

MEETING AGENDA - Santa Clarita Valley international Board

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

Meeting

Meeting Date	Wednesday, December 13, 2023
Start Time	4:00 PM
End Time	5:30 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)
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1.2. Roll Call	(4:00 PM - 4:00 PM)
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1.3. Pledge Of Allegiance	(4:00 PM - 4:00 PM)
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1.4. Board Meeting Agenda	(4:00 PM - 4:00 PM)
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Discuss and take action on the Board Meeting Agenda.

Due date: 12/13/2023

1.5. Board Meeting Minutes	(4:00 PM - 4:00 PM)
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Discuss and take action on the Board Meeting Minutes.

Due date: 12/13/2023

Documents

- Minutes-2023-11-15.pdf
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2. Public Comments

2.1. Public Comments	(4:00 PM - 4:00 PM)
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The public may address the governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card or alert them during Public Comments. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

3. Consent Items

3.1. Personnel Report

(4:00 PM - 4:00 PM)

Due date: 12/13/2023

Documents

- 12.13.23_SCVi_PersonnelReport.pdf

3.2. Check Register

(4:00 PM - 4:00 PM)

Documents

- SCVi Payment Register_20231206.pdf
- SCVi Payment Register Summary_20231206.pdf

4. Discussion And Reports

4.1. School Director Report

(4:00 PM - 4:00 PM)

Documents

- 12_15_23 Site Director Board Report .docx.pdf

4.2. Staff Board Ambassador Report

(4:00 PM - 4:00 PM)

5. Action Items

5.1. School Accountability Report Card

(4:00 PM - 4:00 PM)

Discuss and take action regarding 2022 - 2023 School Accountability Report Card outlining the required school information for public review.

Due date: 12/13/2023

Documents

- 22-23 SCVi SARC.pdf

5.2. 2024-2025 School Calendar

(4:00 PM - 4:00 PM)

Discuss and take action regarding the 2024-2025 School Calendar

Due date: 12/13/2023

Documents

- DRAFT 2024-25 ICA Tr A SCVi v2311301130.pdf

5.3. Board Policies

(4:00 PM - 4:00 PM)

Discuss and take action on Board Policies and Procedures.

Due date: 12/13/2023

Documents

- Internal Complaint Procedures Special Education SCVi_202312.docx.pdf
- Revised Freedom of Expression Policy and Procedures SCVi_202312.docx.pdf
- Section 504 Policy SCVi_202312.docx.pdf
- Foster Youth Policy SCVi Charter School_202312 (1).docx (1).pdf

5.4. 2023-2024 1st Interim Budget

(4:00 PM - 4:00 PM)

Discuss and take action regarding the 2023-2024 1st Interim Budget.

Due date: 12/13/2023

5.5. Revised Fiscal Policy

(4:00 PM - 4:00 PM)

Discuss and take action regarding the Revised Fiscal Policy.

Due date: 12/13/2023

Documents

- Revised - SCVi 2023 Fiscal Policies2023084.pdf
-

5.6. Open Credit Union Account

(4:00 PM - 4:00 PM)

Discuss and take action regarding opening a Credit Union Account.

Due date: 12/13/2023

5.7. Board Member Roles

(4:00 PM - 4:00 PM)

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

Due date: 12/13/2023

5.8. Board Finance Committee Members

(4:00 PM - 4:00 PM)

Discuss and take action regarding Board Members attending the Board Finance Committee Meetings

Due date: 12/13/2023

6. Closed Session

6.1. Public Employee Performance Evaluation

(4:00 PM - 4:00 PM)

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

6.2. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

(4:00 PM - 4:00 PM)

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

7. Report of Closed Session

(4:00 PM - 4:00 PM)

8. Board Comments

8.1. Board Comments

(4:00 PM - 4:00 PM)

9. Closing Items

9.1. Next Meeting Date

(4:00 PM - 4:00 PM)

February 15, 2024

9.2. 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, November 15, 2023
Started	6:04 PM
Ended	7:41 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Cyn Rd., Castaic Room: Village (located on the 2nd floor of the Lower Campus) Zoom Meeting: https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled Meeting
Chaired by	Nicole Miller
Recorder	Donna Wood

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Meeting was called to order at 6:04pm

Status: Completed

1.2. Roll Call

Nicole Miller: Present

Miguel Fletcher: Present

Wendy Emeterio: Present

Shely Berry: Arrived at 6:10

Greg Kimura: Arrived at 6:15pm

Status: Completed

1.3. Pledge Of Allegiance

Pledge of Allegiance was recited

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motion to Approve: Wendy Emeterio

Seconded by: Miguel Fletcher

Roll Call Vote

- Wendy Emeterio: Yes

- Miguel Fletcher: Yes
- Nicole Miller: Yes
- Shely Berry: Absent
- Greg Kimura: Absent

Motion Approved

Due date:

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motion to Approve with noted correction to item #5: Miguel Fletcher

Seconded by: Wendy Emeterio

Roll Call Vote

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

Motion Approved

Due date:

Status: Completed

Documents

- Minutes-2023-10-18.pdf
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2. Curriculum Moment

2.1. Special Recognition/Award

Donna Wood and Alix Cauthron presented 3 Varsity Girls Volleyball players certificates for making CIF All League

Status: Completed

2.2. Curriculum Moment

Melissa Rose introduced Team Bok Choy to the Board and shared their achievements with the Dream Up Project that went up into Space

Status: Completed

3. Public Comments

3.1. Public Comments

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

No Public Comments were mad

Status: Completed

4. Consent Items

4.1. Personnel Report

Motion to Approve: Miguel Fletcher

Seconded by: Shely Berry

Roll Call Vote

- Miguel Fletcher: Yes
- Shely Berry: Yes
- Wendy Emeterio: Yes
- Nicole Miller: Yes
- Greg Kimura: Abstain due to Family Member on Report

Motion Approved

Due date:

Status: Completed

Documents

- 11.15.23 SCVi_PersonnelReport.pdf
-

4.2. Check Register

Motion to Approve: Greg Kimura

Seconded by: Shely Berry

Roll Call Vote

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

Motion Approved

Due date:

Status: Completed

Documents

- SCVi Payment Register Summary_20231108.pdf
 - SCVi Payment Register_20231108.pdf
-

4.3. Intercom PA System Bid

Discuss and take action on contract to install "all call" intercom system.

Motion to Approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

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

Motion Approved

Due date:

Status: Completed

Documents

- SCVi - 30 speaker PA Installation-1-1.pdf
-

5. Discussion And Reports

5.1. Learner Board Ambassador Report

Jessica Harrison introduced Members of the High School Ambassadors to the Board. They presented the Learner Board Ambassador Report to the Board and answered questions of the Board

Status: Completed

5.2. School Director Report

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

Status: Completed

Documents

- Site Director Board Report.pdf
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5.3. Staff Board Ambassador Report

Desi Lopez presented the Staff Board Ambassador Report to the Board and answered questions of the Board

Status: Completed

5.4. Financial Committee Report

Miguel Fletcher presented the Financial Committee Report to the Board and answered questions of the Board

Status: Completed

6. Action Items

6.1. AMIM Grant

Discuss and take action regarding the Arts, Music, and Instructional Materials (AMIM) Discretionary Grant.

Farnaz Kaufman presented the AMIM Grant to the Board and answered questions of the Board

Motion to Approve: Greg Kimura

Seconded by: Wendy Emeterio

Roll Call Vote

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

Motion Approved

Due date:

Status: Completed

Documents

- SCVi AMIM Discretionary Grant Plan.pdf
-

6.2. Annual Revised Comprehensive Safety Plan

Discuss and take action regarding the revised Comprehensive Safety Plan.

April Cauthron presented the Annual Revised Comprehensive Safety Plan to the Board and answered questions of the Board

Motion to Table: Shely Berry

Seconded by: Greg Kimura

Roll Call Vote

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

Due date: 12/13/2023

Status: In progress / deferred until 12/13/2023

7. Board Comments

7.1. Board Comments

Greg Kimura wished everyone Happy Holidays

Wendy Emeterio wanted to clarify her motion regarding the financial committee, that Greg Kimura should be the constant on the board and the other members could rotate through the meetings.

