the communities we serve is unwavering. We believe that by empowering people to become Lifelong learners, Empathetic citizens, Authentic individuals, and Design thinkers, we can create a better future for all.

Schoolwide Learner Outcomes

We believe that education should extend beyond traditional academic knowledge. Our purposeful approach revolves around the iLEAD Schoolwide Learner Outcomes; a collective vision that encapsulates our aspirations for each individual's education. The iLEAD Schoolwide Learner Outcomes serve as our compass, guiding us in shaping a child's educational journey. In the course of a child's career with iLEAD Schools, our learners will engage with a relevant and rigorous curriculum that will prepare them for success personally and professionally. The following are the expected Schoolwide Learner Outcomes that our learners develop:

i-LEAD by being a/an...

Lifelong Learner
I am a self-directed learner, focused on personal growth and development.

Empathetic Citizen
I seek to understand and appreciate what others are thinking, feeling, or experiencing.

Authentic Individual
I am true to myself, my personality, values, beliefs, and principles.

Design Thinker
I am a creative, imaginative individual who explores original ideas, takes risks, and develops innovative solutions that I share with others.

OUR METHODOLOGY

Through individualized learning, project based learning (PBL), and social emotional learning (SEL) iLEAD's hope is to inspire learners to become lifelong learners, empathetic citizens, authentic individuals and design thinkers. SCVi promotes active learning methods and opportunities for self-directed learning.

Individualized Learning

Individualized learning is an educational approach that tailors instruction to the unique needs, abilities, and interests of each learner. It recognizes that individuals have distinct learning styles, paces, and preferences, and aims to create a personalized learning experience to optimize their educational outcomes. Through the use of a wide variety of technology, materials, activities, and assessments, individualized learning provides learners with customized content, pace, and feedback, allowing them to progress at their own speed, explore areas of interest, and receive targeted support where needed. This learner-centered approach promotes autonomy, engagement, and mastery by acknowledging and addressing the diverse learning needs of each learner.

To that end, at the start of each school year, each learner, together with their facilitator and parents/guardians, create an Individualized Learning Plan (ILP) that includes individual academic goals (aligned to Common Core State Standards) and social and emotional goals. These goals are incorporated into projects throughout the year, monitored, assessed, and reflected on by the learner and their facilitator. This experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

Project-Based Learning (PBL)

Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

Project-Based Learnings' time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

Through the PBL methodology, our learners develop the skills, aptitudes, and attitudes necessary to discover their own path and lead the way into the future. The development of rigorous, authentic projects helps learners bridge the gap between simply remembering instructions and becoming independent lifelong learners.

PBL makes school more engaging for learners. Today's learners, more than ever, often find school to be boring and meaningless. In PBL, learners are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.

PBL improves learning. After completing a project, learners understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.

PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, learners learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.

PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.

PBL provides opportunities for learners to use technology. Learners are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, facilitators and learners can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged learners doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their learners.

PBL connects learners and schools with communities and the real world. Projects provide learners with empowering opportunities to make a difference, by solving real problems and addressing real issues. Learners learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents/Guardians and community members can be involved in projects.

Not just knowing but also DOING
PBL allows learners to apply their learning in real-world scenarios.

High levels of engagement
PBL gives learners a voice in their own education, activating their interest, which allows for greater and deeper learning!

True learning
PBL allows us to teach, observe, and measure growth of marketable 21st Century skills such as communication, critical thinking, and collaboration.

Focusing on your learner, not the curriculum, brings learning to life
PBL develops self-empowered learners who can analyze the world they live in, design a better tomorrow, and go create it!

What is PBL? and PBL Outcomes from [Buck Institute](#)

Social and Emotional Learning (SEL)

It takes more than book-smarts to be an effective leader. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the 7 Habits of Highly Effective People/Kids/Teens® (Stephen/Sean Covey) we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress.

7 Habits of Highly Effective People
Stephen Covey's best-selling book *The 7 Habits of Highly Effective People* has been influential in the shaping of iLEAD's approach to lifelong learning. Regular implementation of these habits is encouraged to support positive interactions with oneself and others:

- **Habit 1: Be Proactive**
  Proactive people take responsibility by focusing their time and energy on things they can control instead of reacting to or worrying about conditions over which they have little or no control.
- **Habit 2: Begin With the End in Mind**
  Each day, task, or project should begin with a clear vision of one's desired direction and destination, and then continue by flexing proactive muscles to make things happen.
- **Habit 3: Put First Things First**
  Life management — define one's purpose, values, roles, and priorities.
- **Habit 4: Think Win-Win**
  Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. A win-win approach means agreements or solutions are mutually beneficial and satisfying.
- **Habit 5: Seek First to Understand, Then Be Understood**
- This habit helps transform communication by actively listening with the intent to understand another's perspective versus filtering things through one's own life experiences and frame of reference.
- **Habit 6: Synergize**
  This habit promotes cooperation, teamwork, open-mindedness, and the adventure of finding new solutions to old problems. It thrives on the idea that the whole is greater than the sum of the parts.
- **Habit 7: Sharpen the Saw**
  Living a life in balance means taking the necessary time to renew one's self. To "sharpen the saw" means having a balanced program for self-renewal in the four areas of life: physical, social/emotional, mental, and spiritual.

CURRICULUM

The research-based instructional approach of Project Based Learning at SCVi Charter School is differentiated to engage learners through hands-on, serious, authentic experiences across subject areas. This methodology allows facilitators to address learners' individual differences, variations in learning styles, intelligence and abilities. Rather than rely on any one series of books, textbooks or guides, we employ multiple materials, resources and strategies to best meet the needs of individual learners.

Curriculum is implemented with the following best practices in education:

Global Understanding: 21st Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering global connectivity will give learners a sense of belonging in our ever changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

Engaging Curriculum: Our curriculum delivers the California content standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful exploration, engage in hands-on activities and experiences that build on their prior knowledge. Projects are used as a teaching tool to focus on higher order thinking and real world skills. We will encourage learners to apply their understanding in projects that gradually introduce more complexity, more learner-driven choice of topics and products. The goal is to foster self-motivation and self-directedness, as each learner discovers their unique strengths.

Multi-age Groupings: Research supports environments with two or more grades that allow learners the flexibility to progress at their own pace along a continuum of achievement. As such, select grade levels at SCVi Charter School are multi-age environments.

Facilitator Continuity (Looping): Multi-year relationships between facilitator and learner provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a learner (Anderson and Pavan, 1993).

Advisory/Morning Meetings: Research shows that when learners feel connected to their school, they do better academically. One of the ways we achieve this with Middle and Diploma Programme learners is through our advisory program. In small group settings, we explore the causes and effects of cultural, personal, and community events. Our primary learners participate in daily morning and/or 'family' (classroom) meetings that provide an opportunity to witness and display social problem solving skills and interactions. These meetings provide learners with the forum to develop social and emotional skills needed to thrive in a collaborative environment.

California State Academic Standards: California along with most other States developed and adopted common academic standards in core curriculum areas. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state, and each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California's computer-based student testing system ties the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The assessments include the Smarter Balanced Assessment ConsortiumAssessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents/Guardians can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

California Healthy Youth Act: The California Healthy Youth Act requires charter schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents/Guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants
5. Receive notice by mail or another commonly used method of notification fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker

English Learners Identification Notice: State law requires that parents/guardians of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

INDIVIDUAL LEARNING PLANS (ILPs) and LEARNER LED CONFERENCES (LLCs)

Each year, learners along with their facilitator(s) create an ILP to guide instruction. Each learner, along with their family and facilitator, work together to monitor the ILP and make adjustments, as needed. The primary goal of the ILP is to ensure that each child will be treated as an individual and therefore will be working toward attainable goals appropriate to their individual development.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time. Throughout the year, learners will meet with their facilitator and their parents/guardians to look critically at what they have accomplished both in formal settings as well as at home with their families. At the end of the spring semester our learners will present their progress in the Learner Led Conference (LLC) Presentations.

Portfolio-based LLCs will help ensure that learners are accountable to themselves, their families, their teachers, and the school community as a whole. Additionally, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

SECTION 2:
GENERAL OPERATIONS

OFFICE HOURS: 8:00am to 4:00pm Monday thru Thursday
8:00am to 2:00pm on Fridays
Front Desk Phone Number: (661) 705-4820
Website: www.lleadsantaclarita.org

SCHEDULE
See the SCVi Charter School website at https://ileadsantaclarita.org/contact/school-hours/ for the most up to date hours, including break and lunch schedule.

INSTRUCTIONAL CALENDAR
See the SCVi Charter School website at https://ileadsantaclarita.org/academic-calendar/ for the current year's Instructional Calendar. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents/guardians of affected pupils as early as possible.

STAFF
See the SCVi Charter School website at https://ileadsantaclarita.org/team-directory/ for staff listings.

POLICIES
Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting the office at office@scvi-k12.org or visit https://ileadsantaclarita.org/about/public-information/.

SECTION 3:
DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

SCVi Charter School offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the SCVi Charter School campus;
- Drive slowly and watch for families and children walking through the parking lot;
- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary Grade children (TK-5th) should be accompanied through the parking lot by a parent/guardian or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:
- Have your child seated so that they can exit quickly on the right side of your car.
- Be prepared- have your child ready to exit with a backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before allowing your learner to exit the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot.

ATTENDANCE

We try to make every minute of school engaging for the learners, and our expectation is that all learners will be at school on time and for the entire course of the school day. Learners arriving late could miss important beginning of the day information that is relevant to their education.

Absence

If your child is going to be absent, please email us at absence@scvi-k12.org or call the attendance line at **661-705-4820** on the morning of the first day of the absence. You may leave a voicemail message when the office is closed.

SCVi Charter School urges parents/guardians to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. SCVi Charter School also asks that travel or other absences be avoided during the time school is in session. The higher the school's daily attendance rate, the more a learner will learn and the greater the amount of funding that the school will receive from the state for classroom instruction, and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize learner absences.

Following an absence, a learner is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Excused Absences

Pupils, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have their grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to their illness, including an absence for the benefit of the pupil's mental or behavioral health.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of their religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.

(11) For the purpose of participating in a cultural ceremony or event.

