

MEETING AGENDA - Santa Clarita Valley international Board

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

Meeting

Meeting Date	Wednesday, June 17, 2026
Start Time	6:00 PM
End Time	7:00 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Canyon Rd., Castaic Room: Gabriel Mistral (located on the Upper Campus to the left of the Shakespeare Theatre)
Purpose	Regular scheduled meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order

1.2. Roll Call

1.3. Pledge Of Allegiance

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Resolution #:

1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Resolution #:

Documents

- Minutes-2026-05-12.pdf
-

2. LCAP Hearing

2.1. 2026-2027 Hearing

This is the opportunity for the Public to review the summary of the 2025-2026 LCAP and make comments to the Board accordingly.

Documents

- Proposed 26_27 SCVi LCAP.pdf
-

3. Public Comments

3.1. Public Comments

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.

4. Action Items

4.1. CalSTRS Form 0765

Discuss and take action regarding the CalSTRS Form 0765.

Due date: 6/17/2026

Documents

- SCVi 981_Form 0765 CalSTRS Charter School Certification.pdf
-

4.2. Preliminary Budget and Estimated Actual

Discuss and take action regarding the preliminary budget and estimated actuals.

Due date: 6/17/2026

Documents

- SCVi Board - EA2526, PB2627. MYP2728,2829.pdf
-

4.3. Bank Account

Discuss and take action regarding closing the accounts at Genesis Bank and opening accounts at RAMP.

Due date: 6/17/2026

4.4. Revised Articles Of Incorporations

Discuss and take action to revise the Articles of Incorporation.

Due date: 6/17/2026

Documents

- SCVIS Certificate of Amendment of Articles of Incorporation CalSTRS CalPERS Amendments (4933-6861-4307.v1).docx
-

4.5. SCVi - iCC1 Facility Use Agreement

Discuss and take action regarding the Facility Use Agreement with SCVi for campus space.

Due date: 6/17/2026

Documents

- DRAFT- Facilities Use Agreement - SCVi.iCC1 - 2026-2027.pdf
-

4.6. SCVi - Limited Resource Sharing Agreement

Discuss and take action regarding the limited resource sharing agreement between iCC1 and SCVi.

Due date: 6/17/2026

Documents

- 26-27 SCVi Limited Resource Sharing Agreement.pdf
-

4.7. SPED Service Agreement

Discuss and take action regarding the updated SPED service agreement

Due date: 6/17/2026

Documents

- 26-27 SPED RESOURCE SHARING (Draft 1.0).pdf
-

4.8. Annual Request for Title Funding

Discuss and take action regarding continued Title funding for the school programs.

Due date: 6/17/2026

Documents

- SCVi 26_27 Request For Annual Federal Title Funding.pdf
-

4.9. Title IX Policy

Discuss and take action regarding the Title IX policy.

Due date: 6/17/2026

Documents

- Board PDF_ SCVi Title IX Policy for Sexual Harassment.pdf
-

4.10. Updated Independent Study Policy

Discuss and take action on the revised policy.

Due date: 6/17/2026

Documents

- Board PDF_ SCVi Independent Study Board Policy.pdf
-

4.11. Policies for Promoting Safe Environments (Employee-Student Relations)

Discuss and take action regarding the new policy.

Due date: 6/17/2026

Documents

- Promoting Safe Environments for Student Learning and Engagement-SCVi-20260610.pdf
-

4.12. 2026-2027 Board Meeting Dates

Discuss and take action regarding the 2026-2027 Board Meeting Dates.

Due date: 6/17/2026

Documents

- 26_27 Board Meetings - SCVi.pdf
-

4.13. Declaration of Need (DON) For Fully Qualified Educators

Discuss and take action regarding the 2026-2027 DON.