Status: Completed

8. Closing Items

8.1. Next Meeting Date

December 20th

Motion to move the Next Meeting from December 20th to December 13th at 4:00pm: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

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

Status: Completed

8.2. Adjournment

Meeting adjourned at 7:41p

Status: Completed

EMPLOYMENT – NEW HIRES

NA

RESIGNATIONS/TERMINATIONS

NA

STATUS CHANGE

NA

Company Name: Santa Clarita Valley International School
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	6,249.22
3402	Health & Welfare Benefits - Classified positions	1,269.72
4120	Core Curriculum - Software & Programs	2,220.61
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	2,402.66
4315	Art Supplies	216.21
4325	Custodial Supplies	323.33
4335	Home Study Stipend	18,864.05
4340	Office Supplies	465.13
4345	Printing & Reproduction Supplies	292.67
4355	Facilities Supplies	1,888.26
4410	Classroom Furniture & Equipment	76.60
4420	NonClassroom Furniture & Equipment	259.26
4430	IT Equipment & Supplies	672.12
4740	Cafe Other Supplies	182.65
5210	Travel for PD, Conferences, & School Development	691.17
5230	Conference & Workshop Registration Fees	2,860.00
5310	Professional Dues, Memberships, and Subscriptions	119.88
5510	Utilities - Electricity	3,506.52
5520	Utilities - Gas	90.01
5530	Utilities - Water	913.29
5540	Utilities - Trash	2,104.18
5550	Operations - Janitorial Services	4,920.00
5560	Operations - Security	2,445.68
5610	Rent - Facilities Rent and CAM Charges	5,027.00
5630	Repairs & Maintenance - Facilities	11,642.15
5803	Professional Services - Business Services	35,580.54
5804	Professional Services - Auditing & Tax Preparation	5,573.25
5805	Professional Services - Payroll Fees	6,710.13
5806	Professional Services - Consultant Fees	4,993.32
5822	Operating Expenditures - Licenses & Other Fees	1,857.00
5824	Operating Expenditures - Fundraising & Grantwriting	25.13
5825	Operating Expenditures - Banking Charges & Fees	20.00
5827	Operating Expenditures - Other Benefit Fees	40.80
5829	Operating Expenditures - Events	530.84
5830	Operating Expenditures - Marketing & Advertising	2,547.00
5852	Student Services Expenditures - Special Education Contracted Se	480.00
5853	Student Services Expenditures - Student & Group Activities	32,640.00
5855	Student Services Expenditures - Substitutes	3,290.00
5910	Telephone & Fax	2,597.97
5920	Internet Services	1,800.00

GL Account #	GL Account Description	Total
9310	Prepaid Expenditures (Expenses)	11,647.39
9536	403b Payable	2,700.00
9546	Credit Card Payable - SCVi	2,000.00
9554	Divvy - SCVi	913.10
Grand Total		\$ 185,648.84

Company name: Santa Clarita Valley International School
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 11/09/2023-12/06/2023
Created on: 12/7/23
Location: 110--Santa Clarita Valley International

Date	Vendor	Amount
11/10/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	909.15
11/11/23	RAMP110--Ramp	2,000.00
11/14/23	HUCK000--HuckleBerry Center for Creative Learning [S]	1,205.92
11/14/23	IRON000--Iron Fist Martial Arts, LLC	130.00
11/14/23	LEAR000--Learn Beyond The Book LLC [S]	5,709.45
11/14/23	LITT001--Little School of Music [S]	903.00
11/14/23	SANT003--Santa Clarita Athletic Independent League	-1,810.00
11/14/23	THER004--The Reed Idea Lab, LLC	300.00
11/14/23	WAS118A--WM Corporate Services, Inc 3008.	1,052.09
11/14/23	WEST000--West Coast Music Academy [S]	1,148.00
11/16/23	DIVV110--Divvy, Inc.	913.10
11/16/23	WEXH000--WEX Health Inc.	20.77
11/17/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	992.56
11/17/23	ATT110C--AT&T 0090	45.61
11/17/23	BAY110A--Bay Alarm Company 6972	215.00
11/17/23	BEND002--Piano Boise LLC	235.00
11/17/23	CIGN000--Cigna Healthcare	5,338.87
11/17/23	CROS001--Crossroads Owners, Inc.	5,027.00
11/17/23	DANC006--Dance Magic Studios	160.00
11/17/23	EDI110B--Southern California Edison 8155	2,539.07
11/17/23	EDI110C--Southern California Edison 4738	967.45
11/17/23	Kevin Becker	475.00
11/17/23	Jessica Harrison	25.13
11/17/23	FACPR00--Facili-Pro LLC	4,920.00
11/17/23	HUGO000--Hugo's Gymfitness [S]	700.00
11/17/23	JIVE000--Jive Communications, Inc.	1,751.77
11/17/23	JORI000--Jorian, Ruth	984.00
11/17/23	MCCA000--McCalla Company	323.33
11/17/23	OFFI001--Official Pest Prevention, Inc	105.00
11/17/23	PRUD000--Prudential Overall Supply	100.00
11/17/23	RAIN000--Rainbow Resource Center Inc [P]	331.30
11/17/23	SCHO015--School Zone Transportation, Inc	32,640.00
11/17/23	SCOO000--Scoot Education	1,316.00
11/17/23	SCV110A--SCV Water- Valencia Division 2301	137.37
11/17/23	SCV110B--SCV Water- Valencia Division 0301	151.59
11/17/23	SCV110C--SCV Water- Valencia Division 9302	22.08
11/17/23	SCV110D--SCV Water- Valencia Division 3301	22.08
11/17/23	SCV110E--SCV Water- Valencia Division 5302	22.08
11/17/23	SCV110F--SCV Water- Valencia Division 8303	130.26
11/17/23	SCV110G--SCV Water- Valencia Division 7302	22.08
11/17/23	SCV110H--SCV Water- Valencia Division 4302	132.63
11/17/23	SCV110I--SCV Water- Valencia Division 6304	125.52
11/17/23	SCV110J--SCV Water- Valencia Division 8301	125.52
11/17/23	SCV110K--SCV Water- Valencia Division 9301	22.08
11/17/23	STAR003--Star Dance Center [S]	156.00

Date	Vendor	Amount
11/17/23	TEAC002--Teacher Synergy [P]	34.75
11/17/23	THom008--Thompson, Brigid E.	252.22
11/17/23	THYS000--ThyssenKrupp Elevator Corp	907.15
11/17/23	VIBE000--Vibe Performing Arts [S]	400.00
11/17/23	WHA000--What's Up SCV	750.00
11/17/23	WHIT012--Whitaker Plumbing	8,525.00
11/24/23	SANT003--Santa Clarita Athletic Independent League	1,810.00
11/28/23	AIZE000--Aizen Fire Protection Inc	425.20
11/28/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	657.44
11/28/23	BAY110A--Bay Alarm Company 6972	241.47
11/28/23	BAY110B--Bay Alarm Company 6072	685.86
11/28/23	BAY110D--Bay Alarm Company 2172	390.00
11/28/23	BAY110E--Bay Alarm Company 2072	600.00
11/28/23	BOOK000--BookShark LLC	859.44
11/28/23	BREA002--Breakthrough Sports	147.50
11/28/23	CHRI006--Christy White, Inc,	5,573.25
11/28/23	Kevin Becker	691.17
11/28/23	Jessica Harrison	800.25
11/28/23	Wood, Donna	277.46
11/28/23	Nastovska. Angie	450.00
11/28/23	Jenae Coleman	43.00
11/28/23	Lorena Lemus	28.43
11/28/23	FIDE000--Fidelity Security Life Insurance Company	493.94
11/28/23	FIDE000--Fidelity Security Life Insurance Company	190.95
11/28/23	FIDE000--Fidelity Security Life Insurance Company	156.59
11/28/23	FIDE000--Fidelity Security Life Insurance Company	629.95
11/28/23	GRAV001--Gravie, Inc	11,647.39
11/28/23	ILEA300--iLEAD California	600.00
11/28/23	ILEA300--iLEAD California	3,315.12
11/28/23	ILEA300--iLEAD California	4,993.32
11/28/23	ILEA300--iLEAD California	3,395.01
11/28/23	ILEA300--iLEAD California	600.00
11/28/23	ILEA300--iLEAD California	127.62
11/28/23	LEGA003--Legal Shield	170.40
11/28/23	LIBR001--Library Thing	36.00
11/28/23	RAIN000--Rainbow Resource Center Inc [P]	589.08
11/28/23	SUNL000--Sun Life Assurance Company of Canada	502.47
11/28/23	TIM110B--Time Warner Cable 2316	600.00
11/28/23	WEXH000--WEX Health Inc.	40.80
11/28/23	WEXH000--WEX Health Inc.	15.00
11/28/23	WHA000--What's Up SCV	750.00
11/28/23	ZAVA001--Zavala Electric	2,381.36
11/30/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	1,446.48
11/30/23	ATT110D--AT&T 7579	230.87
11/30/23	ATT110E--AT&T 0778	569.72
11/30/23	BARN001--Barnabas Robotics Inc [S]	257.95
11/30/23	GAS110A--SoCalGas 2760	22.73
11/30/23	GAS110C--SoCalGas 8533	51.82
11/30/23	GAS110H--SoCalGas 2166	15.46
11/30/23	INSI000--Inside SCV Magazine	147.00
11/30/23	LOSA003--Los Angeles County Tax Collector	35,580.54