(12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(C) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(D) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(E) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(F) "Immediate family," as used in this section, means the parent/guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Chronic Absenteeism

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

Tardiness

We ask that you contact the school if you know your child is going to be tardy. Consistent tardiness will result in learners missing valuable time with their classmates and will require them to make up missed activities.

Truancy

Learners are expected to be in school every school day. Any learner who is absent from school without a valid excuse (46010, 46010.3, 48205 Ed. Code) is considered truant. Missing a class period without a valid excuse is also considered truancy. Truancy is a serious offense and may lead to serious consequences.

Illness

Any child who becomes ill while at school will be taken to the Health Office and parents/guardians will be called to pick up the sick child. Please note that your child needs to be fever free for 24 hours before returning to school.

If your child needs to take prescription medication on a temporary or permanent basis while at school, an authorization to administer medication must be on file at the school. This form is available on the web-site: Medication Assistance Form

Concurrent Enrollment

All learners may only be enrolled in one school at a time. Learners may not be enrolled in a public and/or charter school and a private school or a public school and charter school at the same time. The school may request proof of disenrollment from previous school prior to registration.

Extended School Year - Migrant Education

Learners who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

High School Class Enrollment

All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes plus advisory with the school to maintain full time enrollment status.

BEFORE AND AFTER SCHOOL CARE

SCVi has a long standing relationship with PlayMakers, a unique after school care program. PlayMakers is an Innovative after School program providing learners a safe and welcoming space to exercise their mind, heart, body and creative spirit. Learners are guided through daily activities in the areas of science, arts, engineering, music, and indoor and outdoor activities, extending the philosophy of SCVi School. Learners are inspired to grow their own creative after school experience. For more information and schedules, go to: PlayMakers Preschool

SCHOOL LUNCH PROGRAM

SCVi Charter School offers a school lunch program. SCVi Charter School offers healthy meals every school day because children need healthy meals to learn. Commencing in SY 2023–24 schools serving learners in grades TK–12 must provide two meals free of charge (breakfast and lunch) during each school day to learners requesting a meal, regardless of their free or reduced-price meal eligibility. Schools will still require eligible parents/guardians to submit a Household Data Collection form in order to remain in compliance for accounting purposes only. For more information on the program please see your SCVi Parent/Student Portal

ENRICHMENT ACTIVITIES

SCVi Charter School offers several clubs, sports and enrichment classes. For a list of current ongoing extra-curricular offerings, please see the SCVi Charter School Events Calendar at:

ileadsantaclarita.org/events

TRANSPORTATION

Please refer to the school website for information about bus transportation to and from school: https://ileadsantaclarita.org/transportation/ or email: scvi.bus@scvi-k12.org

Prior to departure on a school activity trip, all learners riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

LOTTERY GUIDELINES

As a charter school, SCVi Charter School is a school of choice, and may have more learners interested in attending the school than there are spaces available. If the number of learners who wish to attend the school exceeds the openings available, entrance shall be determined by single random electronic drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

SECTION 4:
LEARNER CONDUCT
EXPECTATIONS FOR SCHOOL BEHAVIOR

SCVi Charter School strives to present our learners with opportunities that exceed those available at most traditional schools. Our learners also accept a sense of responsibility that in many ways exceeds that which is expected at a traditional school. We expect each child to do their best, both academically and behaviorally. If there's a problem, we personally speak with the learner, discuss the options for making good decisions, set appropriate consequences, and strive to help the learner internalize the importance of taking responsibility for their own learning and behavior. As a framework for this, we have expected learning results.

At SCVi Charter School we utilize **Love and Logic®** to embrace each learner's uniqueness while modeling and expecting appropriate behavior. Our SCVi Charter School expectations for school behavior are:

- I will do nothing to harm myself or others
- I am responsible for my behavior
- We are each other's keepers
- I take pride in myself and in my work
- I will leave it better than I found it.

At the beginning of the school year, and at intervals throughout the year, we discuss these goals and principles with the learners, come to a common understanding of what they mean and why they are important, and then help our learners to incorporate them into their daily lives. Parents/Guardians are

encouraged to participate in the Love and Logic® courses offered at SCVi Charter School throughout the year.

Consequences

In addition to **Love and Logic®**, our school focuses on Restorative Practices. This is an approach to resolving conflict and is used for preventative measures. Restorative Practices refer to a range of approaches including talking circles and peer mediation and utilizes strategies to rebuild relationships.

There are age appropriate consequences for not adhering to the behavior guidelines. Along with the Restorative Practice approach, family and staff will work together to make decisions that are in the best interest of the child. The following are examples of consequences that allow flexibility for individuals and varying situations.

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.
- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what they could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental/guardian supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

Suspension/Expulsion Procedures

Rules of suspension and expulsion must follow due process mandates. They are stated below.

Suspension

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them, and shall be given the opportunity to present their version and evidence in their defense.
- A written notice of suspension must be sent or given within one school day to the parent/guardian or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.

- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension.
- Note: A learner under a suspension shall have the right to make up all academic work missed. From the day they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

Expulsion

- Only the School Director can recommend expulsion. *EDN 48900*
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:
- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook.

Student Search

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a

concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Electronic Nicotine Delivery Systems (E-Cigarettes)
The school prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all school property and in school vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Learners using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Tobacco Free Campus
The use of tobacco and nicotine products is prohibited on school grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

Release of Learner to Peace Officer
If an SCVi Charter School official releases your learner from school to a peace officer for the purpose of removing them from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your learner, except when a learner has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. [EC 48906; PC 11165.6]

Parent/Guardian Responsibility
Parents/Guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents/Guardians are also liable for any school property loaned to the learner and willfully not returned. The school may further withhold the grades, diploma, and transcript of the learner until restitution is paid.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [EC48900.1]

Academic Dishonesty
The school expects learners to do their own work and to succeed in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee.

SECTION 5:
TECHNOLOGY

ELECTRONICS

Cell phones, tablets, and other electronic items are often used for instructional practices. We are guiding our learners in appropriate use of technology, helping them to make appropriate choices concerning these items. We realize that many parents/guardians give their children cell phones for safety and convenience. We ask that learners limit use of the phones during the school day to academic purposes only as instructed by facilitators. Families may contact their child in an emergency situation by calling the school office and learners may use cell phones or school phones to contact families in an emergency. Learners should respect their facilitator's requests regarding appropriate time to use technology. Should technology disrupt the learning environment or if used inappropriately, parent/guardian will be notified and cell phones or other devices will be stored in a safe place and returned to the learner at the end of the school day. Continuous misuse of technology will result in consequences.

INTERNET USAGE

SCVi School's computers have access to the Internet. The school works diligently to protect our learners from inappropriate content. The SCVi staff work closely in training our learners as to the appropriate use of the Internet. Before using the Internet, parents/guardians and learners should read the following "Network Use Guidelines." All parents/guardians and learners must also sign a Student & Parent/Guardian Network Responsibility Contract.

NETWORK USE GUIDELINES

Please read the following carefully. This will give you information about the privileges and responsibilities of using the Internet as part of your educational experience. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual people.

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.

5. Many university libraries, the Library of Congress, and more!
6. Educational Software

Giving our learners the skills to thrive in the 21st Century means giving them access to technology. With computers as part of every classroom curriculum, SCVi Schools uses very strong guidelines for Web usage and Internet security. We comply with the level of security that the Children's Internet Protection Act requires. While we have filters at the network level for inappropriate Websites, there are still instances when those Websites can come through. Please be assured that SCVi remains committed to restricting the use of such Websites.

Our school is taking reasonable precautions to restrict access to "harmful matter" and to materials that do not support approved educational objectives. However, on a public network it is impossible to control all materials. "Harmful matter" means matter that, taken as a whole by the average person applying contemporary statewide standards, describes in a patently offensive way material which lacks serious literary, artistic, political, or scientific value for minors (Penal Code, section 3 13).

The facilitators/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their learners. SCVi School takes no responsibility for the accuracy or quality of information from Internet sources. Use of any information obtained through the Internet is at the user's risk.

The purpose of schools having access to the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet must be in support of education and research and consistent with the educational objectives of SCVi School.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:
1. Any information which violates or infringes upon the rights of any other person.
2. Any defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
3. Advertisements, solicitations, commercial ventures, or political lobbying.
4. Any information which encourages the use of controlled substances or the use of the system for the purpose of inciting crime.
5. Any material which violates copyright laws.
6. Any vandalism, unauthorized access, "hacking," or tampering with hardware or software, including introducing "viruses" or pirated software, is strictly prohibited.
7. The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of these privileges.

NETIQUETTE (Network Etiquette)

The use of the Internet requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not send abusive messages to anyone.

2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.

3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent/guardian release authorizing publication.

4. Respect copyrights. All communications and information accessible via the network should be assumed to be the property of the author and should not be reused without their permission.

5. Do not disrupt the network. Do not use the network in a way that would disrupt the use of the network by others.

6. Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify SCVi staff.

7. Vandalism will result in cancellation of privileges. This includes, but is not limited to, the uploading or creation of computer viruses.

SUPERVISION AND MONITORING

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any learner or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

CYBERBULLYING

SCVi School provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/Guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that

has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

SECTION 6:

HIGH SCHOOL

GENERAL OVERVIEW

SCVi School is a strong proponent of passion-based learning and the development of 21st century skills to pursue lifelong endeavors. The high school program enables families to work closely alongside with school staff to determine the high school path that best aligns with each learner's academic and vocational goals.

GRADUATION PATHS

SCVi School offers several paths to fulfill graduation requirements. A collaborative effort between the learner, family, and high school staff will direct, support and encourage the learner on their graduation path.

IB Path

IB programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and meaningful relationships. The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet.

- In the Diploma Programme (DP), the curriculum consists of six subject groups and the three elements of the DP core. As one of these core elements, the theory of knowledge (TOK) course encourages students to become more aware of their own perspectives and assumptions through an exploration of the fundamental question of how we know what we know.
- In the Career Program (CP), students combine the study of DP courses with career-related studies and the four elements of the CP core. As one of these core elements, the personal and professional skills course focuses on preparing students to effectively navigate a range of personal and professional situations that they may encounter in the workplace.

All IB courses are UCOP A-G approved, and IB courses are considered as rigorous or more rigorous than advanced placement (AP) courses. Eligible high school learners may receive financial assistance to cover the costs of the International Baccalaureate examination fees, or both. Please contact Office@scvi-k12.org for information.