Due date: 6/17/2026

Documents

- 26_27 SCVi- DON.pdf

5. Discussion And Reports

5.1. iCC1 Organization Restructure

Discuss the possible direction regarding organizational structure and changes

5.2. 2 Step Verification

Discussion and possible action regarding two-step verification for board email accounts

5.3. Trainings and Compliance

Discussion regarding board compliance training requirements - effective 8/1/2026

6. Consent Items

6.1. Personnel Report

Resolution #:

Documents

- 6.24.26SCVi _PersonnelReport.pdf
-

6.2. Check Register

Resolution #:

Documents

- scvi_payment_register_20260610_detail_board_only.pdf
 - scvi_payment_register_20260610_register.pdf
 - scvi_payment_register_20260610_summary.pdf
-

7. Closed Session

7.1. Public Employee Performance Evaluation

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

7.2. Report of Closed Session

Drag Under the Closed Session Section

8. Board Comments

8.1. Board Comments

9. Closing Items

9.1. Next Meeting Date

Next Board Meeting date: Wednesday, June 24th at 6:00 pm

Board Members mark their calendars and confirm quorum.

9.2. Adjournment

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	Tuesday, May 12, 2026
Started	6:03 PM
Ended	8:45 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Cyn Rd., Castaic Room: Gabriel Mistral (located on our Upper Campus), near the Theatre
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 6:03 pm

Status: Completed

1.2. Roll Call

Roll Call was taken

- Nicole Miller: Present
- Wendy Emeterio: Present
- Greg Kimura: Present
- Miguel Fletcher: Present
- Teddy Shelby: Arrived at 6:04 pm

Status: Completed

1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Motion to Approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Resolution #:**Status:** Carried

1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Motion to Approve: Greg Kimura

Seconded by: Wendy Emeterio

Roll Call Vote

- Miguel Fletcher: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye
- Teddy Shelby: Aye

Resolution #:**Status:** Carried

Documents

- Minutes-2026-04-21.pdf
-

2. Curriculum Moment and Reports

2.1. Curriculum Moment

Lindsay Martinez, Dual Immersion Grades 4/5 Facilitator, and learners from her class presented their Cinco de Mayo project and answered questions.

Status: Completed

2.2. Learner Board Ambassador Report

The Learner Board Ambassador Report was presented to the Board and answered questions.

Status: Completed

2.3. Staff Board Ambassador Report

No report was given.

Status: Completed

3. Public Comments

3.1. Public Comments

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.

No public comments were made

Status: Completed

4. Action Items

4.1. Uniform Compliant Procedure Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Uniform Complaint Procedure Policy to the Board and answered questions.

Motion to Approve with additions and corrections: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Board PDF_ SCVi Uniform Complaint Procedures Policy.pdf
-

4.2. Title IX Policy for Sexual Harassment

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Title IX Policy for Sexual Harassment to the Board and answered questions.

Motion to Table: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date: 6/17/2026

Status: In progress / deferred until 6/17/2026

Documents

- Board PDF_ SCVi Title IX Policy for Sexual Harassment.pdf
-

4.3. Employee Harassment, Discrimination, and Retaliation Prevention Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Employee Harassment, Discrimination, and Retaliation Prevention Policy to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Board PDF_ SCVi Employee Harassment, Discrimination, & Retaliation Prevention Policy (1).pdf
-

4.4. Learner Suspension and Expulsion Policy

Discuss and take action regarding the new policy

Chad Powell and Martha Spansel Pellico presented the Learner Suspension and Expulsion Policy to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Wendy Emeterio

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Board PDF_ SCVi Learner Suspension and Expulsion Policy .pdf
-

4.5. Internal Complaint Review Policy

Discuss and take action regarding the new policy

Chad Powell and Martha Spansel Pellico presented the Internal Complaint Review Policy to the Board and answered questions.

Motion to Approve: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye

- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Board PDF_ SCVi Internal Complaint Review Policy.pdf
-

4.6. Learner Personal Electronic Device Policy

Discuss and take action regarding the new policy

Chad Powell and Martha Spansel Pellico presented the Learner Personal Electronic Device Policy to the Board and answered questions.

Motion to Approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Board PDF_ SCVi Learner Personal Electronic Device Board Policy.pdf
-

4.7. Involuntary Disenrollment Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Involuntary Disenrollment Policy to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Board PDF_ SCVi Involuntary Disenrollment Policy.pdf
-

4.8. Alternate Pathways to a Diploma for Students with Disabilities Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Alternate Pathways to a Diploma for Students with Disabilities Policy to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- SCVi Revised Alternative Pathways to a Diploma for SWD.docx - Google Docs.pdf
-

4.9. Physical Education Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Physical Education Policy to the Board and answered questions.