Date	Vendor	Amount
11/30/23	LOSA015--Los Angeles County Public Works-Environmental Program Division	1,857.00
11/30/23	OAKM000--Oak Meadow Inc [P]	588.45
11/30/23	OFFI000--ODP Business Solutions LLC	405.86
11/30/23	RAIN000--Rainbow Resource Center Inc [P]	415.95
11/30/23	SAMA001--Samantha Moses	480.00
11/30/23	TEAC004--Teaching Textbooks Inc [P]	45.95
12/4/23	BAY110E--Bay Alarm Company 2072	313.35
12/5/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	517.50
12/5/23	CODE003--Reeser Holdings LLC	199.00
12/5/23	Jessica Harrison	90.05
12/5/23	Wood, Donna	119.83
12/5/23	HOME003--Home Depot Credit Services	294.83
12/5/23	ILEA300--iLEAD California	2,013.99
12/5/23	INTE000--International Baccalaureate Organization	450.00
12/5/23	NATI000--National Benefit Services	900.00
12/5/23	NATI000--National Benefit Services	900.00
12/5/23	NATI000--National Benefit Services	900.00
12/5/23	SANT003--Santa Clarita Athletic Independent League	-1,810.00
12/5/23	SCOO000--Scoot Education	1,974.00
12/5/23	T3D100079--Matthew Wayne	900.00
12/5/23	TOPO000--Top Out Climbing [S]	905.00
12/6/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	442.76
12/6/23	AMAZ110--Amazon Capital Services, Inc (SCVi)	559.49
12/6/23	KHTS000--KHTS Radio	900.00
12/6/23	MATH022--SoCal Math LLC	957.00
12/6/23	OFFI001--Official Pest Prevention, Inc	105.00
12/6/23	PRUD000--Prudential Overall Supply	82.65
12/6/23	READ001--Ready Refresh	150.66
12/6/23	READ001--Ready Refresh	178.41
12/6/23	SANT003--Santa Clarita Athletic Independent League	1,810.00
12/6/23	THom008--Thompson, Brigid E.	100.00
12/6/23	WAS118A--WM Corporate Services, Inc 3008.	1,052.09
		\$ 185,648.84

SCVi
School Directors Report - Chad Powell and Martha Spansel-Pellico
12/15/23

Professional Development and Instructional Leadership:

- ROPs
- Grade-Level Collaboration: TK - 5 Focus on Aerospace Projects
- International Baccalaureate - CP Program Visit
- Restorative Practices

Family and Community Engagement:

- Read-a-thon/Literacy Week
- Upper School and Lower School Theatre
- Virtual Information Night
- Staff Holiday Celebration

Enrollment (as of 12/8/23)

Budgeted Enrollment - #746

Current Enrollment - # 676

Total Learners on Wait List - # 21 (Explorations)

Implementing a Shared Vision:

Staff/Facilitator's Pocket Guide: Core Values and Learner Outcomes
Servant Leadership

Other:

Santa Clarita Valley International
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 28060 Hasley Canyon
Rd., Ste. 200
Castaic, CA , 91384-
4577

Principal: Martha Spansel, School
Director

Phone: (661) 705-4820

Grade
Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Martha Spansel, School Director

📍 Principal, Santa Clarita Valley International

About Our School



Contact

Santa Clarita Valley International
28060 Hasley Canyon Rd., Ste. 200
Castaic, CA 91384-4577

Phone: (661) 705-4820

Email: director@scvi-k12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	William S. Hart Union High
Phone Number	(661) 259-0033
Superintendent	Kuhlman, Mike
Email Address	mkuhlman@hartsdistrict.org
Website	www.hartsdistrict.org

School Contact Information (School Year 2023–24)

School Name	Santa Clarita Valley International
Street	28060 Hasley Canyon Rd., Ste. 200
City, State, Zip	Castaic, CA , 91384-4577
Phone Number	(661) 705-4820
Principal	Martha Spansel, School Director
Email Address	director@scvi-k12.org
Website	http://ileadsantaclarita.org
County-District-School (CDS) Code	19651360117234

Last updated: 12/7/23

School Description and Mission Statement (School Year 2023–24)

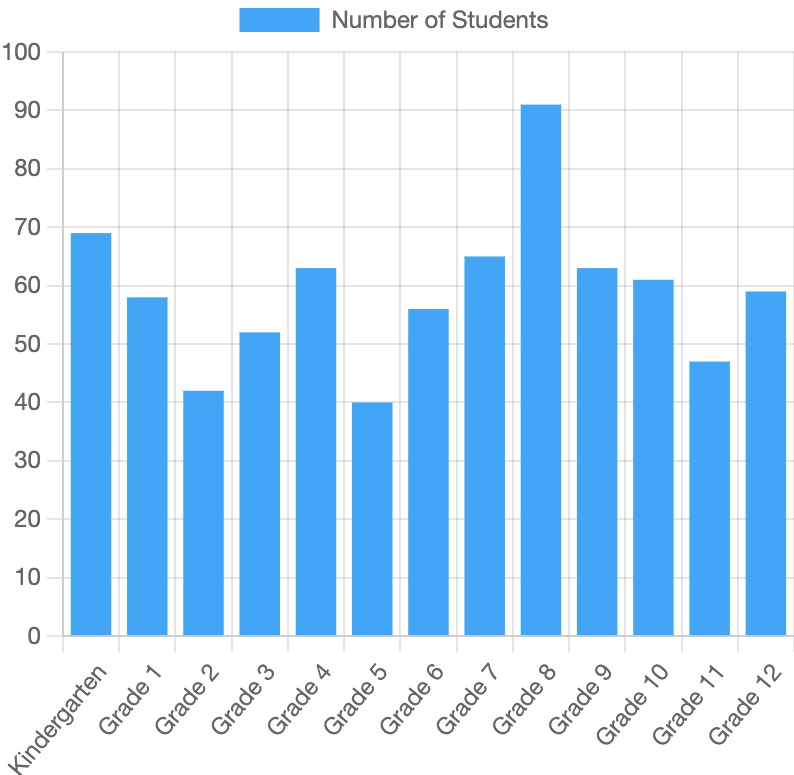
Santa Clarita Valley International (SCVi) prioritizes a positive, supportive, and inviting environment where our learners can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention. 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.

Last updated: 12/7/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	69
Grade 1	58
Grade 2	42
Grade 3	52
Grade 4	63
Grade 5	40
Grade 6	56
Grade 7	65
Grade 8	91
Grade 9	63
Grade 10	61
Grade 11	47
Grade 12	59
Total Enrollment	766



Last updated:

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	44.00%	English Learners	4.70%
Male	55.40%	Foster Youth	0.50%
Non-Binary	0.70%	Homeless	0.00%
American Indian or Alaska Native	0.40%	Migrant	0.00%
Asian	2.50%	Socioeconomically Disadvantaged	32.80%
Black or African American	5.40%	Students with Disabilities	18.30%
Filipino	2.10%		
Hispanic or Latino	36.70%		
Native Hawaiian or Pacific	0.00%		

Student Group	Percent of Total Enrollment
Islander	
Two or More Races	9.10%
White	42.20%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	49.98%	821.30	81.53%	228366.10	83.12%
Intern Credential Holders Properly Assigned	6.00	11.88%	14.50	1.44%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.80	19.43%	20.70	2.06%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.10	14.18%	72.40	7.19%	12115.80	4.41%
Unknown/Incomplete/NA	2.20	4.51%	78.30	7.77%	18854.30	6.86%
Total Teaching Positions	50.50	100.00%	1007.30	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 11/2/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	47.44%	820.20	80.27%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.20	4.70%	11.70	1.15%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.20	19.58%	22.00	2.16%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.60	16.37%	77.90	7.63%	11953.10	4.28%
Unknown/Incomplete/NA	5.50	11.90%	89.70	8.78%	15831.90	5.67%
Total Teaching Positions	46.90	100.00%	1021.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 11/2/23

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	2.00	4.00
Misassignments	7.80	5.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.80	9.20

Last updated: 11/2/23

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

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.40
Local Assignment Options	6.10	7.10
Total Out-of-Field Teachers	7.10	7.60

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.30%	18.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.10%	9.1%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9–12)	N/A	N/A	0

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

Last updated: 1/1/01

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Good
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Last updated: 12/7/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	47%		67%		47%	
Mathematics (grades 3-8 and 11)	25%		40%		33%	

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/1/01

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/01

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	30.10%		45.18%		29.47%	

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Last updated: 1/1/01

Career Technical Education (CTE) Programs (School Year 2022–23)

null

Last updated:

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 12/8/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 12/8/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	95%	95%	95%	100%
7	82%	82%	82%	82%	82%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

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

Last updated: 12/7/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

At Santa Clarita Valley International School (SCVi), parents/guardians serve many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. As families enroll, it is important they understand the components of the program model.

SCVi makes accommodations to meet the unique schedules of parents/guardians to ensure every opportunity for them to attend an orientation meeting where they can have questions answered and/or connect with other families who have learners already enrolled in the program.

Parents/guardians are regularly informed about school events, volunteering opportunities, special committees, parent meetings, and other pertinent information through the Monday Message, a weekly publication that is sent out to all families, as well as through Parent Square, a digital newsletter for families. Facilitators also communicate with their families on a regular basis through various forms of communication (emails, phone calls, etc.). SCVi offers a parent group organization called iSUPPORT which meets monthly to keep families connected and informed.

Families have the opportunity to be elected to the School Site Council, ELAC, join iSUPPORT, provide feedback on the annual LCAP, and attend public board meetings.

Parents/guardians are strongly encouraged to volunteer at SCVi. Completion of volunteer hours, however, is not a prerequisite for enrollment at SCVi. The school director maintains a comprehensive list of volunteer opportunities including, but not limited to: volunteering in the classroom/school (including at-home assistance), tutoring, attending parent-teacher conferences, attendance at board meetings or any applicable parent group functions, fundraising events, and/or assistance with schoolwide programs, events and activities.

For more information on how to be involved, please email office@scvi-k12.org.