UC/CSU A-G Path

California State University and the University of California school systems have established seven admission requirements labeled A-G. Learners who are planning on directly attending a University of California (UC) or California State University (CSU) are required to complete these specific UC Admissions Requirements during their high school experience. This track requires 240 credits to graduate. More information on the A-G requirements can be found on the University of California website. A-G courses are approved by the UC system. A list of SCVi School's currently approved A-G courses may be found in UC Doorways.

Customized/General Path

The customized/general graduation path offers increased flexibility and options for learners who are looking for a more individualized high school experience and path to future college and career goals. This path requires 210 credits to graduate depending upon the learner's passions and goals.

Certificate of Completion

Learners with modified curriculum as indicated on their IEP may be placed on the Certificate of Completion path. This path does not result in a high school diploma as learners work towards their IEP goals, not the state graduation requirements. Learners on the Certificate of Completion path may be enrolled until the day before the learner turns 23.

Exemptions

Under Ed. Code 51225.1, the following learners may be exempted from SCVi School's graduation requirements under specific circumstances:

- Foster Youth
- Homeless Youth
- Former Juvenile Court Youth
- Children of Military Families
- Migrant Youth
- Newcomer Youth

Should a learner in one of the above groups meet the requirements under EC 51225.1, school counselors will work with the learner who will either choose to:

- Complete a 5th year at SCVi School in order to meet SCVi Schools diploma requirements, OR
- Complete the SCVi Schools Graduation Requirement Exemption waiver to become eligible for a diploma under California's minimum graduation requirements.

NCAA

Core courses at SCVi School are NCAA eligible. It is the family's responsibility to verify eligibility through the NCAA portal. For more information, visit https://ncaa.egain.cloud/kb/EligibilityHelp/home.

Golden State Seal

The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated

mastery of the high school curriculum in at least six subject areas. Learners who are eligible for the GSSMD will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

Biliteracy Seal

The State Seal of Biliteracy (SSB) is a recognition conferred by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Learners who are eligible for the seal will automatically receive one upon graduation. The insignia will be placed on the learner's official transcripts and diploma.

Work-Based Learning and Internships

Work-based learning allows for participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Work based learning may be through service learning, an internship, a learner-led enterprise, a CTE work placement resulting in industry certification, or simulated work-based learning through IEP transition services. Learners may have the opportunity to participate in work-based learning through career and technical education pathways, IEP services, senior advisory, etc.

CAREER AND TECHNICAL EDUCATION (CTE)

Career Technical Education (CTE) is an opportunity for high school learners to gain exposure and experience in careers in which they are interested and meet the school's graduation requirements through CTE courses. Learners will take courses and work with industry professionals to gain the knowledge and skills needed for entry into further training and career opportunities in the chosen industry sector. This work will set them on the path toward certifications, preparation for college majors, and experience for the workforce. CTE pathways are a 3 year commitment culminating in a capstone course project where learners create a college/career portfolio with components needed to be competitive in college admissions and the workforce. CTE programs will offer additional college and career counseling, industry certification opportunities, extra curricular leadership opportunities, and work-based learning and internship experiences through each course in the 3-year pathway.

Information about current Career and Technical Education pathway offerings may be found at
https://ileadsantaclarita.org/cte/

HIGH SCHOOL ADVISEMENT

School Counselors

School Counselors serve high school learners in the areas of academic, college and career, and social emotional. School counselors partner with the learner and family to guide course selection and ensure the completion of all graduation requirements in alignment with future college and career goals. School Counselors are available to conduct regular graduation checks and provide necessary support to prepare learners for life after graduation.

College and Career Planning Tools
SCVi School has partnered with **SCOIR** for college and career planning.

- **Scoir:** Scoir is a college search and exploration tool which allows learners to find and connect with thousands of colleges. Scoir offers virtual tours and videos, tracks deadlines and testing requirements, and allows quick access to the college advisor for pressing questions. College planning and the application process are completed through Scoir.

- **YouScience Brightpath:** YouScience is an aptitude-based guidance platform that leverages data and artificial intelligence to help individuals identify their aptitudes, validate their skills, and get matched with educational and career pathways. Learners can complete industry-recognized certifications for college admissions, resumes, and CTE completion.

- **College Admissions/Planning**: School counselors and staff provide support for learners and their families assistance with college planning and application process.

HIGH SCHOOL POLICIES AND PROCEDURES

Transcripts
- **Requests**: Transcript requests (unofficial and official) can be made through the parent/student portal link: https://scvi.parentstudentportal.com/mod.php/public/registration/wizard_landing.php.
- **College Credit Courses**: Learners must request official transcripts from the college for final grade assignments when they participate in dual enrollment. Learners are assigned an incomplete grade until the official transcript is received from the community college.
- **Transfer**: Learners transferring from another public school must provide an official transcript during the enrollment process to verify previously completed coursework.
- **PSA/Private**: Learners who have previously filed a Private School Affidavit (PSA) or attended a private school must provide a transcript during the enrollment process. In addition, learners may be asked to submit a portfolio and/or work samples to verify previously completed coursework in order to grant credits accordingly. Unless courses were taken through an online program with approval, these courses will be listed without the A-G designation.

Course Load
Learners must be enrolled in at least four courses per semester, plus advisory. In order to fulfill the credits necessary for graduation, it is recommended that learners take six to seven courses each semester.

Add/Drop Deadlines

Using the following guidelines, learners may drop a class and/or add a replacement class. Anything outside these dates need Director approval.

DEADLINES		
	Fall 2023	Spring 2024
Add	Sept. 1st	Jan 26th
Drop without a "W"	Sept. 1st	Jan. 26th
Drop with a "W"	Sept. 5-Oct 6	Jan. 29-March 1
Drop with a "WP" or "WF" *(Withdrawal Pass, Withdrawal Fail)*	Oct 16-Dec 15	March 4-May 31

Mid Year Transfers

If a learner transfers from another school to SCVi Charter School after the add deadlines as described above, the school will request a progress report from the prior school to determine placement in the class. If a progress report is not issued from the previous school then the facilitator will determine, to the best of their ability, the placement within the course and grade.

Incomplete Grade

A grade of "I" (Incomplete) is a temporary grade which may be assigned at the end of a term for learners who have requested and received approval for a course extension for reasons beyond a learner's control. A written agreement must be completed between learner and facilitator before the end of the term with administrative approval. This grade may be made up to a passing grade within the approved course extension time frame. The "I" (Incomplete) will be changed to an "F" (Failing) if work is not satisfactorily completed within the agreed upon time frame. A course extension must end no later than two weeks after the last day of school.

Course Extensions

Course extensions for 9-12th grades of up to 10 days may be granted by school staff with director approval. If the learner does not complete the course within the time period allotted, the actual grade earned for the coursework completed (points earned/points possible) will appear on the learner's transcript.

Middle School Learners Seeking High School Credit

Learners who show readiness for high school level material may take high school level courses during middle school. This option is primarily reserved for 8th graders and is permitted in math or foreign language courses only. If a learner chooses to follow the high school guidelines and requirements for those courses, then the course title will be reflected on the learner's high school transcript, but with 0 credits. Only courses taken after July 1 of the learner's freshman year will be considered for graduation

credit, including community college courses. Courses taken must be rigorous enough to ensure that the learner will be successful in the next level placement upon entering high school.

Academic Honesty

The school expects learners to practice Academic Honesty by doing their own work and succeeding in school by their own efforts. Academic dishonesty includes using someone else's answers, writings, or ideas and submitting the work as their own. It also involves using answer keys, teacher's editions, the internet and/or a mobile device to find answers without permission. Additionally, providing answers or allowing someone to use their work is not allowed.

For any learner caught plagiarizing (copying) the writings or ideas of another, providing work for another to copy, or cheating by any other means, disciplinary actions will be taken as deemed appropriate by the facilitator and/or School Director or designee to help support growth and prevention of future plagiarism activity.

Grading Scale

Assignments will be reviewed and evaluated by the course facilitator. Report of Progress grades are provided at the end of the semester grading period. High school grades are based on evidence of the learner's progress shown through learner work and assessments. Insufficient, weak, late or missing assignments will affect the learner's grades.

GRADE SCALE			
Letter Grade	Standard GPA	HL GPA	Dual Enrollment
A	4.0	5.0	5.0
B	3.0	4.0	4.0
C	2.0	3.0	3.0
D	1.0	N/A	N/A
F	0.0	N/A	N/A

Grade Appeals

Grade appeals must be requested within two weeks after issuance of reports of progress. The learner (or parent/guardian if under age 18), wishing to appeal a final grade in a course must submit a written grade appeal request to their course facilitator, counselor and Director. The learner will be required to re-submit any past completed assignments where re-evaluation is requested. The course facilitator will respond to the learner's questions in writing. If the learner/guardian is not satisfied, they may request an evaluation of the identified course grades by the High School administrator or designee. The High School administrator's or designee's decision is considered final.

Off-campus Lunch

The governing board of SCVi school, pursuant to Education Code 44808.5, has decided to permit the students enrolled at SCVi school to leave the school grounds during the lunch period. Neither the school

nor any officer or employee thereof shall be liable for the conduct nor has safety of any pupil during such time as the pupil left the school grounds pursuant to this section. Juniors and Seniors can go to SCVi School's immediate center businesses during any open blocks. If the privilege is abused by tardiness or absence from classes administration may revoke the privilege of any learner.

Work Permits

Learners interested in employment under the age of 18 who have not passed the CHSPE are required to obtain a school issued work permit. Work permits are contingent upon good academic standing and attendance. Learners on academic probation are not eligible for a work permit (EC§49130). Download the B1-1 Form from the CDE website and have the employer complete the workplace information. You can also download the work permits from the dashboard section of the **Parent/ Student Portal** Return the signed form to the High School College and Career Advisor. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy. A work permit must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

Entertainment Permit

An application for permission to work in the entertainment industry is conditional upon satisfactory school attendance and academic performance. To request permission, download the DLSE-277 form and complete the personal information but do not sign until the approved form is returned in the mail. Forward the form to **Office@scvi-k12.org**. Once returned to the family from the school, please sign the form and return it to the Labor Commissioner. Please note that the school maintains the right to withdraw work permits based on academic standing or violation of school policy.