Motion to Approve with corrections: Wendy Emeterio

Seconded by: Greg Kimura

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- REVISED Physical Education Policy.docx (1).pdf
-

4.10. Graduation Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Graduation Policy to the Board and answered questions.

Motion to Approve with corrections: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Revised - SCVi Graduation Requirement Board Policy .pdf
-

4.11. Mathematics Placement Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Mathematics Placement Policy to the Board and answered questions.

Motion to Approve with corrections: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Revised Math Placement Policy.docx (1).pdf
-

4.12. School Requirements to Earn a State Seal of Civic Engagement

Discuss and take action regarding the new policy

Chad Powell and Martha Spansel Pellico presented the School Requirements to Earn a State Seal of Civic Engagement to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- California State Seal of Civic Engagement - Google Docs.pdf
 - High School Programs and Policies Updates .pdf
-

4.13. Acceleration and Retention Policy

Discuss and take action regarding the updated policy

Chad Powell and Martha Spansel Pellico presented the Acceleration and Retention Policy to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- SCVi Acceleration _ Retention Policy - Google Docs.pdf
-

4.14. Revised Holiday Policy

Discuss and take action regarding the revised Holiday Policy for 2025-2026.

Chad Powell and Martha Spansel Pellico presented the Revised Holiday Policy to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Holiday Policy 26-27-SCVi-20260512-Redline for board approval.pdf
-

4.15. Revised Vacation Policy

Discuss and take action regarding the revised Vacation Policy for 2025-2026.

Chad Powell and Martha Spansel Pellico presented the Revised Vacation Policy to the Board and answered questions.

Motion to Approve: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Vacation Policy-SCVi-20260512-Redline for board approval.pdf
-

4.16. School Records, Retention and Disposal Policy

Request approval of the School Records and Disposal Policy to follow legally required and allowable storage and purge processes.

Chad Powell and Martha Spansel Pellico presented the School Records, Retention and Disposal Policy to the Board and answered questions.

Motion to Approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- School Record Retention Policy-SCVi-20260512-Redline for board approval (1).pdf
-

4.17. Learner Records Maintenance, Retention, and Destruction Policy

Request approval of Learner Records Maintenance, Retention, and Destruction Policy to follow legally required and allowable storage and purge processes.

Chad Powell and Martha Spansel Pellico presented the Learner Records Maintenance, Retention, and Destruction Policy to the Board and answered questions.

Motion to Approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye

- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Learner Records Retention Policy-SCVi-20260512-Redline for board approval (1).pdf
-

4.18. Equity Policy

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

Chad Powell and Martha Spansel Pellico presented the Equity Policy to the Board and answered questions

Motion to Approve: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Equity Policy-SCVi-20260512-Redline for board approval.pdf
-

4.19. Harassment, Discrimination, Intimidation, and Bullying Prevention Policy

Discuss and take action regarding the policy compliant with Safe Place To Learn Act

Chad Powell and Martha Spansel Pellico presented the Harassment, Discrimination, Intimidation, and Bullying Prevention Policy to the Board and answered questions.

Motion to Approve with correction: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed

Documents

- Harassment, Discrimination, Intimidation, and Bullying Prevention Policy-SCVi-20260512.pdf
-

4.20. Revised Employee Guidebook

Discuss and take action on the revision to the Employee Guidebook.

Chad Powell and Martha Spansel Pellico presented the Revised Employee Guidebook to the Board and answered questions.