State Priority: Pupil Engagement

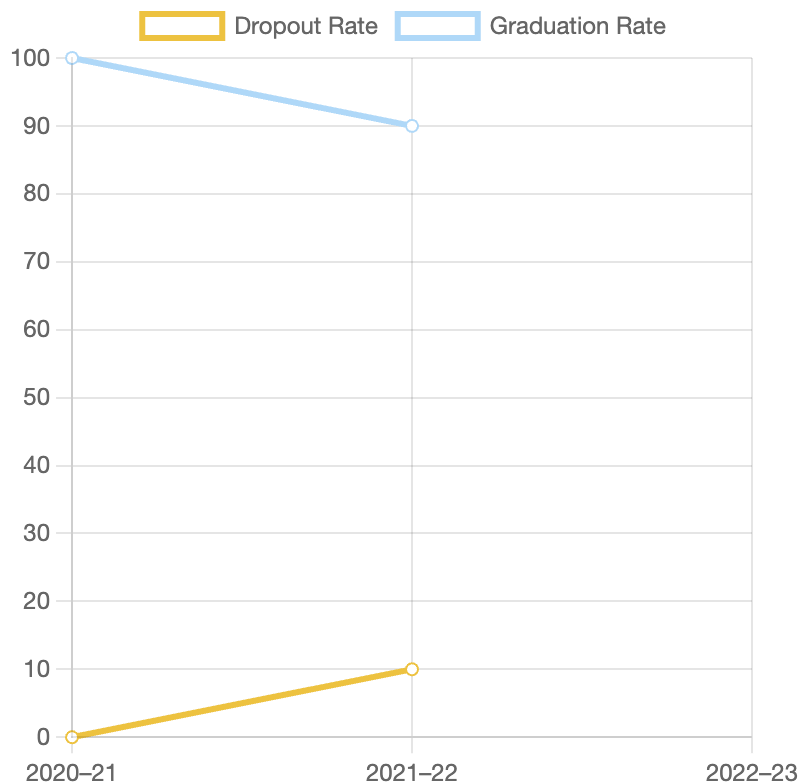
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	0%	10%		3.2%	3%		9.4%	7.8%	
Graduation Rate	100%	90%		89%	93%		83.6%	87%	

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



Last updated:

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at

<https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				

Student Group	Cumulative Enrollment	Chronic Absenteeism	Chronic Absenteeism	Chronic Absenteeism
		Eligible Enrollment	Count	Rate
Students with Disabilities				

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

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	0.54%	0.00%	0.02%	2.25%	0.00%	0.20%	3.17%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.07%	0.00%	0.00%	0.07%	0.00%

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

Last updated: 1/1/01

Suspensions and Expulsions by Student Group (School Year 2022–23)

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

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

Last updated:

School Safety Plan (School Year 2023–24)

It is the vision of SCVi to provide a safe learning environment for all of its learners, staff, and families. It is a place where learners feel welcomed and comfortable so learning is the central focus. A Comprehensive School Safety Plan helps to ensure a safe environment for each learner's academic and social-emotional learning to occur. Developing and maintaining the plan enables school staff to respond quickly and knowledgeably in the case of an incident or emergency. The plan identifies the roles of staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. The safety plan includes general policies and procedures for handling safety and specific emergency situations including earthquakes, fire, and active shooter scenarios. It also includes information on child abuse reporting, sexual harassment, and discipline. This plan provides parents and other community members with the assurance that iLEAD Agua Dulce has developed and established guidelines and procedures to respond to an incident or a hazard in an organized, systematic method to prevent, prepare for, respond to, and recover from an incident. The Comprehensive School Safety Plan:

1. Protects the safety and welfare of learners and staff.
2. Provides for a safe and coordinated response to emergency situations.
3. Protects facilities and property, allowing the school to restore normal conditions with minimal confusion in the shortest amount of time possible.
4. Provides for coordination between the school and local emergency services when necessary.

Additionally, the school actively maintains and monitors its COVID-19 protocols for TK-8 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. SCVi updates its COVID-19 Safety Plan and COVID-19 Prevention frequently as changes arise. This policy applies to all school employees and contains general prevention best practices, as well as policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for TK-8 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website.

Lastly, the school's digital safety is equally important. The Learner/Family Guidebook outlines the school's technology policies. The school works to keep current with digital safety best practices and provides frequent education to learners, families, and staff in this area.

The School Site Council met in the fall of 2023 to review and discuss the CSSP and make recommendations for improvements. The Comprehensive School Safety Plan was last reviewed and updated in October 2023 and is stored on campus. The school's governing board also reviews the CSSP and approves it annually in the fall.

Last updated: 12/7/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2		
1	22.00	1		
2	0.00	0		
3	0.00	0		
4	15.00	4		
5	13.00	4		
6	0.00	0		
Other**	24.00	5		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	3		
1	0.00			
2	0.00			
3	0.00			
4	12.00	3		
5	18.00	3	2	
6	25.00		2	
Other**	22.00	6	14	3

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	23	1	
Mathematics	4.00	28		
Science	5.00	16		1
Social Science	6.00	21	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	4	9	1
Mathematics	19.00	9	5	
Science	25.00	3	9	2
Social Science	25.00	2	9	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated:

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated:

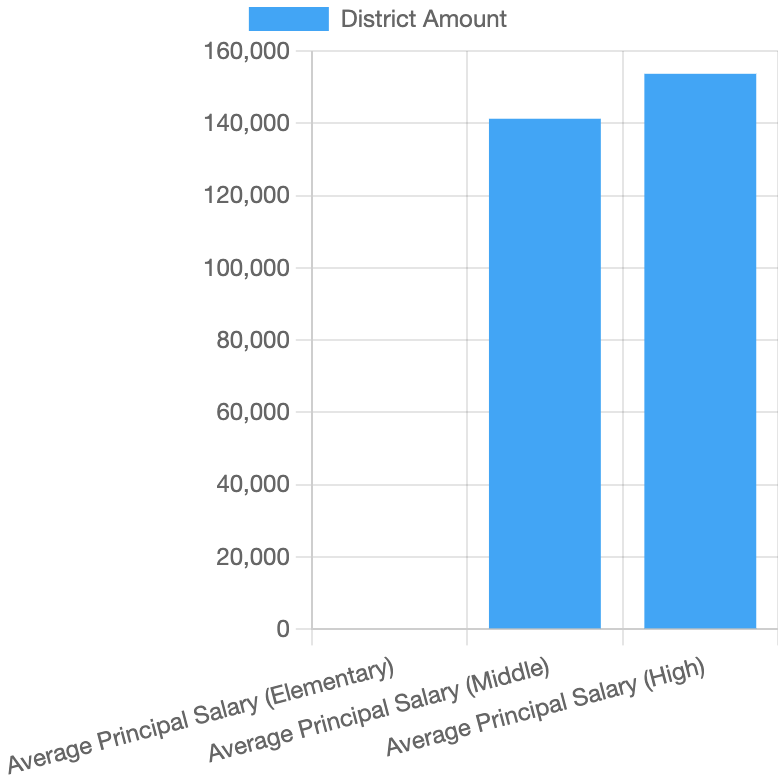
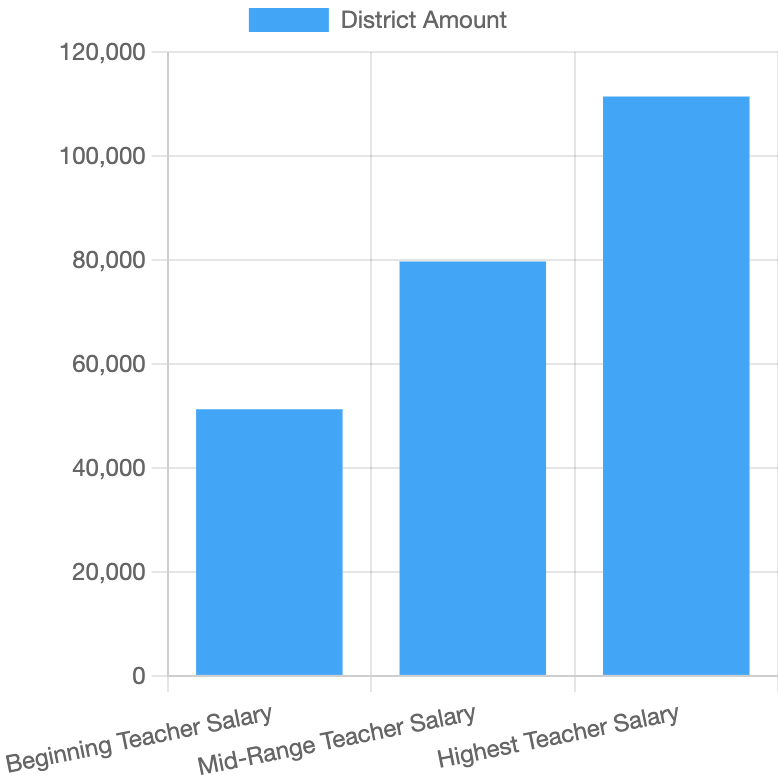
Types of Services Funded (Fiscal Year 2022–23)

null

*Last updated:***Teacher and Administrative Salaries (Fiscal Year 2021–22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51282.00	\$57234.44
Mid-Range Teacher Salary	\$79710.00	\$95466.60
Highest Teacher Salary	\$111434.00	\$122669.10
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$141260.00	\$153476.29
Average Principal Salary (High)	\$153694.00	\$173197.59
Superintendent Salary	\$238000.00	\$277571.94
Percent of Budget for Teacher Salaries	31.84%	31.17%
Percent of Budget for Administrative Salaries	4.53%	4.46%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses %**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

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

Last updated:

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Last updated: 12/7/23

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

November 2024

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Every Friday is a Minimum Day*

- Semester start & end dates
- Holidays/Vacation Breaks
- Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

2024 - 2025

SCVi

Track A - Site Based

August

13 - First Day of School

September

2 - Labor Day

12 - 13 - K-5 Assessments

12 -Minimum Day K-5*

26 -Minimum Day All Grades*

26 - 27 - Individualized Learning Plans

October

4 - Individualized Learning Plans

7 - 11 - Mid-Fall Break, Staff Professional Development

31 -Minimum Day All Grades*

November

1 - Learner Free Day

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

20 - Jan 13 - Winter Break

January

13 - Staff Professional Development

14 - Spring Semester Begins

20 - Martin Luther King, Jr.