High Schoolers Age 18+ College Credit Courses

To remain enrolled at SCVi School learners turning 18 who attend community college courses must continue to submit special admit forms to obtain signatures prior to registration. It is the family's responsibility to obtain the special admit form directly from the community college.

High Schoolers Age 18+ Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records until they are age 18. For more information on FERPA, visit the U.S. Department of Education's website at: **http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html**

Educational Rights for Adult Learners

Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g.if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please

reach out to the Registrar@scvi-k12.org to request all educational rights to be transferred to the learner as an adult learner.

Cal Grant Program - EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent/guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents/guardians by January 1 of the students' 11th grade year.

Federal Student Aid - EC 51225.8

Under state law, schools are to ensure that learners prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and learner personal information will be protected according to state and federal privacy laws and regulations. Learner lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the learners' ability to graduate. This information will be provided to parents via info nights and SCOIR.

Education of Homeless Youth: Right to Apply for Financial Aid

Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: Office@scvi-k12.org for more information of services and policies related to homeless education rights.

California High School Proficiency Exam

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent/guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Pupils planning to continue his or her studies in a

college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if they meet one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: http://www.chspe.net/.

Educational Equity: Immigration and Citizenship Status

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

COLLEGE TESTING

To learn more about college admissions testing requirements, visit www2.calstate.edu/apply, fairtest.org, or admission.universityofcalifornia.edu/.

College Entrance Examination Board (CEEB) Code: 050514

Learners taking college entrance exams will be asked to report their school's CEEB code. Learners should have CEEB code 050514 on hand on the day of testing.

PSAT

All 10th and 11th grade learners are encouraged to take the PSAT/NMSQT exam which is offered in early October. The PSAT exam tests knowledge in reading, writing, language, and math and is a practice test for the SAT which is typically taken during spring of junior year. The junior year test is also the qualifying exam for the national merit scholarship. Visit College Board PSAT for specific testing questions and free practice exams.

SAT/ACT

Learners interested in attending a four year university are encouraged to take the Scholastic Aptitude Test (SAT) or American College Test (ACT) during their junior or senior year before applying to colleges/universities. Both of these exams are offered in the fall and spring each year at various locations. Registration is available through College Board (SAT) or ACT Test Center websites.

While both tests generally cover the same topics, the school recommends researching which tests (or both) would be right for the learner: SAT vs ACT: Which Test is Right for You? For practice tests and more information visit ACT Testing and College Board (SAT).

CLEP

CLEP exams help learners receive college credit for content that has been mastered in a particular subject area. Not all colleges recognize CLEP exams for college credit, so it is important to check the college admissions handbook prior to pursuing this option.

Additionally, colleges may place a limit on the total amount of credit a learner can earn through CLEP, or may only grant exemptions to specific courses but not award credit toward a degree. For further information, please visit: https://clep.collegeboard.org

Services for Students with Disabilities (SSD)

Learners with an IEP or 504 plan may qualify for accommodations through the College Board. The process can take up to two months to process. To initiate the application process, contact Office@scvi-k12.org

COLLEGE CREDIT COURSES

College credit courses are a popular option for learners on both the A-G and customized paths. Most semester-long college courses fulfill a year's worth of high school credit. While learners in all high school grades are allowed to register for community college courses, it is important that a learner is socially, emotionally, and academically ready for the rigor and content of college level classes. College classes do not count towards the learners full time enrollment at the school, but can count as high school credit toward graduation.

Registering for College Courses

Families are responsible for registering for courses on their own and paying for all course material fees and requests for transcripts. Colleges require signatures from high school officials before learners are permitted to register. The Special Admit form must be submitted directly to the school counselor. The California Department of Education limits the number of courses taken by a high school learner to 5 units over summer and 11 units during the regular fall/spring terms. Check the local community college for their specific policy. Courses taken through college credit courses are listed on permanent college transcripts.

Credit Evaluation

All college courses will be evaluated by the school counselor to determine high school credit. College courses worth a minimum of 3 or more units generally receive 10 credits toward graduation requirements when a C or above is earned. Foreign language courses may be equivalent to 2 years of high school foreign language credit if they are listed that way in the college's catalog. College courses taken prior to 9th grade are not eligible for high school graduation credit, but may fulfill UC/CSU admission requirements. It is the learner's responsibility to be aware of both the college and high school add/drop dates.

Grade Evaluations

The grade earned in the course by the College professor will be the same grade issued on the high school transcript. Facilitators will issue an incomplete grade at the end of the semester until official college transcripts are received.

Transcripts

Upon course completion, official transcripts must be requested and sent to the high school.

- Please request e-transcripts to be sent directly to: Registrar@scvi-k12.org
- For paper transcripts, please have the college forward official sealed transcripts to
- SCVi Charter School's address upon course completion each semester:

SCVi Charter School
Attn : Registrar
28060 Hasley Canyon Road
Castaic, CA. 91384

HIGH SCHOOL ACTIVITIES

Service Projects

SCVi School periodically provides service projects for learners to earn volunteer hours. To inquire about opportunities, please contact office@scvi-k12.org

Clubs

SCVi Schools offers leadership opportunities through an advisory counsel program. Please contact Student.Ambassadors@scvi-k12.org

Senior Events

SCVi offers many event opportunities during their senior year. Such as, senior sunrise, prom, grad bash, senior sunset, breakfast, graduation and many more. To support any of these events please email Senior.Committee@scvi-k12.org

Graduation

SCVi School offers an end-of-the-year graduation ceremony for all graduates who have completed diploma and Certificate of Completion course requirements. This event celebrates each learner's hard work and achievements throughout their high school career. Friends and family members are invited to attend.

ATHLETICS

Competitive Athletics Seeking Higher Education Programs
Under state law, students who witness or are the victim of any wrongdoing condoned by the higher education athletic organization, have a right to make a report, file, or otherwise assist the reporting of any violation of student athlete rights involving the program, participants, or staff. This right to make such reports is guaranteed by the "Student Athlete Bill of Rights" and may not result in retribution or removal of any benefits if the report has been made in good faith and truthfulness.

Competitive Athletics

Schools shall make the following information publicly available: the total enrollment of the school, classified by gender, the number of pupils enrolled at the school who participate in competitive athletics, classified by gender, the number of boys' and girls' teams, classified by sport and by competition level, by posting it on the school's website "Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal.

Concussion and Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until they are evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular schoolday or as part of a physical education course.

Health Insurance Coverage for Athletes

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs.

SECTION : 7
EXPLORATION (HOME STUDY)

PROGRAM DESCRIPTION

SCVi's Exploration program is passionate about personalized learning, providing opportunities for each child to thrive through their own individualized learning plan. Families are paired with a credentialed teacher who develops and oversees an individualized learning plan (ILP) based on grade-level standards and the learner's passions. Under the guidance of a credentialed educational facilitator, families can incorporate a variety of learning methods and educational activities to achieve educational goals. Instructional funds are allocated by facilitators to support and enhance each learner's individualized

learning plan.

SCVi's dedicated staff partners with each family to plan, advise, and encourage the learner to reach their goals. Each month, the educational facilitator will work with the family to develop meaningful, standards-based assignments using the learner's passions/interests, curriculum, and educational activities. Families meet with their educational facilitator weekly to check in to share all learning activities and assignments from their individualized learning plans completed that week. Work samples are collected for every subject, and parents/guardians sign learning logs to verify daily engagement. At least one weekly meeting a month needs to be face to face (either in person or via zoom)

SCVi's Exploration Program also values community, providing opportunities to foster friendships through a variety of field studies, service projects, park days, and family gatherings.

MASTER AGREEMENT, INDIVIDUALIZED LEARNING PLANS AND ASSIGNMENT WORK RECORD

The school's guidelines require a detailed agreement between the learner, parent/guardian, and the credentialed teacher. This agreement is called the Master Agreement, and it must be completed and signed by the learner, parent/guardian, and educational facilitator on or before the learner's start date. An acknowledgment of responsibilities, signed by the learner, parent/guardian, and educational facilitator, emphasizes each person's responsibility in the learner's education.

In addition to the Master Agreement, learners and educational facilitators create Individualized Learning Plans (ILP) on their Assignment Work Records (AWR) to guide instruction. Learners complete the work and activities on their ILP/AWR as assigned by their facilitator each learning period. The primary goal of the ILP/AWR is to ensure that each child is working toward grade-level standards, personal goals, and social-emotional growth.

Throughout the year, learners will review learning outcomes and set individual goals. They will learn to evaluate their progress toward those goals, starting at a basic level when they are younger and improving their ability to self-assess over time.

Attendance

As an independent study program of public charter school, SCVi has guidelines that govern how attendance is calculated. In independent study, attendance is granted by evaluating two components - the daily engagement (learning log) and completion of assigned work (time value).

1. **Engagement**: Learners must be engaged in assigned educational activities listed on the Assignment Work Record/individualized learning Plan (AWR/ILP) on every school day listed on the school calendar. If a learner does not engage in an assigned educational activity listed on the Assignment Work Record/Individualized Learning Plan (AWR/ILP) on a school day, they will be marked absent. The number of days that a learner receives credit for engagement is reflected on the activity log that the parent/guardian signs at the end of each learning period (LP). Engagement is based on daily activities for each school day.

2. **Time Value**: Learners must complete, show, and discuss the body of work with their facilitator in all academic subjects as assigned on the Assignment Work Record/Individualized Learning Plan (AWR/ILP). Generally, the Assignment Work Record/Individualized Learning Plan will reflect about an hour of work per subject per day (a little less for TK/K). If a learner does not complete the assigned work in a given subject for the learning period, they will not receive full time value for that subject.

When attendance is claimed at the end of a learning period, the EF takes into consideration both engagement and time value and must claim the lesser of the two.

Truancy and Compliance

Per the Master Agreement, learners not meeting program requirements will be evaluated to determine whether independent study is an appropriate strategy/program. The process may include interventions, Inadequate Progress contracts, and student success team meetings. The school will contact learners and families by phone, email, or in-person meetings to determine interventions needed for success. Any violation of the Master Agreement could result in removal from SCVi's Exploration Program independent study program.

Per California Education Code Section 51747, the governing board of SCVi's School maintains this board policy establishing the criteria before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study.

Inadequate Progress

Inadequate Progress, established by this policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator. This is referred to as "Inadequate Progress." Learners making Inadequate Progress are considered to be truant.

