

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 21, 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) Zoom Meeting: https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(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: 6/21/2023

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

Due date: 6/21/2023

Documents

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

2. Public Comments

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

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.

3. Consent Items

3.1. Personnel Report	(4:00 PM - 4:00 PM)
-----------------------	---------------------

Due date: 6/21/2023

Documents

- SCVi Personnel Report.pdf

3.2. Check Register

(4:00 PM - 4:00 PM)

Due date: 6/21/2023

Documents

- SCVi_Payment Register_20230614.pdf
- SCVi_Payment Register Summary_20230614.pdf

3.3. Contracts / invoices over \$10,000

(4:00 PM - 4:00 PM)

Due date: 6/21/2023

Documents

- Apple AAA0132912.pdf
- DH Mechanical Quote.pdf

4. Discussion And Reports

4.1. School Director Report

(4:00 PM - 4:00 PM)

Documents

- Site Director Board Report.pdf

4.2. Financial Committee Report

(4:00 PM - 4:00 PM)

4.3. Enrollment Committee Report

(4:00 PM - 4:00 PM)

4.4. Closed Session

4.4.1. Public Employee Performance Evaluation

(4:00 PM - 4:00 PM)

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

5. Report of Closed Session

(4:00 PM - 4:00 PM)

6. Action Items

6.1. School Directors Employment Agreement

(4:00 PM - 4:00 PM)

Discuss and take action regarding the School Director employment agreement.

Due date: 6/21/2023

6.2. Single Plan for Student Achievement

(4:00 PM - 4:00 PM)

Due date: 6/21/2023

Documents

- SCVi SPSA 23-24 SSC Approved.pdf

6.3. Shared Resource Agreement

(4:00 PM - 4:00 PM)

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

Due date: 6/21/2023

Documents

- iCA Service Agreement July 2023(7004719.2).pdf

6.4. 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: 6/21/2023

6.5. Board Member Position

(4:00 PM - 4:00 PM)

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

Due date: 6/21/2023

6.6. 2023 - 2024 Board Meeting Dates

(4:00 PM - 4:00 PM)

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

Due date: 6/21/2023

Documents

- SCVi 2023-2024 Board Meeting Calendar.pdf

6.7. Public Comment Time Criteria

(4:00 PM - 4:00 PM)

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

Due date: 6/21/2023

7. Board Comments

7.1. Board Comments

(4:00 PM - 4:00 PM)

8. Closing Items

8.1. Next Meeting Date

(4:00 PM - 4:00 PM)

June 28 at 4:00pm

8.2. 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 publicly posted 72 or 24 hours prior to the meeting as required by law.

MEETING MINUTES - Santa Clarita Valley international Board

Meeting

Date	Wednesday, May 17, 2023
Started	6:04 PM
Ended	7:48 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Cyn Rd., Castaic Room: Village (located on the 2nd floor of the Lower Campus)
Purpose	Regular scheduled meeting
Chaired by	Nicole Miller
Recorder	Donna Wood

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Nicole Miller called the meeting to order at 6:04pm

Status: Completed

1.2. Roll Call

Shely Berry: Present

Greg Kimura: Present

Nicole Miller: Present

Wendy Emeterio: Arrived at 6:10pm

Status: Completed

1.3. Pledge Of Allegiance

Pledge of allegiance was recited

Status: Completed

1.4. Approve Agenda

Motion to Approve: Shely Berry

Seconded by: Greg Kimura

Approved

- Shely Berry: Yes
- Greg Kimura: Yes
- Nicole Miller: Yes
- Wendy Emeterio: Absent

Due date:

Status: Completed

1.5. Approve Minutes

Motion to Approve with correction: Greg Kimura

Seconded by: Shely Berry

Approved

- Greg Kimura: Yes
- Shely Berry: Yes
- Nicole Miller: Yes
- Wendy Emeterio: Absent

Due date:

Status: Completed

Documents

- Minutes-2023-04-19.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment

Todd Kern and the 6/7 Student Council presented their group plans, fundraisers and events with the Board and answered questions of the Board

Status: Completed

3. Public Comments

3.1. Public Comments

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

No public comments were made

Status: Completed

4. Consent Items

4.1. Personnel Report

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

- 5.17.2023 SCVi_PersonnelReport__.pdf
-

4.2. 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 20230510.pdf
 - SCVi Payment Register Summary 20230510.pdf
-

5. Discussion And Reports

5.1. Learner Board Ambassador Report

The Learner Board Ambassador presented their report to the Board and answered questions of the Board

Status: Completed

5.2. School Director Report

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

Status: Completed

Documents

- Site Director Board Report.pdf
-

5.3. Staff Board Ambassador Report

Megan Tapia presented the Staff Board Ambassador Report to the Board and answered questions of the Board

Status: Completed

5.4. Financial Committee Report

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

Status: Completed

5.5. Enrollment Committee Report

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

Status: Completed

6. Action Items

6.1. Annual Request For Federal Title Funding

Request approval to submit for Federal Title I, II, and IV funding for the 2023-2024 school year.

Farnaz Kaufman presented the Annual Request for Federal Title Funding to the Board and answered questions of the Board.

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved

- Greg Kimura: Yes
- Shely Berry: Yes
- Wendy Kimura: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- Annual Request For Federal Title Funding - SCVi.pdf
-

6.2. 2023-2024 Vacation Policy

Discuss and take action on 2023-2024 Vacation Policy.

Kim Lytle presented the 2023-2024 Vacation Policy to the Board and answered questions of the Board

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved

- Greg Kimura: Yes
- Shely Berry: Yes
- Wendy Kimura: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- 2023 - 2024 Vacation Policy - EG (3).pdf
-

6.3. Board Meeting Location

Discuss and take action regarding the location of the Board Meetings including public virtual access.

Kim Lytle presented the Board Meeting Location to the Board and answered questions of the Board

Motion to Approve the public having access to Board meetings via zoom link: Greg Kimura

Seconded by: Shely Berry

Unanimously Approved

- Greg Kimura: Yes
- Shely Berry: Yes
- Wendy Kimura: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

6.4. Board Member Positions

Discuss and take action to add Board Members to the SCVi Board Team.

Kim Lytle presented the Board Member Positions to the Board and answered questions of the Board

Motion to Table: Greg Kimura

Seconded by: Shely Berry

Vote to Table

- Greg Kimura: Yes
- Shely Berry: Yes
- Wendy Emeterio: Yes
- Nicole Miller: Yes

Due date: 6/21/2023

Status: In progress / deferred until 6/21/2023

6.5. Board Role

Discuss and take action to appoint Board Secretary given the requirements of the Bylaws Article VII.

Kim Lytle presented the Board Role to the Board and answered questions of the Board

Motion to appoint Shely Berry as Secretary of the Board: Greg Kimura

Seconded by: Wendy Emeterio

Unanimously Approved

- Greg Kimura: Yes
- Wendy Emeterio: Yes
- Shely Berry: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

7. Closed Session

7.1. Conference with Legal Counsel - Anticipated Litigation

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

Status: Completed

7.2. Report of Closed Session

Nicole Miller reported the Board approved the Special Education Settlement Agreement with up to \$40,000 in educational funds.

Unanimously Approved

- Greg Kimura: Yes
- Wendy Emeterio: Yes
- Shely Berry: Yes
- Nicole Miller: Yes

Status: Completed

8. Board Comments

8.1. Board Comments

Greg Kimura stated he appreciated all the hard work of Chad Powell and Martha Spansel-Pellico, the Board Members, Kim Lytle and Donna Wood.