23 -Minimum Day All Grades*

23 - 24 - Learner Led Conferences

31 - Learner Led Conferences

February

17 - Presidents' Day

March

14 - Learner Free Day

April

Mar 31 - Apr 7 - Spring Break

May

15 - 16 - K-5 Assessments

26 - Memorial Day

27 - Jun 5 - Learner Showcases

June

6 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

*Minimum day = Schools & Learning Studios close early

2024

July 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

August 2024

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2024

SUN	MON	TUE	WED	THU	FRI	SAT
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2




November 2024

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Every Friday is a Minimum Day*

	Semester start & end dates
	Holidays/Vacation Breaks
	Individualized Learning Plans, Assessments, Learner Led Conferences, Learner Showcases

2024 - 2025

SCVi

Track A - Independent Study

August

13 - First Day of School

September

2 - Labor Day

12 - 13 - K-5 Assessments

12 - Minimum Day K-5*

26 - Minimum Day All Grades*

26 - 27 - Individualized Learning Plans

October

4 - Individualized Learning Plans

7 - 11 - Mid-Fall Break, Staff Professional Development

31 - Minimum Day All Grades*

November

1 - Learner Free Day

11 - Veterans Day

18 - 22 - Fall Break

December

20 - Fall Semester Ends

20 - Reports of Progress Sent Home

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January

13 - Staff Professional Development

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17 - Presidents' Day

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April

Mar 31 - Apr 7 - Spring Break

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26 - Memorial Day

27 - Jun 5 - Learner Showcases

June

6 - Last Day of School

2025

January 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

February 2025

SUN	MON	TUE	WED	THU	FRI	SAT
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

March 2025

SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

April 2025

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

May 2025

SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

*Minimum day = Schools & Learning Studios close early

 Learning Period End Dates

LP	LP Dates	Days
1	8/13/24 - 9/13/24	23
2	9/16/24 - 10/18/24	20
3	10/21/24 - 11/15/24	18
4	11/18/24 - 12/20/24	20
5	1/14/25 - 2/7/25	18
6	2/10/25 - 3/7/25	19
7	3/10/25 - 3/28/25	14
8	4/8/25 - 5/2/25	19
9	5/5/25 - 6/6/25	24



INTERNAL COMPLAINT PROCEDURES FOR COMPLAINTS RELATING TO SPECIAL EDUCATION

Board Approved:

It is the policy of the Santa Clarita Valley International (the “School”) to maintain a positive and productive educational environment. The School is primarily responsible to ensure that it is compliant with all applicable federal and state special education laws and regulations. There are some circumstances, however, when parents/guardians or learners over the age of 18 believe that a violation of federal or state special education law is occurring in the following areas: 1) violations of Part B of the IDEA, and regulations implementing Part B; or 2) violations of Part 30 of the Education Code and the related regulations; or 3) complaints that an LEA or other public agency has violated the terms of a settlement agreement relating to the provision of a free, appropriate public education (an allegation relating to an attorney fees provision in a settlement agreement is expressly excluded); 2) complaints that the LEA or other public agency has failed or refused to implement a due process hearing order to which that LEA or other public agency is subject; 3) complaints that a public agency, other than an LEA, fails or refuses to comply with a law or regulation applicable to that public agency as it pertains or relates to the provision of a free appropriate public education to individuals with disabilities; or 4) complaints that allege facts that indicate that physical safety concerns interfere with the provision of a free appropriate public education.

Additionally, the School shall not directly or indirectly use or attempt to use the official authority or influence of the School employee for the purpose of intimidating, threatening, coercing, or attempting to intimidate, threaten, or coerce, any person, including, but not limited to, a facilitator, a provider of designated instruction and services, a paraprofessional, an instructional aide, a behavioral aid, a health aid, other educators or staff of the School, a private individual or entity under contract with the School, or a subordinate of the employee, for the purpose of interfering with the action of that person at any time, to assist a parent or guardian of a learner with exceptional needs to obtain services or accommodations for that learner.

If the parent/guardian/learner has a complaint relating to an evaluation or plan under section 504 of the Rehabilitation Act of 1973 (“section 504 plan”), the parent/guardian/learner may complain to the School’s administration. If that does not resolve the issue, the parent/guardian/learner may make a formal complaint to the School’s section 504 designee, director@scvi-k12.org.

Filing a Complaint:

If the parent/guardian/learner/organization believes that a violation of state or federal special education laws or regulations is occurring, and the issue is not resolved informally, the parent/guardian/learner/organization may file a signed written complaint with the California Department of Education (“CDE”). All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision is

made. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, the school staff will assist the person with filing the complaint.

The complaint filed must include the following: 1) a statement that an Local Education Agency (“LEA”) or other public agency has violated or failed to comply with any provision set forth above; 2) the facts on which the statement is based; 3) the signature and contact information for the complainant; and 4) if alleging violations with respect to a specific child: A) the name and address of the residence of the child; B) the name of the school the child is attending; C) in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending; D) a description of the nature of the problem of the child, including facts relating to the problem; and E) a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with federal regulations. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE.

The state complaint procedures, investigations, and reports include those provisions set forth in 34 C.F.R. sections 300.151 through 300.153.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Appeal of CDE’s Investigation Report

Within 30 days of the date of the CDE Investigation Report, either party may request reconsideration by the Superintendent of Public Instruction (“SPI”) or the SPI’s designee. The request for reconsideration shall specify and explain why: 1) relative to the allegation(s) of the complaint, the CDE Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 2) the material findings of fact in the CDE Investigation Report are not supported by substantial evidence; and/or 3) the legal conclusion in the CDE Investigation Report is inconsistent with the law; and/or 4) in a case in which the CDE found noncompliance, the required corrective actions fail to provide a proper remedy.

The CDE shall respond in writing to the request for consideration within 60 days of the receipt of the request.

Dissemination

Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.



REVISED FREEDOM OF EXPRESSION POLICY AND PROCEDURES

Board Approved:

Learners attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges and other insignia and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors (“Board”) respects learners’ rights to express ideas and opinions, take stands and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Learner liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the School community.

Learners will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school, but may be disciplined for harassment, threats, or intimidation unless constitutionally protected. Education Code § 48950.

FREEDOM OF EXPRESSION PROCEDURES

Circulation of Petitions and Other Printed Matter

Learners shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce learners to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges and Other Insignia of Symbolic Expression

Learners will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Learners will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous or slanderous;
2. Incite learners so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on School premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place and manner requirements;
5. Are in violation of current federal, state and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial learner publications who violate any state or federal law may be disciplined after distribution. Learners distributing or posting any materials that are obscene, libelous or slanderous, or which demonstrably incite learners to commit unlawful acts on School premises, violate School rules, or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial learner publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place and manner of distribution. This distribution will be limited to:
 - a. One half hour before school begins, during the lunch period, or the half hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
 - c. Without undue noise.
3. No learner shall use coercion to induce learners or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to learners at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the learner publication in areas of the School which are generally frequented by learners.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.

3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place and manner regulations.

Official School Publications

Learner editors of official school publications shall be responsible for assigning and editing the news, editorial and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of learner publications within the School to supervise the production of the learner staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to learner expression.

Other Forms of Learner Expression

Forms of learner expression may include, but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges and armbands. In general, the laws pertaining to all forms of learner expression are the same. The rights of learners to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of learner expression. No facilitator or administrator shall interfere with such expression on the grounds that the message may be unpopular with learners or faculty.

In conforming to state and federal laws, learner expression must obey copyright laws; for example, learner posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

A learner shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other learners, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Learner Rights

Site administrators will distribute copies of this Administrative Procedure to all facilitators who are advisors of learners who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The learner and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the learner, the learner may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the learner may follow the School’s complaint procedures as outlined in the Learner/Parent Handbook.



Section 504 Policy

Board Approved:

The Governing Board of Santa Clarita Valley International recognizes the need to identify and evaluate learners with disabilities, and desires to ensure that all learners, including learners with disabilities, have a free appropriate public education (FAPE). This means that learners with disabilities will receive the same education as learners without a disability.

The School Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a learner, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the learner to examine relevant records, an impartial hearing with the opportunity for participation by the learner's parent/guardian and representation by counsel, and a review procedure.

The School Director or designee shall ensure that identified learners with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled learners are met.