Evaluation After Truancy

Once the learner meets the criteria for truancy, an evaluation will be conducted by school administration including the learner's supervising teacher to determine whether it is in the best interest of the learner to remain enrolled in independent study (herein referred to as the "Evaluation"). The Evaluation may include items as outlined on the student's Master Agreement, but is not limited to the review of the following:

1. Attendance based on completion of assigned work and daily engagement as quantified by the supervising teacher
2. Learner's demonstration of adequate and appropriate progress toward Common Core State Standards due to lack of engagement or insufficient work completion
3. Attendance at scheduled school appointments
4. Appropriate learning environment
5. Parent/Guardian's ability to monitor student learning in the home

As part of the Evaluation process, the learner, parents/guardians, or the learner's educational rights holder (if the learner is a foster child or youth or a homeless child or youth), will be invited to present

evidence to the individual(s) conducting the Evaluation. During the Evaluation, the School will determine whether it is in the best interest of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's mandatory interim record.

Additional Consideration for Students with a Section 504 Plan or IEP

If the school recommends removal from independent study as a result of the Evaluation and the learner has a Section 504 Plan or IEP, the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

1. Whether the Inadequate Progress (e.g. missed assignments) was caused by or had a direct and substantial relationship to the learner's disability.
2. Whether the Inadequate Progress (e.g. missed assignments) was the direct result of the school's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the Inadequate Progress is a manifestation of the learner's disability and the school will follow applicable state and federal laws to ensure that the learner is offered a free appropriate public education.

If the answer to either (1) and (2), above, is no, then the learner may be removed from independent study consistent with this policy.
This meeting may be combined with the Evaluation at the discretion of the school.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the Evaluation is complete, if it is determined that it is not in the best interest of the learner to remain enrolled in the independent study program, the parents/guardians shall be notified in writing of the school's intent to remove the learner as it is not in their best interest to remain in independent study (hereinafter referred to as the "Notice"). The Notice shall be in the native language of the parents/guardians and provided no less than five (5) school days before the effective date of learner's removal. The Notice shall include the following:

1. The school's intent to remove the learner as it is not in their best interest to remain in independent study.
2. The opportunity of the parent/guardian to request a hearing that follows the same procedures as the school uses for expulsions. Parents/Guardians (or the learner if over 18) must submit the request for hearing in writing and the request must be received by the School within five (5) calendar days from the date of the Notice.
3. If parents/guardians or learner over 18 requests a hearing:
    a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's approved charter.
    b. The learner shall remain enrolled and shall not be removed until the school issues a final decision.
4. If no hearing is requested, the learner shall be removed from the charter school on the date listed on the Notice. The learner's district of residence will be notified of the removal.

The learner and/or parents/guardians will receive a copy of the Notice.

NON-TRUANT ABSENCES

Based on how attendance is granted in independent study, the school is required to report attendance based on daily engagement and work completion. If learners are unable to engage or complete work on a school day, they will be marked absent but not considered truant if any of the following circumstances apply.

a) Notwithstanding Section 48200, a learner shall be excused from school when the absence is:
1. Due to illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the learner is the custodial parent/guardian.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the learner's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the learner's immediate family, who is an active duty member of the uniformed services, as defined in EC 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the learner's naturalization ceremony to become a United States Citizen.
11. For the purpose of participating in a cultural ceremony or event.
12. Authorized at the discretion of a school administrator, as described in subdivision (c) of section 48260.
b) A learner absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a learner is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the learner missed during the absence.
c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
e) "Immediate family," as used in this section, means the parent/guardian, sibling, grandparent, or any other relative living in the household of the learner.

CHRONIC ABSENTEEISM

A learner is considered a chronic absentee when they are absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and learner engagement.

INSTRUCTIONAL FUNDS

Instructional funds are public dollars allocated to the school by the state. The educational facilitator, a credentialed teacher within the state of California, will guide families in the selection of academic materials and services from the approved vendor list that supports the educational goals of the learner. As the teacher of record, the facilitator is required to ensure all learners have access to grade-level, standards-based materials. The materials and services ordered will support the assignments, projects, and activities listed on the learner's Assignment Work Record (AWR)/Individualized Learning Plan (ILP).

2023-2024 Instructional Funds	
Grades TK-K	$2,600/year
Grades 1-8	$3,100/year
Grades 9-12	$3,500/year
Note: Once the school year begins, funds are depreciated based on the learner's start date.	

The primary focus is the learner's adequate progress with instructional funds supporting core subjects and other academic areas of need based on internal benchmark testing, state testing, curriculum assessments, and academic progress on the AWR/ILP. The educational facilitators and the vendor department will use their professional judgment to evaluate the appropriateness of requested materials and services. The school makes the final determination on the use of funds to support the learner's academic progress.

Orders cannot be placed until the Master Agreement and Acknowledgement of Responsibilities are signed by the learner and parent/guardian. The learner's Assignment Work Record (AWR)/Individualized Learning Plan (ILP) must reflect the academic plan addressing the core curriculum needs. Core curriculum must be in place prior to requesting supplemental and/or extracurricular materials/courses.

LEARNING PERIOD EXPECTATIONS

Assignment Work Record/Individualized Learning Plan (ILP)

The Assignment Work Record/individualized learning plan lists assignments and activities that must be completed by the learner during each learning period. The EF ensures that the assignments and activities support grade-level content standards and social-emotional learning. The AWR/ILP also serves as a grade book and goal-setting tool for learners and families. As the credentialed teacher of record, the facilitator will review the assignments and activities listed from each learning period at the meeting, and provide

feedback, suggestions, and grade determinations. Learners who are not meeting grade-level expectations are provided intervention support.

The AWR/ILP is maintained by the EF and incorporates assignments that will utilize a variety of materials, resources, and activities. The facilitator will guide the discussion at learning period meetings to plan, review and assign work on the AWR/ILP in collaboration with the learner and family. The unique learning styles and interests of each learner are considered in the development of assignments reflecting state standards. At monthly learning period meetings, the body of work, as listed on the AWR/ILP, is showcased by the learner. The EF will collect samples in each subject area as listed on the Master Agreement. Curriculum purchased with instructional funds and assigned by the teacher of record on the AWR/ILP must be accessible to the teacher for planning purposes and to monitor progress.

The AWR/ILP reflects the grade-level guidelines as defined by the state of California and include:

Instructional Time Requirements (CDE)		
Grade	Min/Year	Average Daily
TK/Kinder	36,000 min	205 min/day
1st - 3rd	50,400 min	288 min/day
4th - 8th	54,000 min	308 min/day
9th - 12th	64,800 min	370 min/day

a. **Assignments**: Curriculum guide, pacing plans, field studies, projects, reports, presentations, videos, writing, experiments, journals, graphic organizers, logs, etc.
b. **Time Value:** The EF's assignments must meet the instructional time requirements for charter schools as listed by the CDE. The assignments reflect time value for an average student to complete their work by grade-level guidelines. https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp

Learning Period Meetings

Learners and parents/guardians must participate in regularly scheduled mandatory learning period (LP) meetings at a minimum of every 20 instructional days in addition to weekly check ins. Meeting frequency is subject to California Education Code, and the credentialed teacher can request more meetings as needed to support learner progress. At these meetings, the educational facilitator will review the body of work and collect work samples for each subject as listed on the Master Agreement. The learner will showcase, discuss, and provide work assignments such as projects, essays, assessments, clear photos/videos, and other items that allow the learner to demonstrate learning experiences. Additionally, the facilitator will work in collaboration with the family to assign work for the next learning period meeting. Should an emergency arise, the parent/guardian should communicate with the educational facilitator to reschedule the meeting as soon as possible.

Chronic absences in the form of insufficient work completed and/or missed learning period meetings may result in an evaluation to determine whether independent study is an appropriate strategy/program for the learner. Any violation of the Master Agreement could result in removal from SCVi School Exploration Studio independent study program.

Monthly Work Samples

At the learning period meeting, learners will discuss and show the body of work assigned in the AWR/ILP

by their facilitator. This includes all completed assignments from which the educational facilitator will collect work samples per subject listed on the Master Agreement each learning period. Work samples should:

- Demonstrate learning in accordance with the work assigned and grade-level standards as listed for each subject on the AWR/ILP.
- Reflect original learner work submitted as a hard copy, emailed as a scanned copy, or photo(s).
  - Photo samples: The images should be clear, well-lit, and include the entire sample in the frame. Learners should write (or dictate for primary grades) a caption or description of the learning taking place in the photos. Photos should include learners with their projects when possible.
- Not contain any religious materials or references unless the course on the Master Agreement requires a study of world religions.
- Show math problems worked out or explained by the learner.
- Be evaluated by the educational facilitator.

If the educational facilitator determines additional samples are needed to demonstrate progress and learning in specific areas, the educational facilitator may assign additional work or ask the learner to revise what they have already submitted.

Learning Log

Parents/Guardians must sign a monthly activity log confirming learner engagement in educational activities on school days. Parents/Guardians will be required to sign off on the learning log on the last day of each learning period. Attendance is determined based on the work assignments completed (time value) and the daily engagement (learning log).

Learning Period (LP) End Dates			
LP1	8/15/23-9/15/23	**LP6**	2/5/24-3/1/24
LP2	9/18/23-10/6/23	**LP7**	3/4/24-3/29/24
LP3	10/16/23-11/9/23	**LP8**	4/9/24-5/3/24
LP4	11/13/23-12/15/23	**LP9**	5/6/24-6/7/24
LP5	1/9/24-2/2/24		

Synchronous Instruction and Daily Live Interaction

Learners will be provided opportunities for daily synchronous instruction for grades TK through three, daily live interaction and at-least weekly synchronous instruction for grades four through eight, and at-least weekly synchronous instruction for grades nine through twelve. Participation in the synchronous instruction and daily live interaction are optional but highly encouraged for learners. If a learner does not participate in these optional offerings letters/emails will be sent encouraging learners to attend in order

for the school to be in compliance with tiered reengagement.

ORDERING TECHNOLOGY WITH INSTRUCTIONAL FUNDS

Technology items can be purchased with instructional funds. Families should be aware of the potential benefits and risks that come with technology use. Please contact your Educational Facilitator for further information on purchasing electronics. You may also complete the form here: https://ileadsupport.org/learner-support/ for further information from our IT department.