Wendy Emeterio stated her appreciation of Shely Berry for her appointment to Secretary of the Board

Status: Completed

9. Closing Items

9.1. Promotion/Graduation Date

June 16, 2023

June 16, 2023 - Board members will attend graduation

Status: Completed

9.2. Next Meeting Date

June 21, 2023 at 4:00pm

Next board meeting is June 21st at 4:00pm

Status: Completed

9.3. Adjournment

Nicole Miller adjourned the meeting at 7:48pm

Status: Completed

EMPLOYMENT – NEW HIRES

NA

RESIGNATIONS/TERMINATIONS

Bueno Muriel, Isabel	Care Team	06.02.23
Lomeli, Elizabeth	Care Team	05.23.23
Shenberger, Sapir	Substitute Facilitator	05.12.23
Taalbi, Christy	Care Team	05.24.23
Williams, Trumel	Custodian	05.16.23
Sanchez, Diana	Facilitator	05.31.23

STATUS CHANGE

NA

Company Name: Santa Clarita Valley International School
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 05/11/2023-06/14/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	20,327.79
3402	Health & Welfare Benefits - Classified positions	8,746.21
4220	Other Books & References	184.75
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	312.68
4315	Art Supplies	107.17
4325	Custodial Supplies	2,480.33
4330	Health & Safety	279.28
4335	Home Study Stipend	16,696.39
4340	Office Supplies	425.69
4350	Spiritwear	747.89
4355	Facilities Supplies	467.70
4420	NonClassroom Furniture & Equipment	12.04
4430	IT Equipment & Supplies	855.73
4710	Vended Food Service	14,962.78
4720	Food Supplies	555.62
4740	Cafe Other Supplies	310.94
5210	Travel for PD, Conferences, & School Development	129.93
5240	Professional Development - Meetings & Collaborations	318.74
5310	Professional Dues, Memberships, and Subscriptions	3,672.00
5510	Utilities - Electricity	6,333.16
5520	Utilities - Gas	573.56
5530	Utilities - Water	763.44
5540	Utilities - Trash	2,003.98
5550	Operations - Janitorial Services	6,799.00
5560	Operations - Security	2,973.18
5610	Rent - Facilities Rent and CAM Charges	6,717.70
5630	Repairs & Maintenance - Facilities	11,019.07
5822	Operating Expenditures - Licenses & Other Fees	394.00
5825	Operating Expenditures - Banking Charges & Fees	85.70
5826	Operating Expenditures - Interest	27.67
5829	Operating Expenditures - Events	1,786.10
5830	Operating Expenditures - Marketing & Advertising	397.00
5831	Operating Expenditures - Branding (Brochures, Flyers, etc)	406.52
5852	Student Services Expenditures - Special Education Contracted	1,227.50
5853	Student Services Expenditures - Student & Group Activities	76,190.56
5855	Student Services Expenditures - Substitutes	6,663.00
5910	Telephone & Fax	4,367.73
5940	Postage Expense	3.48
9310	Prepaid Expenditures (Expenses)	11,327.64
9535	Retirement Liability	70,533.37

GL Account #	GL Account Description	Total
9536	403b Payable	950.00
9554	#N/A	292.43
Grand Total		\$ 283,429.45

Company name: Santa Clarita Valley International School
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 05/11/2023-06/14/2023
Created on: 6/14/23
Location: 110--Santa Clarita Valley International

Date	Vendor	Amount
5/11/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	889.78
5/11/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	829.98
5/11/23	BAY110B--Bay Alarm Company 6072	215.00
5/11/23	BAY110D--Bay Alarm Company 2172	183.35
5/11/23	CIGN000--Cigna Healthcare	2,654.10
5/11/23	DWLL000--Donna Wood	31.80
5/11/23	FIDE000--Fidelity Security Life Insurance Company	184.76
5/11/23	FIDE000--Fidelity Security Life Insurance Company	493.94
5/11/23	FOOT000--Foothill Fence	2,780.00
5/11/23	FRES001--Fresh Start Healthy Meals, Inc.	14,962.78
5/11/23	HOME000--Home Science Tools [P]	158.05
5/11/23	HOME003--Home Depot Credit Services	8.73
5/11/23	HORN001--Horn's Backflow & Plumbing Service Inc	1,835.43
5/11/23	iLEA010--iLEAD Online Charter	617.50
5/11/23	JIVE000--Jive Communications, Inc.	1,764.17
5/11/23	MCCA000--McCalla Company	592.92
5/11/23	NATI000--National Benefit Services	950.00
5/11/23	OFFI001--Official Pest Prevention, Inc	210.00
5/11/23	PARE002--Parent Square, Inc.	3,672.00
5/11/23	SCHO015--School Zone Transportation, Inc	23,100.00
5/11/23	SCOO000--Scoot Education	696.00
5/11/23	SOAR000--Soar Team Inc.	3,273.50
5/11/23	WAS118A--Waste Management 3008.	1,001.99
5/11/23	WEXH000--WEX Health Inc.	34.00
5/15/23	1901000--1901 B Street Inc	5,909.33
5/15/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	1,145.18
5/15/23	BAY110A--Bay Alarm Company 6972	241.47
5/15/23	BAY110D--Bay Alarm Company 2172	132.33
5/15/23	DHAW000--Dhawan, Ajay	500.00
5/15/23	EDI110B--Southern California Edison 8155	2,057.12
5/15/23	EDI110C--Southern California Edison 4738	913.15
5/15/23	EMP0480	40.00
5/15/23	EMP0889	64.71
5/15/23	GOLD002--Golden Oak Music	240.00
5/15/23	JIYU000--Jiyu Martial Arts and Fitness	640.00
5/15/23	KIDS001--KidsArt - Valencia, Inc [S]	204.00
5/15/23	LITT001--Little School of Music [S]	1,457.29
5/15/23	MATH022--SoCal Math LLC	274.99

Date	Vendor	Amount
5/15/23	MUSI000--Music Mania	550.00
5/15/23	NEWH000--Newhall Valencia Lock & Key	201.49
5/15/23	OFFI001--Official Pest Prevention, Inc	105.00
5/15/23	RONQ000--Melody Ronquillo	25.00
5/15/23	SCV110A--SCV Water- Valencia Division 2301	139.95
5/15/23	SCV110B--SCV Water- Valencia Division 0301	142.17
5/15/23	SCV110C--SCV Water- Valencia Division 9302	20.73
5/15/23	SCV110D--SCV Water- Valencia Division 3301	20.73
5/15/23	SCV110E--SCV Water- Valencia Division 5302	20.73
5/15/23	SCV110F--SCV Water- Valencia Division 8303	124.41
5/15/23	SCV110G--SCV Water- Valencia Division 7302	20.73
5/15/23	SCV110H--SCV Water- Valencia Division 4302	124.41
5/15/23	SCV110J--SCV Water- Valencia Division 8301	128.85
5/15/23	SCV110K--SCV Water- Valencia Division 9301	20.73
5/15/23	THYS000--ThyssenKrupp Elevator Corp	907.15
5/15/23	UNIV002--Universal Studios Hollywood	4,478.00
5/15/23	URBA000--Urbanovich, Rene	2,250.00
5/15/23	WEST000--West Coast Music Academy [S]	336.00
5/15/23	ZARU000--Zarubin Inc	455.00
5/17/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	149.41
5/17/23	ATT110C--AT&T 0090	11.26
5/17/23	DIVV110--Divvy, Inc.	292.43
5/17/23	HOME003--Home Depot Credit Services	625.85
5/17/23	LOSA011--Los Angeles County Department of Public Works	394.00
5/17/23	NURI000--Nurick, Liza	206.14
5/17/23	RAIN000--Rainbow Resource Center Inc [P]	2,160.00
5/17/23	SCHO010--Scholastic Reading Club [P]	76.65
5/18/23	ZARU000--Zarubin Inc	-455.00
5/19/23	EMP2381	-119.82
5/19/23	HABB--Roxana Habb	-150.00
5/22/23	LEAR000--Learn Beyond The Book LLC [S]	3,551.97
5/22/23	ZARU000--Zarubin Inc	455.00
5/23/23	BEAU000--Beautiful Feet Books [P]	633.28
5/23/23	EMP2381	119.82
5/23/23	HABB--Roxana Habb	150.00
5/23/23	OTCB000--OTC Brands Inc [P]	143.22
5/24/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	192.70
5/24/23	ATT110D--AT&T 7579	223.95
5/24/23	ATT110E--AT&T 0778	644.49
5/24/23	BAY110B--Bay Alarm Company 6072	1,086.03
5/24/23	CODE003--Reeser Holdings LLC	697.00
5/24/23	CROS001--Crossroads Owners, Inc.	5,027.00
5/24/23	EMP0261	222.51
5/24/23	LITT002--Little Oak Ranch LLC	180.00