If the learner is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the learner. Upon reviewing the nature of the disability and how it impacts the learner's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the learner with a FAPE. The learner shall be educated with non-disabled learners to the maximum extent appropriate.

The School Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the learner is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. The parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.



Youth Policy

Board Approved:

The Governing Board of iLEAD SCVi Charter School (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster learners will be given access to the education and other services that such learners need to ensure that they have an opportunity to meet the same challenging State learner academic achievement standards to which all learners are held. Foster learners will not be stigmatized or segregated in a separate school or program based on the learner’s status as foster youth.

I. Definitions

- ☐ Foster child/learner/youth means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- ☐ The Charter School is the school of origin when the learner attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

II. Foster Child Liaison

The School’s foster child liaison is the CEO or designee, contact director@scvi-k12.org. The School’s foster child liaison is required to do all of the following:

- ☐ Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.

- ☐ Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- ☐ The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child's best interests, that the foster child's right to attend the school of origin be waived and the foster child be admitted in a public school that learners living in the attendance area in which the foster child resides are eligible to attend.
- ☐ Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child's best interest.
- ☐ If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

III. Admission

All foster learners are required to follow the school's process for admitting learners, including filling out and submitting the school's admissions packet on time. As with all learners, admission depends upon availability. In the event of an oversubscription in a grade, foster learners will participate in the lottery as with any other learner.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in iLEAD SCVi Charter School as the school of origin, the foster child has the right to remain in iLEAD SCVi Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in iLEAD SCVi Charter School as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend iLEAD SCVi Charter School. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

IV. Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the iLEAD SCVi Charter School shall allow a former foster child who is in kindergarten or any of grades 1 to 8,

inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, iLEAD SCVi Charter School shall allow the former foster child to continue his or her education in iLEAD SCVi Charter School as the school of origin through graduation.

V. Course Work and Graduation

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the learner did not complete the entire course and shall issue that learner full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the learner has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the learner did not complete the entire course, the Charter School shall not require the learner to retake the portion of the course the learner completed unless the Charter School, in consultation with the holder of educational rights for the learner, finds that the learner is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the learner may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the learner, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

A foster learner shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A foster learner who transfers between schools any time after the completion of the learner's second year of high school and is in the learner's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the learner is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If the School determines that the foster learner is reasonably able to complete the School's graduation requirements within the learner's fifth year of high school, the School shall do all of the following: 1) Consult with the learner and the learner's educational rights holder of the learner's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the learner and the learner's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the learner's ability to gain admission to a postsecondary educational institution; 3)

Consult with and provide information to the learner about transfer opportunities available through the California Community Colleges; 4) Permit the learner to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the learner, if the learner is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the learner; 5) Consult with a learner in foster care regarding the learner's option to remain in the learner's school of origin.

To determine whether a foster learner is in the third or fourth year of high school, the number of credits the learner has earned to the date of transfer, the length of the learner's school admission, or, for learners with significant gaps in school attendance, the learner's age as compared to the average age in the third or fourth year of high school, may be used, whichever will qualify the learner for the exemption.

Within 30 calendar days of the date that a foster learner may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the learner, the educational rights holder, and the School's liaison for foster children and youth of the availability of the exemption and whether the learner qualifies for an exemption. If the School fails to provide timely notice, the learner shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the learner is no longer in foster care, if the learner otherwise qualifies for the exemption.

A foster learner that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the learner's fourth year of high school and that learner would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the learner graduate before the end of the learner's fourth year of high school.

If a foster learner is exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall, in addition to providing the notification identified above, consult with the learner and the learner's education rights holder regarding the following:

- ☐ Discussion regarding how any of the requirements that are waived may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution;
- ☐ Discussion and information about other options available to the learner, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ Consideration of the learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

If a foster learner who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the learner is otherwise eligible, including courses necessary to attend an institution of high education, regardless of whether those courses are required for statewide graduation requirements.

If a foster learner is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the learner within 30 days of the exemption request if an exemption is requested by the learner or learner's educational rights holder and the learner

qualifies for the exemption. EC 51225.1(h) If a foster learner was eligible for an exemption and was not properly notified of the availability of the exemption or declined the exemption, the Charter School shall exempt the learner within 30 days of the date of the exemption request, if an exemption is requested by the learner or learner's educational rights holder and the learner at one time qualified for the exemption, even if the learner is no longer considered a "foster learner."

If a foster learner is exempted from local graduation requirements, the School shall not revoke the exemption.

If a foster learner is exempted from local graduation requirements, the exemption shall continue to apply after the learner is no longer a foster learner while the learner is admitted in the School or if a foster learner who is exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request a foster learner to transfer schools in order to qualify the learner for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School's Uniform Complaint Procedures.

If the Charter School determines that a foster learner who transfers between schools any time after the completion of the learner's second year of high school is not reasonably able to complete the Charter School's graduation requirements within the learner's fifth year of high school, the Charter School shall exempt that learner from the Charter School's graduation requirements and provide the learner the option to remain in the school for a fifth year to complete the statewide coursework requirements. The Charter School shall consult with the learner and the learner's educational rights holder regarding all of the following:

- ☐ The learner's option to remain in school for a fifth year to complete the statewide standards;
- ☐ How waiving the Charter School's requirements and remaining school for a fifth year may affect the learner's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education;
- ☐ Whether any other options are available to the learner, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges;
- ☐ The learner's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a learner is not eligible for an exemption in the year in which the learner transfers between schools because the Charter School makes a finding that the learner is reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school, the Charter School shall nonetheless reevaluate eligibility and provide written notice to the learner and learner's educational rights holder and the learner's social worker or probation officer, if applicable, whether the learner qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the learner at the time of reevaluation to determine if the learner continues to be reasonably able to complete the Charter School's graduation

requirements in time to graduate from high school by the end of the learner's fourth year of high school.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status as the time the reevaluation conducted that the learner is not reasonably able to complete the Charter School's graduation requirements in time to graduate from high school by the end of the learner's fourth year of high school, the Charter School shall provide the learner with the option to receive an exemption from all coursework and other requirements that are in addition to the statewide coursework requirements or to stay in school for a fifth year to complete the Charter School's graduation requirements upon agreement with the learner, or the learner's educational rights holder and provide notification of availability of these options.

The decision whether to accept an exemption from the Charter School's graduation requirements is in the sole discretion of the learner (if over 18) or the learner's educational rights holder based on the learner's best educational interests.

VI. Transportation

If the foster learner requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost effective manner.

VII. Records

A foster family agency with jurisdiction over a currently admitted or former learner, a short-term residential treatment program staff responsible for the education or case management of a learner, and a caregiver who has direct responsibility for the care of the learner, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for learners and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster learner.

A foster family agency, short-term residential treatment program, or caregiver may review and receive learner records pursuant to subdivision (a) for purposes of monitoring the learner's educational progress, updating and maintaining the learner's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the learner has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the learner in school, assisting the learner with homework, class assignments, and college and scholarship applications, and admitting the learner in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A "resource family" means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

Santa Clarita Valley International

Fiscal Policies & Procedures

Board Approved: September 20, 2023



I. OVERVIEW AND GENERAL BUSINESS POLICIES

A. Principles of Fiscal Management

The Board of Directors (the “Board”) of Santa Clarita Valley International, a California non-profit public benefit corporation operating Santa Clarita Valley International, a public charter school (or “School”), has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

Santa Clarita Valley International will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:

1. The Board approves financial policies and procedures, delegates administration of the policies and procedures to the School Director, and reviews reports on operations and activities on a regular basis.
2. The Governing Board and School Director have responsibility for all operations and activities related to financial management. Day-to-day fiscal operations and responsibility is overseen by the School Director, Business Manager, and contracted services with shared service provider, under the direction and supervision of the Board and School Director.
3. In the absence of the School Director, the governing board may appoint someone else to perform the School Director’s responsibilities described herein, during the period of absence.
4. Financial duties and responsibilities must be appropriately segregated so that no one employee has sole control authorizing transactions, recording financial transactions, and custody of assets. A list of Board and School Director’s authorized designees and their scope of responsibility within this fiscal policy will be kept and presented to the board to ensure segregation of duties.
5. Expenditures are authorized by and in accord with the Board-adopted budget,
6. The Santa Clarita Valley International’s funds are managed and held in a manner that provides a high degree of protection of Santa Clarita Valley International’s assets.
7. All transactions are recorded and documented in an appropriate manner, and recorded and documented digitally or by ink.

B. Authorized Signers

1. The Board authorizes the following Santa Clarita Valley International officials (each an “Authorized Signer”) to execute duly-approved contracts, purchases, and expenditures, and to endorse checks, drafts, and orders for the payment, withdrawal, or transfer of money in the name of and on behalf of the School: Board members, officers, School

Director, and/or School Director designee. The School Director may designate necessary and appropriately trained staff in accordance with appropriate internal controls.

C. Financial Reports

1. In consultation with the School Director or designee, the Board will be presented an annual financial budget, and revised budget, as required by the law. District, State, and Federal reports will be presented to the board as required by law.
2. The School Director and Board will regularly review financial reports, such as: balance sheet, budget-to-actuals, cash flow, and payment register at Board meetings.
3. The School Director and Board will review additional financial reports, as needed or requested.