Device Usage

The right to use a school computer at home is a privilege. If learners do not adhere to the rules and guidelines in this Guidebook, the privilege to use their school computer/tablet/electronic device at home may be restricted or eliminated. An Equipment and Technology agreement form must be signed before the EF can place the technology order. To start that process please complete a tech ticket here: https://ileadsupport.org/learner-support/

I. Hardware and Software
- A. In the box
  - • Computer/Electronic Device
  - • Power supply
- B. On the device
  - • Operating System software
- C. Backup and file storage
  - • Files are not backed up.
  - • Computers: Learners need to keep 1/3 of the hard drive space free at all times for optimal operation.
- D. Software support
  - • First avenue of support – Application's help system (online, email, in person)
  - • Second avenue of support – Google
  - • Third avenue of support – iLEAD Tech Support

II. Learner and Parent/Guardian Responsibilities
By allowing learners to use a school-owned electronic device at home, families assume some risk. Parents/Guardians will be responsible for making sure repairs are done and paid for (beyond warranty) or replacement is made in the event of theft, loss or damage due to intentional or unintentional abuse or misuse.

- A. Handling and care of the device
  - ● Keep the electronic device in a protective case.
  - ● Use the electronic device on a flat, stable surface.
  - ● Do not set books on top of the electronic device.
  - ● Avoid carrying the electronic device with the screen open.
  - ● Be careful not to leave pencils or pens or papers on the keyboard when closing the screen.
  - ● Do not pick up the electronic device by the screen.
  - ● Do not have food or drink around the electronic device.
  - ● Cleaning – wipe surfaces with a clean, dry, and soft cloth.

- Avoid touching the screen with fingers, pens, or pencils.
- If hands are dirty, wash them before using the electronic device.
- Do not use the electronic device in a dusty or dirty environment.
- Do not leave the electronic device exposed to direct sunlight or near heat or moisture sources.
- Do not leave the electronic device in a car (heat, theft).

B. Power management
- It is the learner's responsibility to recharge the device's battery.
- Whenever the electronic device is not in use, close the screen to put it to sleep in order to extend battery life.

C. Transport
- Electronic devices should be transported closed and in their protective case.
- Do not leave the electronic device in a vehicle. Many devices are stolen this way plus heat can be very damaging.

D. Ethical and appropriate use
Technology is intended for instructional use and school-related business. It is not intended for commercial use. Users will not engage in unauthorized activities. Any unauthorized activities will result in immediate termination of use and the electronic device must be returned immediately. These include, but are not limited to:
- Accessing data for which users do not have privilege.
- Knowingly deploying viruses.
- Violating copyright laws (music, photos, software) or the privacy rights of others.
- Plagiarism
- Learners will not create, access, download, view, store or print content that:
  - Depicts profanity, obscenity, use of weapons, or violence.
  - Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.
  - Contains sexually explicit or suggestive material.
  - Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse or behavior.

E. Financial responsibility
- Families are responsible for replacement and/or repair costs.

F. If electronic device is lost, stolen, or damaged:
- If lost, stolen, or damaged, please notify the school immediately.
- If the electronic device is lost or stolen, a police report is required for coverage.
- If damaged, submit a ticket through iLEAD Tech Support to use the school purchased warranty for damages or technical issues. For damage beyond the warranty, or if warranty has expired, the family is responsible for that cost. For damage beyond normal wear and tear, the family must pay to fix or replace the device. Any costs for repair that are not covered under warranty are the responsibility of the family. If the item is under warranty, the family is responsible for any copay. Failure to pay the repair in a timely manner may mean the learner loses the privilege to have the electronic device.

G. Monitoring and supervision
- The electronic device should be used in a location where use can be monitored and supervised by a parent/guardian. Unsupervised use is strongly discouraged (e.g. use in a child's bedroom).
- Use of the electronic device by other family members is not allowed unless listed on the agreement.
- Learners should not allow other learners to borrow their electronic device because they are ultimately responsible for that device.

H. Internet access at home
- Learners are allowed to access the internet using broadband or wireless connection.
- While internet filters provide an important level of protection, no filter program provides 100% protection. Monitoring and supervision are still very important.

HIGH SCHOOL (IS) POLICIES AND PROCEDURES

Master Agreement
The state requires independent study programs to create a detailed course agreement between the learner, parent/guardian, and the (EF) educational facilitator. This agreement is called the Master Agreement, and it must be completed and signed by the credentialed teacher, parent/guardian, and learner at the beginning of the year or on the learner's start date (if transferring to SCVi after the school year has started). The Master Agreement will list all courses for the academic school year for each learner. All learners enrolled in grades 9th-12th must be enrolled in a minimum of four classes with the school to maintain full time enrollment. Instructional funds are only allocated for courses listed on the Master Agreement.

Master Agreement Addendum
In specific instances, such as a course change, a Master Agreement addendum must be signed by the educational facilitator, learner, and parent/guardian in order to reflect the change.

Learner Withdrawal/Graduation
When a learner withdraws or graduates from SCVi School Exploration Studio Program, all items purchased with instructional funds must be returned to the school.

Other High School Specifics
Please refer to the High School section of the Family Guidebook for additional information on High School.

SECTION 8:
POLICIES AND PROCEDURES

ACCELERATION AND RETENTION PROCEDURES

Learners are expected to progress through each grade within one year. In unique circumstances, learners may be considered for acceleration or retention. The acceleration and retention process involves parents/guardians, credentialed teachers, counselors, and administrators who carefully review the learner's progress, testing results, academics, and social-emotional needs to make a final decision that is in accordance with state law and board policies. The decision to accelerate or retain a learner is a joint decision between the student study team (including the parent/guardian of the learner) and the school/program director or designee. If a consensus cannot be reached, the final decision resides with the school/site director or designee according to the Board's Acceleration and Retention policy.

ATTIRE

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents/guardians and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents/guardians to inform them about the inappropriate choice of clothing when necessary.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent/guardian has a classroom concern, it is expected that they will try to resolve the concern with the classroom facilitator first. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

EMERGENCY AND HEALTH PROCEDURES

Emergency Medical Authorization

Each parent/guardian is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is **extremely** important that the authorization and Emergency Contact Information be **fully completed**. If there are any updates to the Emergency Medical Authorization during the year, email **registrar@scvi-k12.org** .

Learner Medications Assistance

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the health office. A parent/guardian must complete a **Request for Assistance Concerning Learner Medications** form prior to the learner attending classes at SCVi Charter School. This form is available in the health office or on theSCVi Charter School website at:https://ileadsantaclarita.org/about/enrollment-forms/

Confidentiality of Medical Information Act

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to learners who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require schools to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any learner who may be experiencing anaphylaxis, regardless of known history.

Entrance Health Screening

State law requires that the parent/guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible learners through the Child Health Disabilities Prevention Program

Oral Health Assessment

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Immunizations

Learners must be immunized against certain communicable diseases. Learners are prohibited from attending school unless immunization requirements are met for age and grade. The school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The school may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to

any learner whose parents/guardians have consented in writing. Beginning January 1, 2016, parents/guardians of learners in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the learner enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Learners are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunizations records for these learners to their schools. The immunization requirements do not prohibit learners from accessing special education and related services required by their individualized education programs.

A learner not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Physical Examination

A parent/guardian may file annually with the school director a written statement, signed by the parent/guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Disease Prevention Strategies

The following procedures should be followed to promote everyday disease prevention strategies according to the Department of Education (https://www.ed.gov/coronavirus)

- If you are sick or feeling unwell, stay home.
- Avoid close contact with those who are already sick.
- Cover your nose and mouth when coughing or sneezing with a tissue or the crook of your arm.
- Wash your hands often with soap and water.
- Avoid touching eyes, nose, or mouth.

Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed

from play may not return to that activity until they are evaluated by, and receive written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent/guardian or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

Medical or Hospital Service
The school does not provide or make available medical and hospital services for learners who are injured in accidents related to school activity or attendance.

EMERGENCY PROCEDURES

Drills

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent/guardian volunteer or other school staff member. These supervisors will call SCVi Charter School to provide an update and next steps.

Actual Emergency

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents/guardians or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

School Safety Plan
A Comprehensive School Site Safety Plan has been adopted at SCVi Charter School. This plan is available upon request from the school office.

FACILITATOR QUALIFICATIONS

Parents/Guardians may request the following regarding their child's facilitator(s):
- Licensure and certification information

- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

STUDENT RECORDS

A cumulative record, whether recorded by handwriting, print, or other means, must be maintained on the history of a pupil's development and educational progress. The School will protect the privacy of such records. Parents/Guardians have the right to 1) inspect and review the pupil's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access pupil records without parental/guardian consent as long as the official needs to review the records in order to fulfill their professional responsibility. Upon request from officials of another school district in which a pupil seeks or intends to enroll, the school shall disclose educational records without parental/guardian consent.

A parent/guardian's request to access their pupil's educational records must be submitted in a written form to and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents/guardians for a .25 cent fee per page.

Any challenge to school records must be submitted in writing to the registrar@scvi-k12.org A parent/guardian challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil.

FERPA: The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Educational Rights for Adult Learners: Once a learner turns 18, the learner has the legal ability to be the sole educational decision maker for themselves. Nothing prevents an educational agency or institution from disclosing education records, or personally identifiable information from education records, to a parent/guardian without the prior written consent of an eligible student if the disclosure meets the condition. (e.g.if learners are dependents of the parents/guardians under IRS tax codes or for a health or safety emergency). Please reach out to the registrar@scvi-k12.org to request all educational rights to be transferred to the learner as an adult learner.

Directory Information: The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. "Directory Information" includes one or more of the following items: learner's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and

sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the learner. The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits schools to disclose appropriately designated "directory information" without written consent, unless you have advised the school that you do not want your student's directory information disclosed without your prior written consent. If you do not wish to have any directory information released to any individual or organization please contact registrar@scvi-k12.org .

Pupil Records Obtained from Social Media: The school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and learner safety. All social media information gathered will be destroyed within one year after the learner turns 18 years or older one year after the learner is no longer enrolled, whichever comes first.

SERVICES TO DISABLED PUPILS

If a parent/guardian has reason to believe their learner has a disability requiring special services or accommodations, contact the learner's facilitator. The learner will be evaluated to determine whether they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. Certain special education services can only be provided while the learner is in the state of California. Please contact the case manager or school office if you will be out of state.