Date	Vendor	Amount
5/24/23	MCCA000--McCalla Company	1,443.80
5/24/23	OTCB000--OTC Brands Inc [P]	48.17
5/24/23	PRUD000--Prudential Overall Supply	84.98
5/24/23	SANT003--Santa Clarita Athletic Independent League	420.00
5/24/23	SCOO000--Scoot Education	2,487.00
5/24/23	SPEN001--Spencer, Alec Neel	298.00
5/24/23	SPIR000--Spirit Hero, LLC	747.89
5/24/23	THER001--Therapy in Action	85.00
5/24/23	UNIV002--Universal Studios Hollywood	900.00
5/24/23	WHIT012--Whitaker Plumbing	1,980.00
5/25/23	VALE9227--Valencia Commerce Center Association 22992-27	794.14
5/25/23	VALE9228--Valencia Commerce Center Association 22992-28	438.22
5/25/23	VALE9229--Valencia Commerce Center Association 22992-29	42.46
5/25/23	VALE9232--Valencia Commerce Center Association 22992-32	25.96
5/30/23	BAY110D--Bay Alarm Company 2172	390.00
5/30/23	CORP001--Corporate Splash	406.52
5/30/23	EMP0297	484.60
5/30/23	INSI000--Inside SCV Magazine	147.00
5/30/23	KANO000--Kanor Driving School, Inc.	373.50
5/30/23	LOSA001--Los Angeles County Office of Education (LACOE)	70,533.37
5/30/23	MUSI002--Music Theatre International Inc	358.95
5/30/23	OFFI000--ODP Business Solutions LLC	49.26
5/30/23	OFFI000--ODP Business Solutions LLC	49.26
5/30/23	RAIN000--Rainbow Resource Center Inc [P]	575.04
5/30/23	SCOO000--Scoot Education	348.00
5/30/23	THER004--The Reed Idea Lab, LLC	800.00
5/30/23	TOPO000--Top Out Climbing [S]	130.00
5/30/23	UMBB000--UMB Bank	3,000.00
5/30/23	VALE9230--Valencia Commerce Center Association 22992-30	461.90
5/30/23	VALE9231--Valencia Commerce Center Association 22992-31	41.39
5/31/23	AFLA000--AFLAC	2,252.90
5/31/23	BAY110E--Bay Alarm Company 2072	600.00
5/31/23	GAS110A--SoCalGas 2760	24.05
5/31/23	GAS110B--SoCalGas 5410	0.16
5/31/23	GAS110C--SoCalGas 8533	80.13
5/31/23	GAS110D--SoCalGas 7473	2.06
5/31/23	GAS110E--SoCalGas 8697	5.54
5/31/23	GAS110H--SoCalGas 2166	15.21
5/31/23	GRAV001--Gravie, Inc	11,327.64
5/31/23	LIZA000--Lizaola, Gerardo	125.00
5/31/23	NISH000--Nishizaki, Santor	125.00
5/31/23	POWE005--Power Clean Janitorial, Inc	6,799.00
5/31/23	SCHO032--SchoolPosters.com LLC	184.75
6/2/23	EMP0261	-111.04

Date	Vendor	Amount
6/5/23	ATT110A--AT&T 8037	1,723.86
6/5/23	BAY110B--Bay Alarm Company 6072	125.00
6/5/23	GAS110A--SoCalGas 2760	94.70
6/5/23	GAS110B--SoCalGas 5410	22.17
6/5/23	GAS110C--SoCalGas 8533	173.41
6/5/23	GAS110D--SoCalGas 7473	52.18
6/5/23	GAS110E--SoCalGas 8697	66.50
6/5/23	GAS110H--SoCalGas 2166	37.45
6/5/23	PRUD000--Prudential Overall Supply	84.98
6/5/23	RAIN000--Rainbow Resource Center Inc [P]	37.07
6/5/23	SCOO000--Scoot Education	3,132.00
6/5/23	SYSC000--Sysco Ventura Inc	555.62
6/5/23	USAC001--USA Coach Buses	200.00
6/5/23	WAS118A--Waste Management 3008.	1,001.99
6/6/23	CIRC00--Circle of Hope Inc	250.00
6/6/23	EMP0261	111.04
6/6/23	PROF000--Professional Tutors of America Inc	900.00
6/6/23	PROF000--Professional Tutors of America Inc	157.50
6/6/23	THER001--Therapy in Action	85.00
6/7/23	EDI110A--Southern California Edison 0668	3,362.89
6/7/23	FIDE000--Fidelity Security Life Insurance Company	468.71
6/7/23	FIDE000--Fidelity Security Life Insurance Company	192.87
6/7/23	KAIS000--Kaiser Foundation Health Plan	22,477.82
6/7/23	LEGA003--Legal Shield	314.90
6/13/23	EMP0297	89.93
6/13/23	EMP0480	96.23
6/13/23	LITT001--Little School of Music [S]	55.00
6/13/23	OXNA000--Oxnard Downtowners Foundation, Inc	337.50
6/13/23	SCHO015--School Zone Transportation, Inc	36,300.00
		\$283,429.45



Order Date

05/30/2023

Your order has been sent to the Apple Store for Education Institution.

Order Number

AAA0132912

Billing Address

SANTA CLARITA VALLEY INT CHARTER
28060 HASLEY CANYON RD
STE 200
CASTAIC CA 91384-4572
US

Shipping Address

SANTA CLARITA VALLEY INT CHARTER
28060 HASLEY CANYON RD
STE 200
CASTAIC CA 91384-4572
US

PO Number

SCViStaff2x5/30/23

Payment Method

Certified Cheque or Money Order

For Cashier's Check Payments, after placing your order, use "Download PDF copy of this order" link on the Order Summary page, to download and print a copy of your order.

Please include a printed copy of your order with your payment.

Payments should be sent to:

Apple Inc.

PO Box 846095

Dallas, TX 75284-6095

Received ____/____/____

Approved by _____

Shipping Method

Standard Business

Email Address

admin@ileadcalifornia.org

Forward to AP ____/____/____

Send Additional Copies to

abed.rahman@ileadcalifornia.org
business.office@scvi-k12.org
justin.shanahan@scvi-k12.org

Mail SCVi iLead

4430

Item	Description	Total Quantity	Unit Price	Total Price
10	13-inch MacBook Air: Apple M2 chip with 8-core CPU and 8-core GPU, 256GB - Silver with 4-Year AppleCare+ for Schools (Packaged in a 5-pack) (No Service Fee) BTTE2LL/A Estimated Shipping: 1-2 weeks Bundled Item(s):	2	6,590.00 USD	13,180.00 USD
20	13-inch MacBook Air: Apple M2 chip with 8-core CPU and 8-core GPU, 256GB - Silver (Packaged in a 5-pack) MLY93LL/A : * System on a Chip (Processor): Apple M2 chip with 8-core CPU, 8-core GPU, 16-core Neural Engine * Memory: 8GB unified memory * Storage: 256GB SSD storage * Power Adapter: 30W USB-C Power Adapter	10	Recycle Fee	40.00 USD

- * Camera: 1080p FaceTime HD camera
- * Thunderbolt: Two Thunderbolt / USB 4 ports
- * Input: MagSafe 3 charging port
- * Display: 13.6-inch Liquid Retina display with True Tone
- * Pro Apps Bundle for Education: None
- * Keyboard Language: Backlit Magic Keyboard with Touch ID - US English
- * Accessory Kit: Accessory Kit

30

4-Year AppleCare+ for Schools - MacBook Air M2 (no service fees)

SEY12LL/A

10

Subtotal	13,220.00 USD
Estimated Tax	1,025.05 USD
Total	14,245.05 USD

Please note that your order subtotal does not include Sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed.