D. Annual Financial Audit

1. The Board shall annually contract for the services of an independent certified public accountant to perform the School's annual fiscal audit. The audit shall include, but not be limited to
 - a. an audit of the accuracy of Santa Clarita Valley International's financial statements,
 - b. an audit of Santa Clarita Valley International's attendance accounting and revenue claims practices,
 - c. review of Santa Clarita Valley International's internal controls over financial reporting.
2. If the school expends over the federal limit, a Single Audit shall be conducted, and the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
3. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency authorizer, the County Superintendent of Schools, the Office of the California State Controller, and the California Department of Education prior to the statutory deadline (generally on or before December 15 of each year).

II. PURCHASING, PROCUREMENT AND VENDOR PAYMENT

A. Purchases

1. The School Director or designee may authorize expenditures and may sign related contracts within the approved budget. The governing board must review all expenditures. This will be done via approval of a payment register, which lists all payments issued during a set period of time, and includes payee, date, and amount. A Board approved list of Board and School Director's authorized designees will be maintained.
2. The Board may, by majority vote, delegate to the School Director or School Director designee the authority to enter into contracts on behalf of Santa Clarita Valley International. For contracts exceeding \$50,000, to be valid or to constitute an enforceable obligation against Santa Clarita Valley International, all such contracts must be approved and/or ratified by the Board.

3. The School Director or School Director designee(s) approves invoices and purchases.
4. When approving purchases, the School Director or School Director designee must:
 - a. Follow the Procurement Policy, as applicable;
 - b. Determine if the expenditure is budgeted;
 - c. Determine if funds are currently available for expenditures (i.e. cash flow);
 - d. Determine if the expenditure is allowable under the appropriate revenue source;
 - e. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations; and
 - f. Determine if the price is competitive and prudent.
5. Asset purchases with a cost basis of \$5,000 or more and a useful life of more than one year should be capitalized and depreciated. Remodeling and replacement costs for integral structural components should only be capitalized when their cost exceeds \$50,000. Depreciation or amortization should be calculated using the straight-line basis over the useful life of an asset unless board policy establishes an alternative depreciation method
6. Any individual making an authorized purchase on behalf of Santa Clarita Valley International must provide appropriate documentation of the purchase (such as itemized receipt, etc.).
7. Individuals other than those specified above are not authorized to make purchases without approval.
8. Individuals who use personal funds to make unauthorized purchases will not be reimbursed.
9. Authorized purchases will be promptly reimbursed upon receipt of appropriate documentation of the purchase.
10. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor. Employees will reimburse the school for all personal telephone calls that result in extra charges.
11. Awards and Recognition may be permitted as follows:
 - a. Gifts of public funds are not permitted.
 - b. Cash awards or gift cards are not permitted.
 - i. The Board of Directors encourages recognition of the services of its employees and outstanding achievement of its learners. The School Director or designee may issue awards and mementos in accordance with nominal value with the fiscal policies for such service and achievement.
 - ii. The Board of Directors believes that individuals and organizations may provide contributions for long standing service to the organization. The Board believes that commending such service promotes community understanding, engagement, and retention.

B. Credit Card Purchases

1. Credit cards should be issued only to personnel who have a legitimate need to purchase goods and services, either in person or online, to carry out their job responsibilities

when a purchase order cannot be approved in time or when the regular accounts payable process is not viable. Every staff member who is authorized to use a credit card is required to sign a credit card use policy statement. Such staff members will acknowledge policies and procedures that require the card to be used exclusively for legitimate business purposes.

2. The School Director or designee may authorize an individual to use a credit or purchase card to make an authorized purchase on behalf of the school.
 - a. Credit card statements will be reconciled and paid in full monthly.
 - b. Credit card statements of the School Director should be reviewed by at minimum a Board member. Credit card statements of other employees should be reviewed by the School Director or School Director designee.
 - c. Credit cards will be coded in the same fashion as other purchases.
 - d. Failure to follow the credit card policies may result in the loss of a credit card privilege.
 - e. Rewards or cash back earned through the use of the Santa Clarita Valley International's credit card are property of Santa Clarita Valley International. Use of such rewards shall be at the discretion of the School Director and should be used for the benefit of Santa Clarita Valley International.

C. Payment Authorization

1. Copies of invoices and supporting documentation will be promptly forwarded to the accounting system.
2. Once entered in the accounting system, the School Director or designee will approve the invoice and complete the required information.
3. The transaction will be recorded in the accounting system and general ledger.

D. Expense Reimbursements

1. Employees and volunteers may be reimbursed for authorized expenses.
2. Employees may be reimbursed for necessary and appropriate mileage expenses with approval from the School Director or designee. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the primary work site for each direction traveled. Employees requesting mileage reimbursement must submit appropriate documentation reflecting the origin, destination, and total miles driven. Employees do not need to deduct the distance traveled from the employee's residence to the primary worksite if mileage is derived on a weekend or holiday.
3. Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. All expenses shall be approved in accordance with the fiscal policies herein.
4. School Director expense reports must be approved by a designated member of the Board (as selected at a board meeting), and be submitted to the business office for processing and payment.
5. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.

6. The School Director or School Director designee will approve the expense report, and submit it to the financial office for payment processing.
7. Petty cash may not be used for reimbursements.

E. Travel Reimbursements

1. Employees may incur expenses in the course of performing their assigned duties and responsibilities. To ensure the prudent use of public funds, the School Director or School Director designee shall establish rules to keep such expenses to a minimum, while affording employees a reasonable level of safety and convenience.
2. The School Director or designee shall establish procedures for the approval of travel requests and the submission and verification of expense claims. The School Director or School Director designee also shall establish reimbursement rates in accordance with law and Board policy.
3. Traveling employees may be provided a per diem up to the established U.S. General Services Administration per diem rate found at <http://www.gsa.gov/portal/category/100120> for any meal and incidental that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
4. An employee shall obtain approval from the School Director or School Director designee prior to traveling. The School Director or School Director designee may approve travel requests in accordance with the adopted budget and upon determining that the travel is authorized or assigned by the employee's supervisor, is necessary to attend a conference or other staff development opportunity that will enhance employee performance, and/or is otherwise necessary to the performance of the employee's duties.
5. Cost saving should be emphasized, and advance planning should occur. Reasonable care should be taken to obtain competitive cost for booking of airfare and hotels.
6. Travel expenses (e.g., airfare, rental cars, hotel) should be paid for directly by Santa Clarita Valley International, when possible, and payment via reimbursement should be used sparingly. Staff should plan expenses for travel in advance.
7. Employees should use the least expensive method of ground transportation that meets the employee's schedule, and business needs (e.g. airport shuttles, taxis, car rentals, train, bus, etc.).
8. Reimbursable travel expenses may include, but are not limited to, costs of transportation, parking fees, lodging when Santa Clarita Valley International business reasonably requires an overnight stay, registration fees for seminars and conferences, and other communication expenses incurred on Santa Clarita Valley International's business, and other necessary incidental expenses. Internet access (e.g., hotel, airport, hotspot, etc.) is an allowable expense provided that the access is necessary for business purposes and not personal use.
9. Santa Clarita Valley International shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on Santa Clarita Valley International related business,

personal use of an automobile and personal losses or traffic violation fees incurred while on company business.

10. All expense reimbursement claims should be submitted on a Travel Expense Reimbursement Form, within ten working days following return from travel. The form shall be accompanied by receipts and any explanation necessary to document that the expenses meet criteria for reimbursement.
11. The School Director or designee shall approve expense claims only upon verifying that all necessary documentation is provided and that all expenses are appropriate and related to Santa Clarita Valley International business. If an expense claim is disallowed due to lack of documentation or inappropriate expenses, the employee may be personally responsible for any improper costs incurred.
12. When approved by the School Director or designee, an employee may be issued a credit card for use while on authorized business. Receipts documenting the expenses incurred on a credit card shall be submitted promptly following return from travel. Under no circumstances shall personal expenses be charged on a credit card, even if the employee intends to subsequently reimburse Santa Clarita Valley International for the personal charges.
13. Costs associated with upgrades are not an allowable business expense and will not be reimbursed unless approved by the School Director or School Director designee, or by a member of the Board if the request is for the School Director .
14. Sharing of vehicles is encouraged if multiple travelers from the School are traveling to the same destination. Unless there is a valid reason for taking an alternative route, employees are expected to take the shortest route to the destination. Mileage reimbursement rate covers all costs associated with operating a personal vehicle for business purposes, including gas, maintenance, repairs, insurance, licensing and registration, depreciation, and other costs. Parking fees and tolls are additionally reimbursable with appropriate backup documentation.
15. Vehicles should be shared whenever possible to minimize travel costs. No employee shall be entitled to reimbursement for travel when they are transported free of charge or by another employee who is entitled to the expense reimbursement.
16. Tips and gratuities are allowable for service industries where it is customary (e.g., restaurants, ground transportation/rideshare.) Tip should be reasonable and no more than 20%. Any amount tipped over 20% will be the responsibility of the employee. A mandatory or group surcharge above the 20% may be approved by the School Director or designee on a case by case basis.
17. Travel advances are not permitted.