Child Find System

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent/guardian in the least restrictive environment.

Instruction for Pupils with Temporary Disabilities

A learner with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the learner is enrolled impossible or inadvisable may receive individualized instruction provided through independent study, as outlined in the independent study policy. Please contact Health.Office@scvi-k12.org for further information. Charter schools are not allowed to provide Home Hospital.

A learner with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a learner with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the learner will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A learner with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program. An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a learner who is terminally ill, from the resident governing school board, a county office of education or a charter school.

PUPIL FEES

SCVi is a tuition-freeTK- 12th grade public school and does not have any mandated fees.

SEXUAL HARASSMENT

SCVi School is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: 661-705-4820

NON DISCRIMINATION

SCVi School is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process.

The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, guidebook will be updated. Please contact office@scvi-k12.org or call us at 661-705-4820 if you would like more information on how to file a complaint with the school, prior to appealing to the CDE. For more information you may go to the CDE website: https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp

SAFE PLACE TO LEARN ACT

SCVi School is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at 661-705-4820

BULLYING

SCVi School is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: *https://www.cde.ca.gov/ls/ss/se/bullyres.asp* If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact Leadership@scvi-k12.org to assist you in identifying and stopping this behavior.

FOSTER AND HOMELESS YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. Learners experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every charter school must appoint a homeless liaison to assist learners and families. Please contact: Office@scvi-k12.org for more information of services and policies related to homeless education rights. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social

worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

LCFF and LCAP

The school LCAP is available for viewing on our website and is updated annually.

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on http://sarconline.org and is updated annually.

DRUG AND ALCOHOL/TOBACCO PREVENTION

SCVi school functions as a drug, alcohol, and tobacco free workplace.

PESTICIDE USE

SCVi Charter School may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents/Guardians who wish to be personally notified of any pesticide applied at an iLEAD location, please contact the office.

ASBESTOS MANAGEMENT PLAN

The School maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact business.office@scvi-k12.org .

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee have developed preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In order to initiate access to available pupil mental health services, you may contact SCVi's mental health providers: Scvi.Counselors@scvi-k12.org. Our school will notify parents/guardians at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, through the Monday Message.

FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent/guardian collaboration. These trips are a part of SCVi Charter School's project-based curriculum

and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in SCVi Charter School's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. *See Family Expectations for information on the volunteer process.

MISCELLANEOUS POLICIES

Harm or Destruction of Animals
Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their facilitator of the objection. Objections must be substantiated by a note from the pupil's parent/guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the facilitator believes that an adequate alternative education project is possible. The facilitator may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Surveys
Our school will not use tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent/guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent/guardian consents in writing.

Civility on School Grounds
All school staff, learners, and parents/guardians are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. Under no circumstances will uncivil conduct at any school-related activity be tolerated. For purposes of this guidebook, to be civil means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior. It also means that a person will treat other persons as he or she would like to be treated. Uncivil conduct includes, but is not limited to: using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body-language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully

invading another person's private possessions; or, any other behavior that inappropriately disrupts school-related activities. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately presented and does not disrupt a school-related activity.

Any school staff who are uncivil shall be subject to disciplinary action. Any learner that is uncivil shall be subject to disciplinary action. In the event that any learner's parent/guardian is uncivil during a school-related activity, school staff to whom the uncivility is directed shall immediately warn the parent/guardian to communicate or act civilly. If the parent/guardian fails to correct the uncivil behavior as directed, the affected school staff shall notify the parent/guardian that the school activity is terminated, and the affected school staff shall refer the matter to the school director or designee for further administrative or legal action, which may include, but may not be limited to, a prohibition from any further participation in school-related activities.

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500). It is unlawful for any person, except a parent/guardian acting toward their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Child Abuse and Neglect Reporting

SCVi School is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent/guardian access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any learner release situation which leaves the learner's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents/Guardians are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent/guardian when a parent/guardian or any other person not listed on the emergency card attempts to pick up a child.

Electronic Listening or Recording Device

The use by any person, including a learner of any electronic listening or recording device in any classroom without the prior consent of the facilitator and the school director is prohibited as it disrupts and impairs

the teaching process and discipline in the schools. Any person, other than the learner willfully in violation shall be guilty of a misdemeanor. Any learner in violation shall be subject to appropriate disciplinary action.

Gun-Free School Zone Act

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of **Martha Spansel-Pellico or Chad Powell both Directors of SCVi.** This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to $1,000, or both imprisonment and fine.

Title IX

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental/guardian, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: Leadership@scvi-k12.org

Property Damage

Parents/Guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

Williams Complaint Policy & Procedure

Every school must provide sufficient instructional materials. Every learner, including English learners, must have instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no facilitator vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at our school website. Parents/Guardians, learners, facilitators or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school director before completing the complaint forms to allow the school to respond to these concerns.

SECTION 9: COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at SCVi SCHOOL is via the website and our weekly newsletter: https://ileadsantaclarita.org/ Please remember to scroll to the green Monday Message section and insert your email address.

SOCIAL MEDIA

You can follow our journey at https://www.facebook.com/scvi.charter or SCViCharter on Instagram

CLASS NEWSLETTERS/WEBSITE

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

PARENT SQUARE

You will receive periodic phone calls and/or texts our automated calling system. These phone calls and texts will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number and email in our system at all times. Please also download the app and sign up at www.parentsquare.com

SECTION 10: FAMILIES AND SCVi CHARTER SCHOOL WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

SCVI Charter School seeks to make education a community passion. To this end, parent/guardian participation is essential to the success of the education process. Parents/Guardians are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning

plan for your child. The school encourages the participation of parents/guardians for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, SCVI school.

It is because of families like you that we are able to offer such a unique program for our children here at SCVI Charter School.

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

See the https://ileadsantaclarita.org/contribute-2/ for a list of volunteer needs, and watch the Monday Message for current volunteer needs https://ileadsantaclarita.org/volunteering/

EXAMPLES OF FAMILY VOLUNTEER WORK
- In-class support as an educator aide
- Adult workshops – parents/guardians teaching other parents/guardians
- Outside research in support of specific school projects
- Driving on field trips (must register first)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, before school, after school, bus duty, crossing guard, cafe or giving tours
- Operation support – maintenance of the campus
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear.

VISITORS/OBSERVATION PROCEDURES

SCVi Charter School is committed to providing a safe and secure learning environment for learners and staff. Visitors/observers will respect confidentiality of all learners and not discuss the details of the classroom observation with anyone outside the school setting without prior written consent.
- All campus visitors/observers must have the consent and approval of the school director/ designee. Permission to visit/observe must be given at the time requested, if at all possible, or

within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested. School Director/designee must accompany the visitor/observer to the classroom and remain with them during the visitation/observation..

- Visitors DO have the right to:
  - Request and obtain approval of the school director/designee to enter a school campus.
  - Observe in the classroom or classrooms in which their child is enrolled and/or observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request.
  - Request a meeting with the classroom facilitator/provider and/or school director/ designee following the observation; and,
  - Meet with their child's facilitator/provider (s) and/or the school director/ designee, within a reasonable period of time after making a request.
- Visitors DO NOT have the right to:
  - Willfully interfere with the discipline, order, or conduct in any classroom space or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
  - Disrupt instructional time, extra-curricular activities, cause disorder, or otherwise disrupt the normal operations of the school.
  - Audio or video record while in the classroom.
- As we welcome visitors/observers to our school, the guidelines below should be communicated to ensure an enjoyable, productive experience for all:
  - Follow the established school procedure in requesting a classroom visitation/observation from the school director/designee and obtain the school director/designee's approval.
  - Enter and leave the classroom/space as quietly as possible.
  - Do not converse with learners or staff during instructional time.
  - Do not interfere with school activities.
  - Keep the length and frequency of the classroom visits/observations reasonable (to be determined by the activity being observed).
  - Check out with school staff before leaving the campus.

ANNUAL FAMILY GIVING

Annual Family Giving is a tradition at many charter schools in California. As a charter school, SCVi Charter School receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, SCVi Charter School directly pays the lease for our buildings.

The SCVi Charter School Annual Family Giving Campaign donations directly benefit every learner by providing hands-on curricula, state-of-the-art technology, field trips, college visits, art materials, professional development, and the day-to-day operating expenses that are not funded by the state of California.

Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to SCVi Charter School. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

SECTION 11:
GOVERNANCE

HISTORY

SCVi Charter School's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities within the Santa Clarita and surrounding valley's. Each of these Board members came to SCVi Charter School with the vision and ability to create and maintain a successful school. For a list of current board members, please visit the https://ileadsantaclarita.org/about/public-information/ website.

SCHOOL GOVERNANCE

SCVi Charter School is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While SCVi Charter School's charter authorizing agency is the William S Hart School District, we are self governed, manage our own operations and maintain our own board of directors.

Decisions made by the Board will be on a majority basis. The Board will oversee SCVi Charter School's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of SCVi Charter School. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.

SECTION 12:
NOTIFICATIONS

TITLE I

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose learner(s) attend a Title I school that they may request, and the agency will provide the parent/guardians on request (and in a timely manner), information regarding the professional qualifications of the learner's classroom facilitators, including at a minimum:

1. Whether the learner's facilitator:

- Has met State qualification and licensing criteria for the grade levels and subject areas in which the facilitator provides instruction;

- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

- Is teaching in the field of discipline of the certification of the facilitator.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at **661-705-4820.**

iLEAD Schools is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.

SCVI	Property & Inland Marine	GL, Excess, Abuse & Molestation	Prof, D&O, EPL	Cyber $1M	Crime & Fiduciary	Student Accident	SUBTOTAL	WC	TOTAL ALL LINES	PREMIUM SAVINGS
7-1-22/23	$ 147,939	$ 14,264	$ 18,329	$ -	$ 3,116	$ 2,720	$ 186,368	$ 73,324	$ 259,692	
7-1-23/24	$ 43,142	$ 20,086	$ 20,965	$ 3,407	$ 510	$ 2,135	$ 90,245	$ 41,596	$ 131,841	-49%
										$ (127,851)

Santa Clarita Valley International

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) PLAN

Board Approved:

Expanded Learning Opportunities
Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

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

Contact Name: Martha Spansel-Pellico and Chad Powell

Contact Email: martha.spanselpellico@scvi-k12.org and chad.powell@scvi-k12.org

Contact Phone: (661) 705-4820

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P)

1. Santa Clarita Valley International - Single LEA

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically

reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative

response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program at Santa Clarita Valley International will be offered on site and will provide a safe environment that supports the physical and social-emotional needs of learners.