Note: Your purchase is subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution. To view the terms and conditions of the Apple Store for Education Institution, log into the store with your Apple Account ID, and select the 'Applicable Terms' link on the footer of your store.

D.H Mechanical
Heating, Ventilation & Air Conditioning

28652 Oak Hill Court
Castaic, CA 91384

License # 887902
Ph. 661-310-4249

Quote

SCVi
28050 Hasley Canyon Rd.
Castaic, CA 91384

June 15, 2023

CU-2 and FC-2

Scope of Work: Found CU-2 with a large oil stain around the condenser coil. Attached gauges to it and there was no refrigerant in it. This is a R-22 refrigerant system. Parts for it are no longer available for the condenser coil. The only option is to replace the condenser and air handler.

Disconnect high and low voltage wiring for existing R-22 4-ton heat pump condenser. Cut copper lines. Lift existing 4-ton R-22 condenser from roof with a crane. Lift new 4-ton R-410A heat pump condenser to roof with a crane. Install a new 3-phase service disconnect. Install (3) new fuses. Connect high and low voltage wiring. Disconnect existing return air and supply air plenums from existing R-22 4-ton air handler. Disconnect high and low voltage wiring from air handler. Cut copper lines. Cut drain lines. Remove existing air handler. Install a new 4-ton R-410A air handler. Connect existing return air and supply air plenums to new air handler. Solder copper lines. Pressure test system. Evacuate system. Connect drain line. Start system up in cool and heat modes to check operation.

Job Price: \$11,877.00 per year

Right to Cancel: Customer has 3 business days to cancel job from date the quote is signed and returned.

Approved by:

Date:

SCVi
School Director's Report - Chad Powell and Martha Spansel-Pellico
6/21/23

Curriculum Moment

- Upper School Learner Showcase in Advisory

Professional Learning/Staff Support

- Showcases of Learning
- ILP and Contract Meetings

School Celebrations:

- Successful End of the School Year

Senior Celebrations -

- Senior Breakfast/Awards/Clap Out - June 16
 - Graduation
- Clap Up/Step Up - Thursday, June 15

Enrollment (as of 6/12/23)

Budgeted Enrollment - # 766

Current Enrollment - # 719

Total Learners on Wait List - # (Explorations)

Marketing/Community Events:

- Ice Cream Social
- Trickle Email
- Family Outreach

Other:

Summer Program and Extended School Year - Lorena Lemus

7/2021



Santa Clarita Valley International School Plan for Student Achievement 2023-2024

School Name: Santa Clarita Valley International

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

School Mission and Vision:

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

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

CDS Code:

19 65136 0117234

SSC Approval Date: June 14th, 2023

Local Board Approval Date:

Purpose

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

The purpose of this plan is to use a continuous cycle of improvement for a Targeted Academic Support and Additional Targeted Support and Improvement that increase growth and achievement for learners falling below proficient in English Language Arts and Math, increase staff capacity through professional development, and bolster a program that results in a well-rounded education.

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

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

Santa Clarita Valley International is eligible for Additional Targeted Support and Improvement for 2022 California



Dashboard indicators for Students with Disabilities for 2022 ELA and Math CAASPP Scores. This plan serves as the school's Additional Targeted Support and Improvement plan.

ESSA Requirements

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

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

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

The annual SPSA process starts in the fall for the following school year and is finalized in the spring after learner assessment data and SPSA goals are analyzed. School leadership and staff use verifiable data in the fall to assess Title programming and make adjustments to programming based off the data. The Schoolsite Council meets to review verifiable data from the California Dashboard and Data Quest and give input to implementing programming and meeting goals. The school's ELAC also meets in fall to review verifiable data and provide input on school programming. Lastly, the school's governing board reviews data in the fall.

Frequent feedback and planning conversations happen throughout the school year through program iSUPPORT programs, leadership reflection and professional development, staff collaboration, data protocol meetings, and the school's continuous improvement cycle activities. The school makes a coordinated effort to collect, analyze, and use "Street Data".

During the spring planning process, school leadership sends annual family, learner, and staff surveys using Panorama Education, which uses evidence-based, nationally normed questions to gather feedback and input on school programming and needs for the following school year. The SPSA is analyzed and revised for the following school year by school leadership and the Schoolsite Council and presented to staff for input. The Board approves the SPSA in June alongside the school LCAP.



The school engages in a year-long process of continuous improvement to serve as its comprehensive needs assessment. This includes: analysis of internal and verifiable metrics as aligned to California state required LCAP metrics, annual program evaluation and planning, monthly grade level data protocol meetings, staff and parent meetings, annual survey data, and comprehensive budget analysis and review.

Resource Inequities: ATSI

Santa Clarita Valley International is a single school LEA and all Title funding is allocated to the school directly. At Santa Clarita Valley International, there are many opportunities available to increase the academic performance of learners. The school has been identified as meeting the requirement for Additional Targeted Support and Improvement under ESSA for the following subgroups:

- Students with Disabilities

Learners in these subgroups were identified for low performance in:

- CAASPP Math
- CAASPP ELA

In 2022-23, 18.3% of the school's population were students with disabilities.

A comprehensive budget and resource analysis was performed. It was determined that no inequities exist for the identified subgroups for equitable offerings for resources and services.

The school will perform more in-depth root cause analysis throughout the 2023-24 school year to continue to participate in root cause analysis and action planning for low-performing sub groups through the school's equity taskforce.

Goals, Strategies, Expenditures

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

Identified Need

SCVi scored 70.4 points below standard in Mathematics on the 2022 CAASPP, which is 18.7 points below the overall state of California. Students with disabilities were 143.2 points below standard for 2022. There is a need to increase academic achievement in math for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.

Annual Measurable Outcomes

Metric

Baseline

Expected Outcome



NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.	Anticipated CGI Score for Spring 2023: -.33	Meet or exceed a CGI score of 0 or higher in Spring 2023
--	---	--

Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Targeted Math Intervention	Identified learners falling below State proficiency levels.	Designate Care Team Support Personnel to work directly with identified learners falling below State proficiency levels. These employees will design, implement, and monitor strategies and activities to support math learning in alignment to California State Standards.	\$37,739	Title I

Annual Review	
SPSA Year Reviewed: 2022-2023	Summary: SCVi Care Team (classified aids) worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2022.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	<p>Facilitators and Care Team worked with targeted learners during instructional time in small group instruction to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and intervention curriculum were used to design individual lessons and practice for learner's based on their skill development needs.</p> <p>While SCVi is not expected to meet it's goal of a CGI score of 0 or above for Spring 2023 NWEA MAP assessments in math, large gains were made from Spring 2022 to Spring 2023 that are indicative of program success. At the time of SSC approval, finalized 2023 MAP assessments are not available yet. The school is anticipated to grow its CGI score in Math 1.25 points from -1.58 to -.33, meaning more learners met their expected growth targets for the 2022-23 school year.</p>



Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSSA.	SCVi will continue offering small group intervention programs in the same manner for the 2023-24 school year.

Goal 2: Enhance academic support and interventions in order to address the needs of low-achieving learners in ELA and those at risk of not meeting the challenging state standards.