Motion to Approve that it will not be in effect till July 1st: Greg Kimura

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Due date:

Status: Completed (5/12/2026)

Documents

- Employee Guidebook-SCVi-20260512-Redline for board approval.pdf
-

5. Discussion And Reports

5.1. School Director Report

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

Status: Completed

Documents

- School Director Board Report - May 12, 2026.pdf
-

6. Consent Items

6.1. Personnel Report

Motion to Approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Resolution #:

Status: Carried

Documents

- 5.12.26_SCVi_PersonnelReport.pdf
-

6.2. Check Registers

Motion to Approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Resolution #:

Status: Carried

Documents

- scvi_payment_register_20260507_detail.pdf
 - scvi_payment_register_20260507_register.pdf
 - scvi_payment_register_20260507_summary.pdf
-

6.3. Obsolete Technology and Equipment

Motion to Approve: Greg Kimura

Seconded by: Wendy Emeterio

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye
- Nicole Miller: Aye

Resolution #:

Status: Carried

Documents

- SCVi Obsolete (May 2025).pdf
-

6.4. Financial Committee Report

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

Motion to Accept the Report: Miguel Fletcher

Seconded by: Teddy Shelby

Roll Call Vote

- Miguel Fletcher: Aye
- Teddy Shelby: Aye
- Wendy Emeterio: Aye
- Greg Kimura: Aye

- Nicole Miller: Aye

Resolution #:

Status: Deferred until 6/17/2026

7. Closed Session

7.1. Public Employee Performance Evaluation

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

Resolution #:

Status: Moved

7.2. Report of Closed Session

Nothing to Report in Closed Session

Resolution #:

Status: Carried

8. Board Comments

8.1. Board Comments

Greg Kimura noted that the Directors did a great job on their reports

Status: Completed

9. Closing Items

9.1. Graduation Date

High School Graduation Thursday, June 4th at 5:00 p

Thursday, June 4th at 5:00 pm in the SCVi Theatre

Status: Completed

9.2. Next Meeting Date

Board Members, mark your calendars and confirm the quorum.

June 17, 2026

Wednesday, June 17, 2026

Board quorum confirmed

Status: Completed

9.3. Adjournment

Board meeting adjourned at 8:45 pm

Status: Completed

LCFF Budget Overview for Parents Template

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

CDS Code: 19-65136-0117234

School Year: 2026/2027

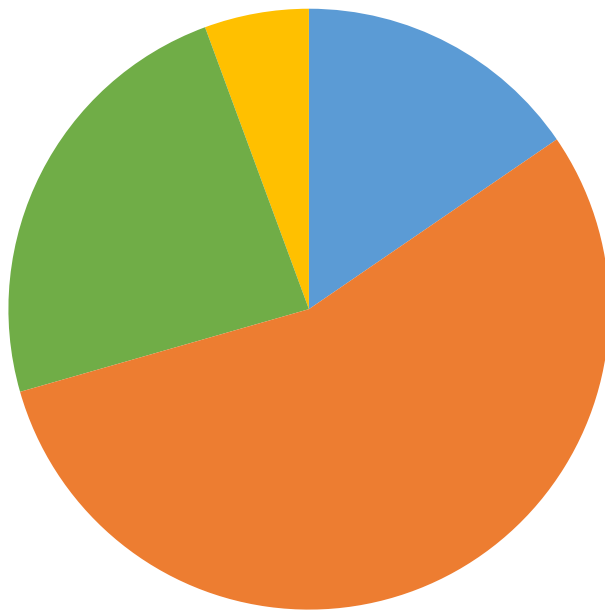
LEA contact information: Martha Spansel-Pellico and Chad Powell