The staff will oversee the attendance sign-in and parent/guardian sign-out process. Learners will "register" for extended day or summer programs so staff will ensure contacts are up to date and emergency contacts on file in case of an emergency.All staff are trained in safety and first aid protocols. The safety procedures for the ELOP are aligned to the school day procedures. In collaboration with site administration, the program will participate in safety drills. A daily schedule is posted in the classroom with the indoor and outdoor activities. Staff have clipboards with groups and learner names to ensure supervision where learners are located.

In addition, Santa Clarita Valley International staff and approved vendors will supplement the ELOP program by offering enrichment sessions on site. Facilitators and vendors will work with the school/program administrator to ensure learner safety. You could probably also put that familiar staff will be working with students. people that students already have relationships with. Creating a trusting, safe environment through SEL practices that are used in the regular program will be also used to ensure a safe supportive space is continued. All vendors go through the fingerprinting process and are cleared to work with learners.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

ELOP programs are developed with consideration for the individual and developmental needs of learners. The ELOP will engage learner participants in activities that promote collaboration and introduce learners to a variety of experiences. Enrichment opportunities will include hands-on activities that promote social emotional learning, literacy, and communication, collaboration, critical thinking, and creativity. Enrichment activities such as art, music, crafting, science experiments, and games will be offered. In addition, Santa Clarita Valley International Staff will provide academic support after school and during extended learning days that parallels topics and skills that have already been taught in the classroom to enhance learning

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ELOP will provide fun, enriching activities aimed towards increasing a child's intellectual, social, and physical fitness needs. The programs will have a welcoming atmosphere aimed at encouraging each child's self-confidence while working to stimulate the child's creativity and critical thinking skills under the leadership of caring,competent and trustworthy staff members.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The goals of the ELOP align with the 4 Cs-Communication, Collaboration, Critical Thinking, and Creativity- as well as social emotional learning (SEL). These 4Cs will be promoted by enrichment activities that promote active and engaged learning. These activities will intentionally link goals and curricula with 21st century skills helping learners achieve mastery in content areas.

Learners will develop SEL skills through participation in team building activities that build trust and communication, mindfulness practices to identify and regulate emotions, and restorative justice practices that invite learners to repair harm. Learners will also have multiple opportunities to participate in athletics and other physical fitness activities, which will promote healthy lifestyles and support gross motor skill development.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The ELOP will provide and support intentional opportunities for learners to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles. The ELOP curriculum is flexible and highly adaptable to the skill levels of the learners and will constantly challenge learners to help guide the subjects being taught in class.

Considering the diverse needs of the learners themselves, learners will have the freedom to choose how they spend a portion of their time based on their own interests.

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5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Considering the length of the program it will be important to provide a balance of opportunities to learners. Focusing on both academic and SEL the ELOP will support learner well-being and healthy lifestyles through physical activity, nutrition education, healthy meals, and outdoor education. Children in the TK and kindergarten program will participate in age-appropriate movement and play opportunities. Learners in grades 1-6 will have options to participate in various organized and developmental sports activities.

All staff and learners follow State and County health and safety guidelines. Part of ELOP curriculum focuses on eating healthy snacks, proper serving sizes, and why it is important to eat healthy. Nutritious snacks are served daily and all meals served during the additional 30 non-instructional days follow CA Nutritional Guidelines. Examples of snacks include grain cereal, carrots, Greek yogurt with fruit, cheese and apples, and string cheese.

Another part of the wellness plan is to encourage the development of positive character through a focus on the 7 habits of highly effective learners which include: Be Proactive, Begin With the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, and Sharpen the Saw. ELOP staff use this language to acknowledge learners' actions. For example, "Thank you for finding a compromise with your friend. Way to Think Win Win."

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELOP environment values and embraces diversity and equity for all learners. Through a variety of activities, learners develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to learners' backgrounds, experiences, and knowledge. Program planning is also done through a culturally responsive lens. Activities and learning experiences that celebrate the cultural diversity among our learners will be planned. There is special attention to ensuring activities are inclusive of all learners' and staff members. Our learners and staff will be given opportunities to share, from their diverse experiences and backgrounds. Reading materials selected for activities will represent the diversity of learner participants.

The program will actively recruit staff who reflect the community of the learners served.

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Help completing forms and applications will be available to support parents and to create a welcoming and inclusive environment. ELOP staff also work with facilitators and directors to implement strategies to support learners (tailored to each individual learner) based on what is successful during the regular day program.

Other school staff (directors, counselors, facilitators, and office staff) will communicate physical and developmental needs of individual learners to site coordinators, including learners with disabilities.Learners with a 504 or iep will have modifications and/or accommodations as listed during the extended time.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The program will recruit and retain high quality staff. Although some ELOP staff may be hired and employed by contracted agencies, all staff directly supporting children in the program will meet the same minimum requirements as Instructional Assistants. ELOP staff members go through an intensive hiring process that includes in person interviews, reference checks and a DOJ livescan background and fingerprint check. Learners will engage with staff throughout the duration of the program. Through the scheduled list below learners are under constant supervision by staff. They engage with from the start of the program as well as during enrichment classes, physical education, small group assistance, or any other planned activity. Staff will engage with building relationships with the learners and making connections with each individual.

Initial and ongoing training will be provided to support the school staff in educational, behavior management, strategies for working with English Learners, and learners with disabilities, health and safety, and must complete Mandated Reporting Training annually. The ELOP Staff will participate in professional development as required based on staff and learner needs.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The mission of the ELOP is aligned to the School's Mission to "Free to Think. Inspired to Lead " and the vision of the School is that " all learners will become creative problem solvers, critical thinkers, compassionate leaders, conscientious collaborators, and responsible citizens who develop a lifelong love of learning." The goal is for all learners to

be college and career ready and to develop the key attributes in the Vision of an iLEAD Learner.

In order to achieve this, the ELOP is aligned to the school's Multi-Tiered System of Supports (MTSS) plan. Appropriate interventions and enrichment classes will meet the academic, social-emotional, and behavioral needs of learners.

The Vision of an iLEAD Leader is to engage learners in meaningful, challenging and innovative educational experiences that will result in every learner developing key characteristics to be successful in college and careers. The ELOP will support this work by providing an expanded learning program that will give learners the opportunity to further develop the skills of the iLEAD Learner: Lifelong Learner, Empathetic Citizen, Authentic Individual, and Design Thinker.

The purpose of the ELOP is to offer a cohesive segment of the child's day that fluidly allows them to transition from their daily school routines to their after school activities. The goal is to cultivate a meaningful learning environment that enhances the child' s expanded learning experience.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The LEA has developed partnerships with outside agencies to provide programs, enrichment activities and staffing for the ELOP. Collaborative partners meet multiple times during the year to engage in continuous quality improvement. The Expanded Learning Quality Standards are discussed and ideas for best practices are shared. Partners who participate in these meetings include the school director, partner agencies, any program coordinators, and other school staff. The ELOP will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the ELOP. Staff from all agencies will work collaboratively with the guidance and direction of the Director or designee.

School and community partners will participate in Los Angeles County Office of Education (LACOE) Expanded Learning Communities of Practice meetings and other CA Department of Education and LACOE Expanded Learning professional learning opportunities that will provide additional resources, support and training. The school will also continue to seek partnerships with outside agencies who can provide resources to learners.

ELOP staff will also conduct parent surveys regularly for program evaluation and continuous improvement.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

ELOP uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. The Continuous Quality Improvement (CQI) process will incorporate feedback from staff, parents, learners, facilitators, and partners. The feedback will inform program goals and plan.

The School will collect data from surveys and meetings to help guide program improvement and design. In collaboration with community partners, facilitators, program staff, and other administrators, the School Director will document goals and actions that will be reviewed and revised annually

11—Program Management

Describe the plan for program management.

The School Director, and our ELOP coordinator, Lorena Lemus, in collaboration with CA State and Federal Program, will be responsible for overall program oversight.

Management will include guiding the program improvement process, submitting necessary data reports to CDE, facilitating meetings with partner agencies, developing a professional development plan, pursuing community partnerships, and providing program information to the School community.

Partner agencies contracted with the school will implement the daily operations of the program at the school site. Responsibilities include recording attendance, sharing program information with parents, ordering materials, meeting with site directors or designee, delivering expanded learning services, and conducting staff meetings.

ELOP staff have a sign-in and sign-out procedure to accurately account for all learners. Staff sign learners in and parents individually sign learners out.

General Questions

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Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Santa Clarita Valley International is not an ASES or 21st CCLC school

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The TK/Kindergarten program provides a balanced approach of play and academics. Staff use child-guided inspiration to support learning, taking their cues from children's interest and expanding into activities and projects. TK/K ELOP activities enhance early learning in literacy, mathematics, and writing skills, as well as social emotional development and hands-on learning. Learner to facilitator ratios will be 10:1.

TK/Kindergarten staff meet regularly to discuss program goals, strengths, and challenges. Professional development of TK and Kindergarten program staff includes a new hire orientation that covers basic health and safety and program implementation.

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Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or Intersession day.

Sample Summer School Schedule
8:30-9:30: Breakfast/ Student Free Time
9:30-10:15: Academic Rotation 1
10:15-10:30: Movement break
10:30-11:30: Academic Rotation 2
11:30-12:00: Unstructured Outdoor Break
12:00-1:00: Academic Rotation 3
1:00-2:00: Lunch/ Unstructured Outdoor Play
2:00-3:30: Enrichment Activity 1
3:30-4:00: Snack
4:00-5:30: Enrichment Activity 2

Sample School Day Schedule
8:00-8:30: Before School Care
8:30-3:15: Regular School Day
3:15-3:45: Snack/ Unstructured Outdoor Play
3:45-4:30: Homework Support/ Tutoring
4:30-5:15: Enrichment Activity
5:15-5:30: Pick Up/ Closing

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC **Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a   before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and   (g) of Section 8482.3, including the development of a program plan based on the following;

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(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized

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childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject

to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

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Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.