Identified Need	SCVi scored 12.1 points below standard in ELA on the 2022 CAASPP, which is .1 points below the overall state of California. Students with disabilities were 95.4 points below standard for 2022. There is a need to increase academic achievement in ELA for identified learners needing intervention based on internal NWEA math MAP scores and CAASPP.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
NWEA MAP Test Scores, specifically the Conditional Growth Index (CGI), a standardized measure of observed learner or school growth compared to the 2020 NWEA student or school growth norms.		Anticipated CGI Score for Spring 2023: -.34		Meet or exceed a CGI score of 0 or higher in Spring 2023
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
Targeted ELA Intervention	Identified learners falling below State proficiency levels.	Designate Care Team Support Personnel to work directly with identified learners falling below State proficiency levels. These employees will design,	\$37,739	Title I



		implement, and monitor strategies and activities to support ELA learning in alignment to California State Standards.		
--	--	--	--	--

Annual Review

SPSA Year Reviewed: 2022-2023	Summary: SCVi Facilitators worked to implement a Math intervention program for targeted learners falling well below state level of proficiency as measured by NWEA MAP scores in Fall 2022.
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.	<p>Facilitators and Care Team worked with targeted learners during instructional time in small group instruction to deliver and monitor intervention strategies, tutoring, and support in meeting individual learner's Math goals. NWEA MAP data and intervention curriculum were used to design individual lessons and practice for learner's based on their skill development needs.</p> <p>While SCVi is not expected to meet it's goal of a CGI score of 0 or above for Spring 2023 NWEA MAP assessments in ELA, large gains were made from Spring 2022 to Spring 2023 that are indicative of program success. At the time of SSC approval, finalized 2023 MAP assessments are not available yet. The school is anticipated to igrow its CGI score in ELA 1.4 points from -1.74 to -.34, meaning more learners met their expected growth targets for the 2022-23 school year.</p>

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goals.	There were no major differences between intended implementation or budgeted expenditures during the implementation time period. All strategies were implemented as planned.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	SCVi will continue offering small group intervention programs in the same manner for the 2023-24 school year.

Goal 3: Support a well-rounded education and learner well-being.

Identified	Due to COVID, there is an increase in the need for behavior intervention, social-emotional
-------------------	--



Need	support, and learner engagement. Educational partner surveys, absenteeism data, suspension data, and educational partner input served as data during the comprehensive needs analysis to create this new goal for 2023-2024.			
Annual Measurable Outcomes				
Metric		Baseline		Expected Outcome
Number of learners who met at least 1 SEL individual learning plan goal on SEL Survey		Spring 2023: 78% of learners met their SEL goal.		Increase and Mantain to 80% of learners meeting at least 1 SEL individual learning plan goal on spring SEL survey.
Strategies/Activities				
Activity	Learners to Be Served	Strategy/Activity Description	Expenditures	
			Amount(s)	Funding Source(s)
SEL Curriculum and Support	All learners	Implementation of SEL curriculum and strategies	\$10,100	Title IV

Budget Summary	
Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$101,074
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$85,578
Total of Federal Title funding for this school:	\$101,074



Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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



[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, learners, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, learner advisory groups, tribes and



tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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



Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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



[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.



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

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

Budget Summary

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

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

Budget Summary

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

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

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



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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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



- ii. Identify the specific academic needs of learners and groups of learners who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
- A. Goals set to improve pupil outcomes, including addressing the needs of learner groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of learners to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all learners demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve learners' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;



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

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

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

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

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

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

- 1. Ensure that those learners' difficulties are identified on a timely basis; and
- 2. Provide sufficient information on which to base effective assistance to those learners.



- G. For an elementary school, a description of how the school will assist preschool learners in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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



Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the



legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

RESOURCE SHARING AGREEMENT

(Effective July 1, 2023)

This Resource Sharing Agreement (“**Agreement**”) is entered into as of July 1, 2023 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or “**School**” and collectively as the “**Parties**” or “**Schools**” to this Agreement: iLEAD California Charters 1 (“**iCA**”); iLEAD Agua Dulce (“**iAD**”); iLEAD Lancaster (“**iL**”); iLEAD Online Charter School (“**iOCS**”); Empower Generations (“**EG**”); and Santa Clarita Valley International (“**SCVi**”).

WHEREAS, iCA, iAD, iL, iOCS, EG, and SCVi are each nonprofits that separately operate California public charter schools focused on project based learning, and based on the iLEAD program model.

WHEREAS, iCA, which currently operates the largest of the charter schools, employs staff members and houses other resources beneficial for certain functions of charter schools using the iLEAD program, including: learning support; leadership support; school, community, and authorizer relations; employee services; technology functions; board support; accounting and financial services; compliance and reporting; facilities; and communications, outreach, and public relations.

WHEREAS, the Parties seek to share these resources of iCA among them cooperatively to achieve cost savings and other scale benefits for each Party, so that each Party may have access to additional, valuable, specialized, and/or expensive resources that might otherwise not be available to them.

WHEREAS, the Parties have previously been sharing certain resources of iCA under that certain Resource Sharing Agreement dated July 1, 2019 and as amended effective July 1, 2021 and December 1, 2022, the term of which expired on June 30, 2023.

WHEREAS, the sharing of these resources of iCA among all of the Parties cooperatively is in the mutual interest and advantage of each of the Parties in furtherance of their shared goal to successfully implement the iLEAD program in a cost effective manner at their respective schools.

WHEREAS, it is the intent of the Parties to continue sharing certain iCA resources and allocate costs among them according to the terms and conditions set forth in this Agreement.

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

1. **Shared Resources.** During the term of this Agreement, the Parties shall share in the costs for iCA staff and resources necessary for the functions described in Attachment A of this

Agreement and as relevant for each of the Schools (the “Shared Resources”) in accordance with the cost allocations and payment provisions described in Sections 2 and 3 herein.

2. **Cost Allocation by ADA.** The Parties shall share the actual costs incurred by iCA for the Shared Resources necessary for the functions described in Attachment A iCA shall perform the functions described in Attachment A for all Parties. A larger School requires more of iCA’s Shared Resources than a smaller School. Therefore, except as otherwise set forth herein, costs for the functions described in Attachment A shall be shared among all Schools on a pro-rata basis by ADA; except, in instances where a third party invoice or contract breaks down costs by Party in a manner other than a pro-rata basis by ADA, such costs shall be paid as set forth on the applicable invoice or contract. In accordance with Section 3 herein, the total costs incurred by iCA during the initial eight-month period of the year (July 1 through February 28, the “**First Period**”) with respect to the functions described in Attachment A shall be aggregated and divided and apportioned among the Schools based on their ADA as reported on each School’s P-2 apportionment report for the prior school year. For a School that projects an enrollment increase or decrease of 25% or more from the prior school year, or for a new School in its first year of operations, iCA shall use the School’s projected ADA for the current school year to calculate such School’s share for the First Period. Then, the total costs incurred by iCA during the remaining four- month period of the year (March 1 through June 30, the “**Second Period**”) shall be apportioned based on the Schools’ ADA as reported on their P-1 apportionment report for the current school year and certified by the California Department of Education.
3. **Bi-Monthly Payment and Reconciliation.** iCA shall provide a monthly statement to each Party outlining that Party’s share of costs for the Shared Resources based on the applicable allocation described in Section 2 above. Each Party shall be provided access to reasonable backup documentation for such costs upon request. Each Party shall submit payment to iCA within thirty (30) calendar days after receipt of the monthly statement. Upon each School’s P-1 ADA certification by the California Department of Education, iCA shall reconcile the amount each School paid during the First Period under the allocation described in Section 2 above, to the amount actually owed by each School based on its P-1 ADA for the current school year. Any amount owed by a School, or overpaid by a School, shall be reconciled and paid and/or refunded by no later than 3 months after the close of the fiscal year audit, unless otherwise mutually agreed in writing.
4. **Retention of Deposit.** Upon execution of this Agreement, each School shall have provided iCA a deposit of one percent (1%) of its ADA as reported on each School’s P-2 apportionment report for the prior school year. iCA shall retain such deposits during the term of this Agreement to ensure iCA has adequate cash flow to cover the costs of the Shared Resources. Upon termination of this Agreement pursuant to Section 8 herein, iCA

shall apply each Party's deposit amount as a credit on that Party's final monthly statement. In the event a Party's final monthly statement is less than that Party's deposit amount, iCA shall return any remaining deposit amount to the Party within thirty (30) days of termination.