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

Budget Overview for the 2026/2027 School Year

Projected Revenue by Fund Source

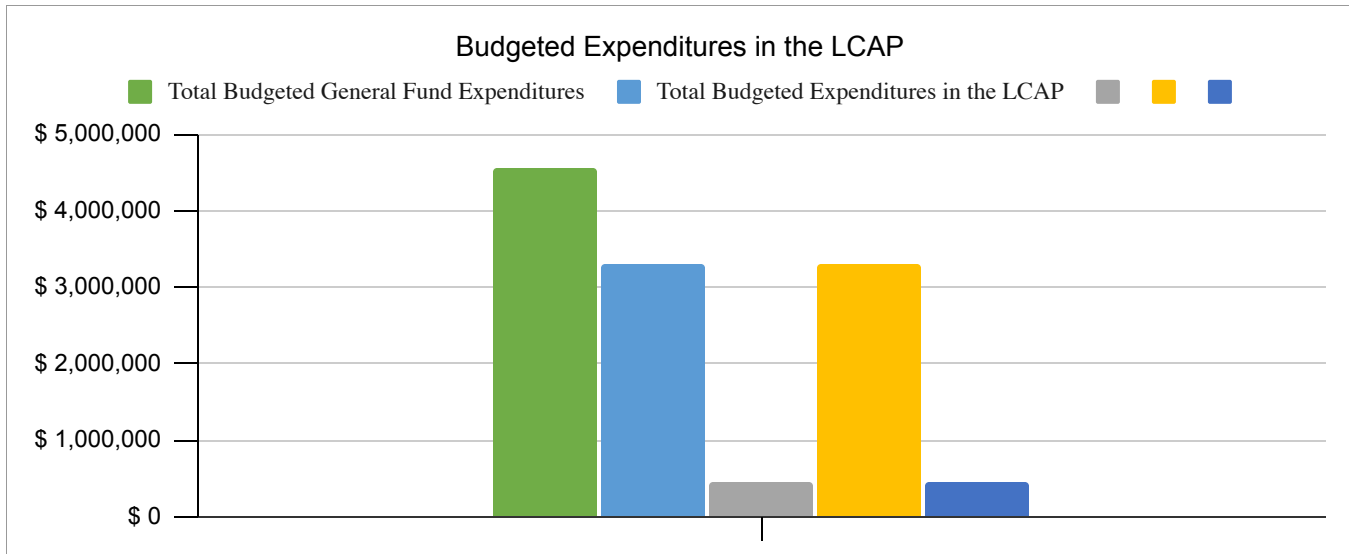
● LCFF supplemental & concentration grants ● All other state funds ● All local funds ● All federal funds



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

The text description for the above chart is as follows: The total revenue projected for Santa Clarita Valley International School is \$8,334,846.00, of which \$5,845,226.00 is Local Control Funding Formula (LCFF), \$1,622,873.00 is other state funds, \$701,263.00 is local funds, and \$165,484.00 is federal funds. Of the \$5,845,226.00 in LCFF Funds, \$454,669.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Santa Clarita Valley International School plans to spend for 2026/2027. It shows how much of the total is tied to planned actions and services in the LCAP.

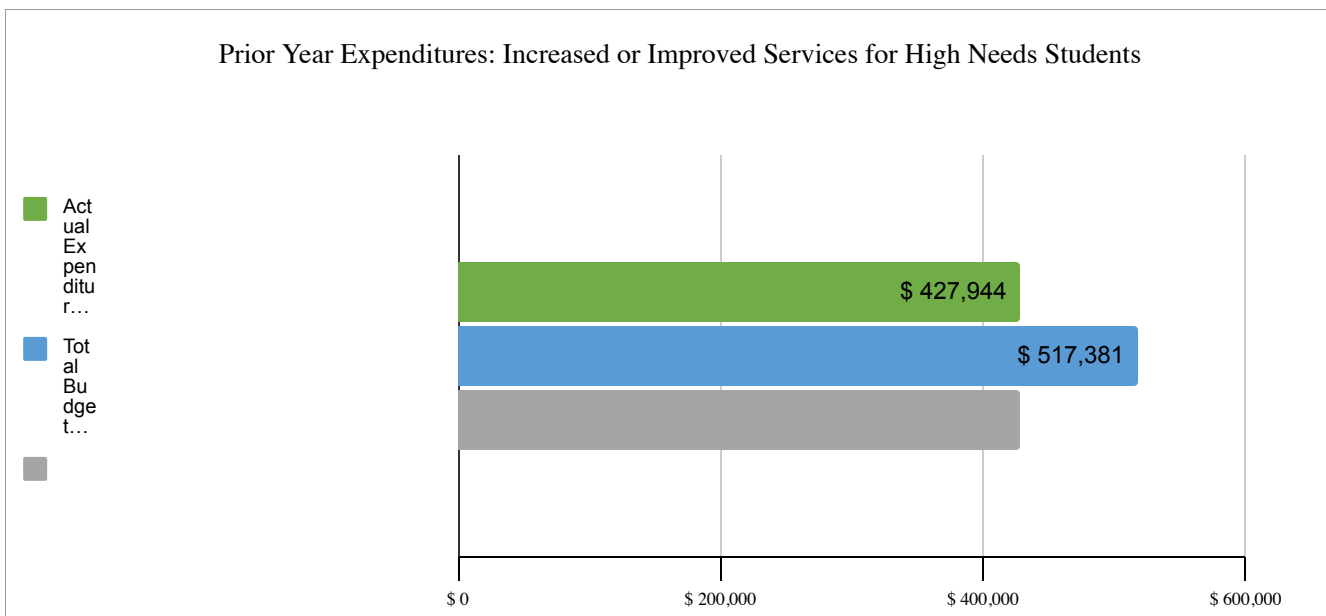
The text description of the above chart is as follows: Santa Clarita Valley International School plans to spend \$4,569,504.00 for the 2026/2027 school year. Of that amount, \$3,312,470.51 is tied to actions/services in the LCAP and \$1,257,033.49 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditure not in the LCAP consists of net income designated for economic uncertainties recommended by the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2026/2027 School Year