III. CONTRACTS, MOUs, AGREEMENTS

A. Contracts, MOUs, Agreements

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Agreements entered which obligate more than \$50,000 must be approved by the Board of Directors. All other authorization rules of purchases apply to contracts. The Procurement Policy provides further direction for more details.
3. Competitive bids will be obtained where required by law, within applicable provisions of California Public Contract Code, and other applicable law, or otherwise deemed appropriate and in the best interest of Santa Clarita Valley International. The School Director will keep and maintain a contract file evidencing the competitive bids obtained (if any were required by law).
4. Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80 – Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Subpart C (Post Award Requirements), § 80.36 (Procurement).
5. Any food contract exceeding the small purchase threshold set by the US Department of Agriculture shall follow a compliant procurement protocol as outlined by the USDA, CDE, and NSLP.
6. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect, as required by iLEAD.
 - b. The School Director may also require that contract service providers list the school as an additional insured.
7. The School Director or designee will approve proposed contracts and modifications in writing, subject to the Board approval thresholds.
8. Contract service providers will be paid in accordance with approved contracts as work is performed.
9. School Director or School Director designee will be responsible for ensuring the terms of the contracts are fulfilled.
10. Potential conflicts of interest will be disclosed in writing to the School Director and Board of Directors, and the School Director and Board of Directors should be notified, if any actual conflicts arise.

IV. BANK ACCOUNTS, RECONCILIATIONS, RECEIVABLES, CASH

B. Financial Institutions

1. All funds will be maintained at an FDIC or a NCUA insured financial institution.

2. If applicable, invested funds shall be maintained in high quality, short maturity (no longer than one year) liquid funds.
3. The Board will review a list of authorized check signers annually. Depending on the entity's needs, the Board may also assign dollar limits to establish classes of check signers. Check signers will be maintained in a Board approved list.
4. Check signers may delegate designated staff the authority to access bank accounts for the purpose of viewing transactions, processing electronic payments, and completing wire and bank transfers when necessary to conduct the regular operations of the entity, with the approval from an authorized signer. A Board approved list of Board and School Director's authorized designees will be maintained and presented to the Board.

B. Bank Reconciliations

1. Bank statements will be received either electronically or by mail directly from the bank.
2. The reconciliation of the bank statement will compare the reconciled bank balance to the cash in the bank account and to the general ledger.

C. Uncleared Checks

1. Checks that have not cleared within no more than three years shall escheat to the state. The California State Controller's Unclaimed Property Law and Regulations shall be followed when escheating unclaimed checks to the state.

D. Petty Cash

1. The school may maintain a petty cash fund, but other avenues of purchasing should be considered prior and petty cash should be used only in necessary and limited circumstances. Petty cash should only be used by those who have a legitimate need to purchase goods and services, either in person, to carry out their job responsibilities when a purchase order cannot be approved in time or when the regular accounts payable process is not viable.
2. The School will designate an employee (the "Petty Cash Custodian") who will manage the petty cash fund.
3. The petty cash will be capped at \$500 per resource center.
4. All petty cash will be kept in a locked cash box in a locked drawer or file cabinet. Only the Petty Cash Custodian and School Director or School Director Designee will have keys to the cash box and drawer or file cabinet. All disbursements will require documentation of purchase.
5. All disbursements will require a completed signed petty cash slip. A receipt for all purchases must be attached.
6. At all times the petty cash box will contain cash slips and cash totaling \$500. Every time an individual receives cash from the box, a cash slip should be filled out and placed in the box. The individual using the petty cash to make a purchase is responsible for submitting a receipt to be attached the petty cash slip to the Petty Cash Custodian by no later than the next business day of withdrawing the petty cash.
7. When expenditures total \$400 (when the Petty Cash cash balance is reduced to \$100), the Petty Cash Custodian will total the disbursements, complete a Petty Cash Reimbursement Form, and obtain the approval of the School Director or School Director

Designee. The supporting receipts will be attached to the reimbursement request form and forwarded to the School's financial staff and/or back office.

8. Petty cash fund reimbursement checks will be made payable to the petty cash custodian.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the School Director or School Director Designee.
10. Loans will not be made from the petty cash fund.

E. Accounts Receivable

1. A schedule of aged accounts and grants receivable prepared and reviewed regularly, and appropriate collection procedures are followed.
2. Cash/checks collected at the school office will be placed directly into a sealed envelope, with a copy of the receipt and any notes, forms or other descriptions, and placed in a secure location by the office support person, until removed for deposit.
3. For shared resources expense, Santa Clarita Valley International will regularly provide a statement outlining that party's share of costs for the shared resources, and payment is due to Santa Clarita Valley International. Each party's share of costs shall be reflected in the School's financial statements as accounts receivable until paid in accordance with the resource sharing agreement. The resource sharing agreement may be amended or renewed from time to time.

F. Returned Check Policy

1. A returned-check processing fee may be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by School financial staff and/or Back Office or the School Director or designee, payment of the NSF check and processing fee should be made by cash, money order or certified check.

G. Payroll

1. Contracted service provider will prepare payroll checks, tax and retirement withholdings, tax statements, and perform other payroll support functions. School Director or School Director designee will review.
2. The Finance Department lead will ensure there is a system to establish and oversee the preparation of time and attendance reports and payroll check requests.
3. The Payroll Division lead will review payroll statements to ensure that:
 - a. the salaries are consistent with staff contracts and personnel policies, and;
 - b. the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority.

V. FUNDRAISING

A. Fundraising

1. Projects for the raising of funds shall in general contribute to the educational experience of learners.

2. Fundraising shall be done in accordance with best business practices including sound budgetary and accounting procedures.
3. Santa Clarita Valley International shall not be obligated to pay for any expenditure or contract made for a fundraising activity without prior written approval. The staff member, student advisor, or coach may be liable for such unapproved purchases.
4. All campus sales involving food of any kind must be in conformance with state law and county ordinances.
5. Gifts of money, material, or equipment may be accepted by Santa Clarita Valley International upon approval by the School Director, Site Director, or the Board. The Board, School Director, and lead contracted staff shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds.
6. Fundraising by groups adjunct to the entity (e.g., iSupport) which uses the entity name in any way to represent all or part of the school or specific groups of the school, must have the approval from the School Director prior to conducting fundraising activities.
7. The general rules below should be followed in fundraising campaigns:
 - a. All fundraising campaigns must have the approval of the site director or prior to the fundraising campaign.
 - b. All fundraising campaigns must be confined to a definite period of time to a specific goal or project.
 - c. All contributions to adjunct groups should be completely voluntary. No quota shall be established other than informally for any fundraising campaign for any individual, school, or group.
8. In negotiating fundraising contracts the following should be considered:
 - a. Reasonable product cost;
 - b. Product quality;
 - c. Profit percentage realized;
 - d. Contracted company will provide services and incentives.
9. For all activities approved by the School Director or designee, pursuant to the School's Fundraising Policy, the School will establish internal controls to ensure the safeguarding of assets.
10. For each fundraising or other event in which cash or checks will be collected, a staff member or volunteer coordinator will be designated by the School Director or School Director designee. The "Supervising Official" designated, will be responsible for collecting, documenting, and safeguarding all cash and checks for the purpose of the fundraising activity.
 - a. All funds raised shall be counted immediately after the fundraiser (i.e. on the same day) by the Supervising Official and at least one other person, both of whom shall sign an affidavit attesting to the accuracy of the count. All funds shall be deposited in the School's bank account as soon as reasonably practicable after collection, but no later than the next regularly scheduled deposit. All funds shall be kept in a secure location at an Santa Clarita Valley International site until deposited.

- b. All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board, School Director , or School Director designee in accordance with the School's Fundraising Policy and the "General Procedures for Non-Governmental Cash Receipts" described herein. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government.

VI. LOANS

A. Loans

1. The School Director and the Board will approve all loans, lines of credit, and other forms of indebtedness received from third parties.
2. Once approved, a promissory note, loan agreement, or other documentation specifying the material terms will be prepared and signed and/or approved by the School Director or designee Authorized Signer before funds are borrowed.
3. Loans to or from employees and Board members are not permitted.

VII. OTHER FISCAL POLICIES

A. Insurance

1. The School Director or School Director's designee will ensure that appropriate insurance is maintained at all times.
2. The School Director or School Director 's designee will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The School Director or School Director 's designee will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include insurance sufficient to meet the entity's needs (e.g., but not limited to general liability, worker's compensation, student accident, professional liability, sex abuse, and director's and officers' coverage) based on risk assessment and other legal requirements. Insurance coverage will be at minimum aligned with the limits required in the school's approved charter petition or authorizer MOU.

B. Inventory and Asset Management

1. The School Director or School Director designee shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$500 as determined by the School Director or designee. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting Santa Clarita Valley International's assets. This property will be inventoried at a minimum on an annual basis.

2. All non-consumable School property lent to students should be returned to the school no later than ten working days after the student graduates, or otherwise leaves the school.
3. Any excess or surplus property, or unneeded property or items owned by the school, may be sold or auctioned by the School, provided the School Director or School Director designee engages in due diligence to maximize the obtain a reasonable value of the sale or auction for the school. The sale or auction of property owned by the school with a fair market value in excess of \$500 as determined by the School Director or designee shall be approved in advance by the Board.
4. Staff will immediately notify the employee supervisor of known cases of theft, loss, damage, or destruction of assets as determined by the School Director or designee. In addition, any asset valued over \$500 must also be reported to the finance office.