5. Parties' General Responsibilities. The Parties shall each be responsible to:

- a. Comply with all applicable federal and state statutes, laws and regulations;
 - b. Ensure that neither they nor their employees shall discriminate against any other Party's employees, including iCA employees providing the functions described in Attachment A on account of disability, race, color, religion, ethnic origin, age, gender, sexual orientation, or any other characteristic protected by law;
 - c. Provide to iCA, in writing, copies of any campus or school specific rules and/or regulations applicable to iCA while providing services to a Party;
 - d. Provide a safe working area for iCA when necessary for iCA to be on a Party's site or campus;
 - e. Provide iCA all the necessary, true, and correct data, files, documents, and other information and records necessary or appropriate for the functions described in Attachment A of this Agreement, and for the other Parties to receive from iCA any requested information and records regarding iCA's performance of the functions described in Attachment A of this Agreement as iCA reasonably determines is appropriate to provide; and,
 - f. Provide feedback to iCA regarding its performance of the functions described in Attachment A of this Agreement and the Shared Resources.
- 6. iCA Responsibilities.** iCA is hereby designated to act on its own behalf and on behalf of all other Parties hereto to provide for and perform the task-related functions described in Attachment A, including to employ such employees, engage legal counsel or other consultants or third parties as necessary, and incur other reasonable and necessary costs for the mutual advantage of all participating Parties.

iCA shall provide the same quality of services for the Schools as it does for its own charter school in performing the functions described in Attachment A. iCA will endeavor to accommodate all Parties' needs, provided that no Party shall be entitled to more than its fair share of iCA's time.

When on a Party's school campus or other site, iCA employees shall be subject to such Party's general direction and iCA will comply with the Party's applicable policies and

procedures (such as campus sign-in procedures) so long as such policies and procedures are provided to iCA in writing. However, iCA shall supervise and make all employment decisions with respect to iCA employees in its sole discretion, including all hiring, evaluation, termination, compensation, and benefits decisions. iCA shall also have sole responsibility for compliance with state and federal income tax withholding, unemployment and disability insurance withholding and contributions, STRS, PERS, social security tax withholding and contributions, workers' compensation coverage, wage and hour obligations, and any other applicable employment law requirements for iCA's employees. Nothing in this Agreement shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party.

iCA shall not be required to provide any Shared Resources pursuant to this Agreement to the extent that it is or becomes impracticable, in any material respect, as a result of a cause outside iCA's reasonable control or would require iCA to violate applicable law or its charter(s). If iCA determines that it will not be able to provide one or more Shared Resources pursuant to this section, it will, to the extent reasonably practicable, first meet with the other Parties to determine if there are other ways for the Schools to receive the relevant Shared Resources or if other services can be adjusted to accommodate the removal of the relevant Shared Resources.

7. **Relationship of the Parties.** The Parties acknowledge that the functions described in Attachment A are task-related functions for which resources are being shared at the request of, and at the direction of, each Party. The governing body of each School retains ultimate decision-making authority and shall at all times retain its duty to exercise its statutory, contractual, and fiduciary responsibilities governing such School's operations. The governing body of each School is the operator and manager of such School's charter school(s), and is responsible for ensuring that the School adheres to its charter(s).
8. **Term and Termination.** The term of this Agreement commences on July 1, 2023 and continues through June 30, 2026, unless and until earlier terminated as set forth in subsection (a) or (b) herein and subject to any amendments pursuant to Section 9 herein. This Agreement may be renewed upon written mutual agreement of the Parties.
 - a. ***Termination by any Party other than iCA.*** Any School other than iCA may terminate its participation in this Agreement for any reason upon sixty (60) days' written notice to all Schools. Termination of participation by any School(s) shall not terminate the Agreement as to any other School, nor relieve the terminating School(s) of any obligations incurred prior to the effective date of such termination. Following termination of a School's participation, (i) the terminating School shall pay iCA any unpaid portion of its costs through the effective date of termination, (ii) the terminating School shall not be further entitled to any of the Shared Resources, and (iii) costs shall be allocated among the remaining Schools

as set forth in Section 2.

- b. ***Termination by iCA.*** iCA may terminate this Agreement for any reason upon one hundred and fifty (150) days' notice to all Schools. Additionally, iCA may terminate any other School's participation in this Agreement in the case of a material or persistent breach by such School of any one or more of the terms of this Agreement which is not remedied within thirty (30) days after written notice is provided by iCA to the breaching School. A copy of such written notice shall also be provided to all other Schools. Upon expiration of the thirty (30) day period without the breach being cured or appropriate actions taken to commence curing the breach in the reasonable discretion of iCA, iCA may terminate the breaching School's participation. Following termination of a breaching School's participation, (i) the breaching School shall pay iCA any unpaid portion of its costs through the effective date of termination, (ii) the breaching School shall not be further entitled to any of the Shared Resources, and (iii) costs shall be allocated among the remaining Schools as set forth in Section 2.
9. **Amendments.** This Agreement may be amended as follows:
- a. ***Changes to the Shared Resources.*** The Parties acknowledge and understand that the functions and resources iCA is able to share among the Parties may change from time to time. iCA shall consult with all affected Parties regarding any changes to its capacity to provide the functions and resources described in Attachment A as soon as practicable, and shall reflect such changes in writing by providing an amended Attachment to all Parties. To the extent iCA's changes to Attachment A adds new functions or resources that would result in a substantial increase in costs, iCA shall provide all Parties ninety (90) days' notice, which notice may be waived by each Party that seeks to have services start sooner.
 - b. ***Changes in the Law.*** In the event that any new enactment, repeal, or change of any federal, state, or local law, regulation, interpretation of law or regulation by an authorizer or regulator, or court or administrative decision or order materially affects the performance of any of the Parties in conformity with this Agreement, the Parties shall promptly commence negotiations in good faith regarding a mutually agreeable approach (including without limitation, an amendment to the Agreement) to address the situation. If, after such good faith negotiations, the Parties are unable to agree upon an acceptable approach, the Agreement shall terminate for all Parties without further obligation or liability among the Parties, upon any Party's sixty (60) days' written notice to the other Parties, or in such lesser time as is reasonable under the circumstances.

10. **Work Product; Intellectual Property.** Any work product that is created by iCA in the

context of providing the functions described in Attachment A shall be the property of iCA, except to the extent it involves Confidential Information or privileged information for any one Party (for example, employment records), in which case it belongs to that Party. Any intellectual property owned by a Party and used by iCA related to the Shared Resources shall remain the property of that Party. Similarly, any intellectual property owned by iCA that is utilized as part of the Shared Resources, either by iCA or another Party, shall remain the property of iCA. No Party shall have the right to grant a license, sublicense, or any other use or rights for the property of another Party. Upon termination or expiration of this Agreement, the property of each Party in the possession of any other Party shall be returned, or destroyed at the request of the Party that owns it.

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

- a. ***“Confidential Information”*** means non-public information marked either “confidential” or “proprietary,” or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, intellectual property, business or strategic plans, contractual arrangements or negotiations, financial information, and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this Agreement or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.
- b. If disclosure of Confidential Information is requested pursuant to law, statute, rule, or regulation (including a subpoena, a request made to a School under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.