In 2026/2027, Santa Clarita Valley International School is projecting it will receive \$454,669.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clarita Valley International School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clarita Valley International School plans to spend \$454,669.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025/2026



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

The text description of the above chart is as follows: In 2025/2026, Santa Clarita Valley International School's LCAP budgeted \$517,381.00 for planned actions to increase or improve services for high needs students. Santa Clarita Valley International School actually spent \$427,944.00 for actions to increase or improve services for high needs students in 2025/2026. The difference between the budgeted and actual expenditures of \$89,437.00 had the following impact on Santa Clarita Valley International School's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Santa Clarita Valley International Charter School (SCVi), a WASC-accredited public charter school educating learners in grades TK-12, was the first site-based charter school in the Santa Clarita Valley. In the 2025-2026 school year, 485 learners grades TK-12 were served.

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

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

SCVi's core methodology is project-based learning, social-emotional learning, and personalized learning. SCVi offers a learner-centered approach to education that focuses on interdisciplinary project-based learning and social-emotional learning principles while adhering to the Common Core Standards. Social-Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SCVi's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on both academic and social-emotional learning.

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

Through thoughtfully designed, inclusive learning environments and the implementation of an equity task force, it is SCVi's goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths to cultivate a love for learning. School staff work with each learner to develop an individualized learning plan with an emphasis on academic and Social Emotional Learning (SEL) goals. The staff also incorporates a variety of methods and best practices including professional learning, implementation of intentional teaching strategies, analysis of learner performance data, Multi-Tiered Systems of Support (MTSS), and the adjustment of instruction as necessary to educate all learners and address the unique needs of English Learners, students with disabilities, Socioeconomically Disadvantaged, those experiencing

Homelessness, and Foster Youth. At SCVi, English learners receive integrated and designated language support throughout the school day. Students with disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible. The school incorporates technology as an everyday part of the learning process.

Among its program offerings are a TK-5 Dual Language Immersion program, an International Baccalaureate Career Programme, and a TK-12 Aerospace CTE pathway. Through the guidance of academic counselors, SCVi continues to prepare its learners for college and career through college-prep a-g coursework, AP classes, IB classes, Career Technical Education pathways, college credit courses, on-site dual enrollment, and work-based learning opportunities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes: A longitudinal evaluation of Santa Clarita Valley International's (SCVi) performance metrics reveals wide-scale gains across multi-tiered academic achievement indices, system-wide attendance habits, and secondary college-readiness pathways.