Upon the termination or expiration of this Agreement, Confidential Information of each

Party in the possession of the other Party shall be returned and/or destroyed.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“*FERPA*”), federal Children’s Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) (“*COPPA*”), and other applicable state and federal laws pertaining to student information and privacy. For each School, iCA is a “third party” which may receive pupil records under California Education Code Section 49073.1(d)(6). Each School’s pupil records continue to be the property of and under the control of the School.

- a. To the extent necessary, iCA shall be designated as having a legitimate educational interest in accessing each School’s student education records, as that term is defined by and for purposes of FERPA, thereby allowing iCA to access personally identifiable information from student education records from each School as part of its performance of the functions described in Attachment A. For purposes of this Agreement, the term “personally identifiable information” (“*PII*”) means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data. The Parties and iCA will work together as needed to ensure compliance with all FERPA provisions as to the Shared Resources.
- b. iCA shall not use or disclose pupil records, including PII, received from or on behalf of another School except as necessary with respect to the performance of the functions described in Attachment A, as required by law, or as otherwise authorized in writing by the applicable School. iCA shall not use any PII in pupil records to engage in targeted advertising. iCA shall protect the pupil records it receives from or on behalf of another School no less rigorously than it protects its own pupil records, including the designation and training of responsible personnel. In the event of an unauthorized disclosure of PII, iCA shall notify the affected School(s) as soon as practicable, and shall, upon the affected School(s)’s request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.
- c. To the extent any pupil-generated content is stored and managed by iCA, pupils may retain possession and control of their own pupil-generated content, or may transfer pupil-generated content to a personal account, by submitting a written request to their respective School. The School will have the ability access any pupil-generated content by contacting iCA, and iCA will provide assistance to the School upon request. For purposes of this Section, “pupil-generated content” means materials created by a pupil, including, but not limited to, essays, research

reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of pupil content. “Pupil-generated content” does not include pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.

- d. A parent, legal guardian, or eligible pupil may request copies of pupil records, or may inspect and review pupil records during regular school hours, by submitting a request to their respective School. The School will provide access to the pupil’s records no later than five (5) business days following the date of the request. A parent, legal guardian, or eligible pupil may request that their respective School correct erroneous information in the pupil records by submitting a written request to the School. The School’s site director or designee will meet with the parent, guardian, and/or eligible pupil and either grant or deny the request to change information in the pupil records.
- e. iCA hereby certifies that upon the termination or expiration of this Agreement, the pupil records of each School in the possession of iCA shall be returned to the School and/or destroyed.

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

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

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

16. **Fiduciary Obligations.** The governing body for each School has reviewed this Agreement in good faith, and in a manner in which it believes to be in the best interests of its School, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the Agreement is in the best interests of its School and that the cost allocation to be paid is fair and reasonable.
17. **Assignment.** No Party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other Parties. This Agreement shall be binding on, and shall inure to the benefit of, the Parties and their respective successors and assigns.
18. **Dispute Resolution.** The Parties shall attempt to negotiate in good faith to resolve any dispute arising from or relating to this Agreement before resorting to litigation.
19. **Notice.** All notices, requests, demands, or other communications (collectively “*Notice*”) given to or by the Parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

To iCA: iLEAD California Charters 1
ATTN: Amanda Fischer
3720 Sierra Highway, Suite A
Acton, CA 93510
amanda.fischer@ileadcalifornia.org

To EG: Empower Generations
ATTN: Malaka Donovan
44236 10th Street West, Suite 105
Lancaster, CA 93534
malaka.donovan@empowergeneration.org

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

To SCVi: Santa Clarita Valley International
ATTN: Martha Spansel/Chad Powell
28060 Hasley Canyon Road
Castaic, CA 91384
Martha.Spansel@scvi-k12.org, chad.powell@scvi-k12.org

To iL: iLEAD Lancaster

ATTN: Nykole Kent

254 E. Ave. K-4

Lancaster, CA 93535

nykole.kent@ileadlancaster.org

To iOCS: iLEAD Online Charter School

ATTN: Erin Jones

3720 Sierra Highway, Suite A

Acton, CA 93510

erin.jones@ileadschools.org

20. **Headings.** The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.
21. **Applicability.** As of the Effective Date, this Agreement constitutes the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter.
22. **Arm's Length and Independent Counsel.** This Agreement has been negotiated at arm's length and between persons (or their representatives) sophisticated and knowledgeable in the subjects in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities against the Party that has drafted it is not applicable and is waived. The provisions of this Agreement shall be interpreted in a reasonable manner to affect the purpose of the Parties and this Agreement. Each Party has been advised by, or had opportunity to seek advice from, its independent counsel regarding this Agreement.
23. **No Waiver.** No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.
24. **Severability.** If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement.
25. **Governing Law.** This Agreement shall be governed by and interpreted under California law.

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

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

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

Santa Clarita Valley International, a
California nonprofit public benefit
corporation

By:
Name:
Its:
Date:

iLEAD California Charters 1, a California
nonprofit public benefit corporation

By:
Name:
Its:
Date:

iLEAD Agua Dulce, a California nonprofit
public benefit corporation

By:
Name:
Its:
Date:

iLEAD Lancaster, a California nonprofit
public benefit corporation

By:
Name:
Its:
Date:

iLEA Online Charter School, a California
nonprofit public benefit corporation

By:
Name:
Its:
Date:

Empower Generations, a California nonprofit
public benefit corporation

By:
Name:
Its:
Date:

ATTACHMENT A

LEARNING SUPPORT:

TIER 1 CURRICULUM, INSTRUCTION, AND ENGAGEMENT SUPPORT:

- Professional development to support implementation of the iLEAD model.
- Coaching and support with the planning and execution of Project-Based Learning/Problem based learning, competency-based learning by building individual and team capacity, adapt and adopt projects, generating project ideas, project tune ups), and guidance through specific organization wide projects such as Dream Up to Space, Soaring Aeronautics, The Personal Project, Mini PCR, Math Identity Project, etc. as identified by directors.
- Monthly new facilitator onboarding and integration.
- Training, coaching, and support of specific curriculum and content-based programs focusing on TK-12 literacy, math, science, humanities/social studies, and STEAM (Science, Technology, Engineering, Arts, and Math) programs, which includes implementing all elements of the iLEAD model.
- Training, coaching, and support in the iLEAD Learner Outcomes.
- Training, coaching, and support of school leaders, classroom staff, and other staff in the development of a positive and supportive school culture.
- Training, coaching, and support of the iLEAD model of classroom management and climate this includes Morning Meeting/Advisory, 7 Habits, Love and Logic, and Restorative and Trauma-Informed Practices.
- Training, coaching, and support with strategies to support personalized learning
- Professional learning is provided on-site and remotely, to support full implementation of the iLEAD model
- Support family engagement by providing training to families to better understand aspects of the iLEAD model
- Access to individual school dashboard with linked resources, iLEAD Science and Aerospace Projects website, Mathemagical Mindsets website, Brightspace educational resources and PBL project bank

MEASURING EFFECTIVENESS:

- Implementation and support for a variety of regular formative benchmark assessments in core subject areas such as NWEA MAP testing, writing, literacy as well as any summative State mandated assessments

- Development, implementation, and sustainability of regularly scheduled data meetings with the key focus on utilization of the collected data in order to inform and set goals to aid in the improvement of the instructional program as well as individual learner achievement
- Training, coaching and support in the area of data analysis and assessments
- Collaboration with educational partners in the self-evaluation of the iLEAD model
- Design, coordinate, and collect survey data to improve practices

LEARNER SUPPORT SERVICES AND SPECIAL PROGRAMS:

- Training, coaching, and assistance monitoring and operating programs for English Learners
- Training and assistance with all ELPAC assessments
- Support with development of ELAC and ELAC agendas
- Training, coaching, and assistance with monitoring programs and compliance for Foster and Homeless Youth
- Training, coaching, and assistance with monitoring programs and compliance in programs that provide additional learner support
- Representation at required SELPA meetings (such as CEO Council, Executive Council, PLC, etc.)
- Assistance with SELPA communications
- Assistance through due process and mediation when necessary, including communications with legal counsel
- Support and training to promote equity, diversity, and inclusion amongst learners, staff, and other educational partners
- Develop and/or assist with implementing Multi-Tiered Systems of Support (MTSS)
- Support with high school programs that may include College/Career indicators (UC A-G approval, college credit courses, career technical education pathways, IB accreditation and program implementation support, competency-based education, AP testing, graduation rates, etc.) and provide academic counselor support
- Support accreditation partnerships and approvals, which may include NCAA accreditation, WIOA partnerships, and work-based learning
- Support schools in development and implementation of dual language immersion programs
- Support schools in the development and implementation of play-based learning

LEADERSHIP SUPPORT:

- Leadership coaching of the school and program directors with the focus on

leadership roles and responsibilities, building of the professional culture, co-leadership and staff support, community relations, resource management, board relations, reflective supervision, site maintenance, and other leadership elements

- Coaching for Leadership Residents to build capacity as a future School Director and support current role at school with best practices
- Training provided through participation in monthly Leadership Connections, School Director Collaborative, on-going leadership coaching, and reflective supervision which includes assisting site leaders in development
- Support School Directors with goals developed through reflective supervision with their school's governing board. At the end of the year, a recommendation will be prepared by iCA of the site leader's progress toward goals to assist the board in its review and evaluation of the site leader
- Strategic support, coordination, and assistance to schools in long term planning to meet the changing needs of their school communities
- Coordination with School's consultants and legal counsel for leadership as needed

SCHOOL, COMMUNITY, AND AUTHORIZER RELATIONS:

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

EMPLOYEE SERVICES:

COMPLIANCE:

- Setup and maintenance of the employee files
- Facilitate establishment of employment policies and procedures that align to state and federal compliance

EMPLOYEE RELATIONS:

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

ON/OFF BOARDING, LEAVES, AND WORKERS COMPENSATION:

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

PAYROLL:

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

BENEFITS:

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

TALENT ACQUISITION:

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

TECHNOLOGY FUNCTIONS:

- Development of network infrastructure and design
- Serve as a point of contact with network, infrastructure, internet service, and equipment vendors
- Maintain network security, maintenance, troubleshooting, and infrastructure updates[A5]
- Assistance in the development of technology policies
- Assistance with implementation and administration of platforms and systems to include Google Workspace, Voice Over Internet Phone, learning management system, user account monitoring, and platform setup and maintenance support
- Assistance in school technology systems integration, evaluation, and monitoring
- Provide technical support via ticket system, coordinating with site staff and local vendors or contractors for additional device and infrastructure support when needed
- Act as primary contact/ vendor relations for required platforms and systems. Coordinate with compliance on other recommended platforms and systems
- Oversee employee and learner IT onboarding/offboarding processes
- Provide on-going technical coaching and support to site techs, and assist with the reflective supervision process at the Director's discretion
- Provide staff, learners, and families with online testing technical support
- Assist sites with inventory management, including device updates, refresh schedule, and procurement
- Serve as Category One E-Rate Coordinator, working closely with site and contracted E-Rate accounting Consultant

BOARD SUPPORT:

- Support Board Member and School Staff Teams in relationship building, governance processes required by CA public schools, and Board Meeting procedures

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

ACCOUNTING AND FINANCIAL SERVICES:

- **Payroll Accounting.** Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements
- **Benefits Accounting.** Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements
- **Accounts Receivable and Payable.** Reviewing and processing invoices and payments, collections, deposits, and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the process of verification of received goods and services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures.
- **Annual Tax Reporting.** Prepare and submit accounts payable vendor 1099s. Support the school and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed
- **General Ledger Maintenance and Reconciliation.** Setup and maintenance of the school's chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries, and balance sheet reconciliation. [A6]
- **Internal Controls, Fiscal Policies.** Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls related to the review and implementation of the school's policies, including training on internal controls. Provide guidance and advice on

fiscal compliance and best practices to school site staff

- **Budget Development and Forecasting.** Support in budgeting and forecasting through preparation and provision of the annual budgets, updated monthly budget forecasts, development of multi-year projections, development of cash flow projections and budget revisions, and managing of cash flow and lines of credit, as applicable
- **Authorizer Financial Reporting.** Preparation and filing of the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by authorizing agency
- **Federal and State Systems & Reporting.** Development and preparation of the additional financial reports required for federal, state and authorizing agency reporting, as applicable, such as LCAP, federal and state grant funding financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting and tracking use of federal funds
- **Board Reporting.** Provide regular financial reporting to school's board
- **Audit Support.** Review auditor contract; preparation of financial documents for the auditors and assistance to the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit
- **Accounting Platform & Reporting System.** Set up and maintain core financial accounting platforms and additional components designated as necessary
- **Bonds, Loans, Special Projects Support.** Option Project Services fees to be determined at the time of project for additional financial projects, such as optional or one-time state or federal funds, bonds, loans, grants
- **Developing Financing, Capital, Credit.** Assistance and support as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt
- **Strategic Financial Planning Support.** Strategic support, coordination, and assistance in charter renewal, and cooperation in authorizing agency and program audits. Consult with school leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget scenario development, and growth potential

COMPLIANCE AND REPORTING:

FEDERAL AND STATE

FUNDING:

- Assist and monitor required annual timelines of compliance reporting for Federal Title and one time State Programs
- Assist in document creation and document storage for Title Programs and one time State Programs to be in compliance for Federal Program Monitoring and School Audits
- Assist in budget creation and budget oversight as required for the spending of Federal Title Program and one time State Programs money
- Assist in Staff, Parent, School Site Council, and Board Meeting requirements and documentation as required by Title Programs
- Communicate and attend meetings with County and State on behalf of the school for guidance, as needed

OTHER:

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

FACILITIES:

SAFETY COORDINATION AND SUPPORT:

- Assist with the development of the Comprehensive School Safety Plan and compliance
- Support and monitor monthly, semester, and quarterly drills and compliance checklists
- Provide document detailing utilities and contracted services for each site
- Set up appointments and oversee fire certifications and renewals
- Assist with obtaining Certificate of Insurance (COI) as needed
- Support with procedures for incident reports, insurance claims, and workers compensation
- Procure insurance coverage which includes building, workers' compensation, student accident insurance, general liability, etc.

OPERATIONS AND MAINTENANCE

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

FACILITIES PLANNING

- Assistance with developing a long term plan for facility needs and tenant improvements
- Coordination of lease renewals, including necessary negotiations
- Support asset management for furniture fixture and equipment

COMMUNICATIONS, OUTREACH, AND PUBLIC RELATIONS:

BRANDING, DIGITAL AND WEB SERVICES

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

and social media platforms

COMMUNICATION AND OUTREACH

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

PUBLIC AND MEDIA RELATIONS

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



Santa Clarita Valley international 2023 – 2024 Regular Scheduled Board Meetings

Board Approved:

All meetings will be held at 7:00 p.m. unless otherwise publicly noticed.

Special Board Meetings may be scheduled as needed with 24-hour public
notice.

September 14, 2023

October 19, 2023

November 16, 2023

December 14, 2023

February 8, 2024

March 14, 2024

April 11, 2024

May 9, 2024

June 20, 2023

June 27, 2023

SCVi

iLEAD's Founding School

28060 Hasley Canyon Road, Castaic, CA 91384

(661) 705-4820 • (661) 362-8066 efax/voice mail • (661) 607-0295 fax • SCVi-K12.org