State Assessment & Diagnostic Gains: Schoolwide performance on the CAASPP English Language Arts dashboard advanced by 16.3 points above Baseline to reach 17.5 points below standard. This reading momentum was characterized by closing trends among historically low-performing learner cohorts, as Learners with Disabilities climbed by 45.6 points above Baseline and Socioeconomically Disadvantaged learners progressed by 9.6 points above Baseline. English Learners recorded positive ELA point progress with a 2.6 points above Baseline change, alongside a general 3% participation rate increase. CAASPP Mathematics indicators followed a similar path, lifting the schoolwide average by 19.7 points above Baseline. Math gains were heavily defined by rapid, double-digit subgroup closures, with Hispanic learners accelerating by 20.5 points above Baseline and Socioeconomically Disadvantaged cohorts jumping by 33.8 points above Baseline. English Learners also achieved a positive math adjustment of 7.5 points above Baseline. Localized internal diagnostic data strongly mirrors this progress; longitudinal NWEA MAP assessments exceeded growth metrics by +0.08 above Baseline in Mathematics and an outstanding +0.40 above Baseline in Reading. Standardized CAST science metrics rose by 9.2% above Baseline to arrive at a 35.3% proficiency rate. This instructional vitality translated to maximum learner-level accountability defenses, with the percentage of learners meeting their self-identified academic ILP milestones rising to 94% (+15% above Baseline).

College and Career Pathways: Broad course enrollment tracking noted an expansion of higher education exposure, logging 17 college credit course enrollments above Baseline to reach a total of 45 active enrollments. General graduate A-G course requirement completion marks leaped to 86.4%, establishing an improvement of 29.5% above Baseline. Furthermore, the percentage of seniors successfully executing a dual A-G curriculum track alongside a formalized CTE pathway rose to 18.2%, marking an expansion of 16.3% above Baseline. Early Assessment Program (EAP) records verified additional growth, tracking at 22.7% Ready (+1.7% above Baseline) and 5% Conditionally Ready (+1.0% above Baseline). Core College and Career Indicator (CCI) metrics showed exceptional progress, with the schoolwide "prepared" cohort rate expanding to 59.1% (+12.9% above Baseline). Low-income preparedness indicators mirrored this acceleration, with Socioeconomically Disadvantaged learners rising to 57.9% prepared, an improvement of 17.9% above Baseline.

Attendance, Operations, and Discipline Climate: The CALPADS attendance index expanded by 5.6% above Baseline to establish an optimal 95.2% general presence rate. Increased learner presence forced rapid, system-wide drops in chronic absenteeism, lowering the schoolwide chronic absence marker by -22.0% from Baseline down to a 13.8% operational tier. This attendance correction was highly pronounced among specialized high-needs subgroups; chronic absenteeism for Learners with Disabilities declined by -32.4% from Baseline, English Learners dropped by -31.3% from Baseline, and White cohorts decreased by -25.5% from Baseline. Behavioral models recorded notable improvements, with general suspension occurrences among Learners with Disabilities falling by -1.5% from Baseline down to a more favorable 4.5% Yellow status. Expulsion metrics were perfectly suppressed at a stable 0% baseline rate. Physical infrastructure standards maintained a flawless "good" operational status on successive SARC Facility Inspection Tool checks. Core personnel certification gaps were completely retracted, marking a drop of -3.2 from Baseline for uncredentialed staff and a sweeping -13.0% drop from Baseline for specialized English Learner teacher misassignments. Local self-reflection indicators for standard curriculum access rose to peak ratings of 5 out of 5 across ELA, Mathematics, Science, and Social Sciences. Finally, staff professional development favorability rose to 71.9% (+11.9% above Baseline), parent indicator rubric sections for staff cultural education advanced by +1 above Baseline, learner localized SEL milestone defenses improved by +9% above Baseline, and the overall elective catalog grew by +3 above Baseline to deliver 13 distinct extracurricular offerings.

Areas for Improvement:

English Language Development & Reclassification: The percentage of English learners making progress toward English proficiency on the ELPAC dropped to 23.3%, representing a decline of -22.2% from the baseline. The internal English learner reclassification rate dropped to 13.4%, which is a decrease of -23.6% from the baseline.

Graduation and Dropout Rates: The four-year graduation rate for all learners decreased to 86.4%, matching a decline of -11.7% from the baseline. For socioeconomically

disadvantaged learners, the graduation rate fell to 89.5%, a decline of -6.5% from the baseline. Concurrently, the high school dropout rate rose to 6.8%, which is 4.9% above the baseline.

Suspension Rates: The schoolwide learner suspension rate increased to 3.6%, placing it +0.9% above the baseline. For socioeconomically disadvantaged learners, the suspension rate increased to 5.3%, which is +0.6% above the baseline.

From the 2023 Dashboard:

-ELA, Math, and CAST scores remain far below standard (ELA showed socioeconomically disadvantaged learners and students with disabilities in the lowest color on the 2023 Dashboard and Math showed English Learners, Hispanic/Latino learners, and students with disabilities in the lowest color on the 2023 Dashboard)

-Chronic Absenteeism showed as the lowest color on the 2023 Dashboard for English Learners, students with disabilities, and white learners

-Suspension rates showed as the lowest color on the 2023 Dashboard for socioeconomically disadvantaged learners and students with disabilities

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The school was identified for Differentiated Assistance based on 2023 California Dashboard's lowest performance ratings for:

Priority 4 Learning:

ELA (socioeconomically disadvantaged learners, students with disabilities)

Math (English Learners, Hispanic/Latino learners, students with disabilities)

Priority 5 Engagement:

Absenteeism (English Learners, students with disabilities, white learners)

Suspension (socioeconomically disadvantaged learners, students with disabilities)

As part of receiving technical assistance, the school worked with the Los Angeles County Office of Education (LACOE) in the spring of 2024 to attend an all-day collaboration to analyze performance ratings and perform root cause analysis for each area identified under Differentiated Assistance. The school will continue working with LACOE throughout the 2026-2027 school year to translate root cause analysis to implementation actions and action monitoring for identified areas of growth. As discussed in the section above, the school has included actions, metrics, and spending to continue addressing these performance areas in the 26-27 LCAP. Notably, the school has made considerable growth in most areas, utilizing evidence-based MTSS supports in both academics and behavior in partnership with LAIRP

Comprehensive Support and Improvement

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

Schools Identified

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

The school did not qualify for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Learners	Process for Engagement: -Annual survey -Semi-annual Learner Outcome survey -Listening sessions -Student leadership -Board meetings (learner ambassador board report)
Parents/Families	-Annual survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings
Staff	-Annual survey -Listening sessions -iSUPPORT meetings -School Site Council -Board meetings -Individual learning plans
Board	-Monthly board meetings -Annual Board training
Community	-Monthly board meetings -CTE advisory committees -School Site Council
Leadership	-Annual Survey -Monthly School Director Collab -Monthly Operations Collab -Individual Learning Plan -Continuous Improvement Cycle Strategic Meetings

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a school of choice, serving the community and the school's educational partners is a vital component of school strategy and operations. The school is committed to the meaningful engagement of its educational partners in the development of the LCAP and is an organic, ongoing process as part of the school's continuous improvement cycle.

Annually, feedback from families, learners, community members, board members, staff, and leadership is utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the input received, actions and spending under the school's three goals were maintained, expanded, or modified to further learner achievement and continue the development of program offerings.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Awaken the leader in everyone through Project-Based Learning, Social-Emotional Learning, and Individualized Learning. Cultivate a thriving school community by providing a safe environment, generating active engagement between the school and its educational partners, and ensuring all learners are ready for postsecondary endeavors.	Broad Goal

State priorities addressed by this goal.

1, 3, 4, 8

An explanation of why the LEA has developed this goal.

After analysis of effectiveness, this goal remains unchanged based on the 2025 CA Dashboard and survey responses, as it has been effective in addressing state priorities 1, 3, 8, and 4, and closing outcome disparities.

Goal 1 is a call to action to AWAKEN the leader in all by gathering all educational partners together around the school's iLEAD methodology and vision/mission. Goal 1 is a broad goal and was developed to address state priorities one, three, four, and eight. Data from the California Dashboard, local indicators, and community input were used to develop

the goal and actions. This broad goal aims to ensure that every learner is entitled to optimal and equitable conditions of learning by providing basic services as outlined in the school's charter. As a school of choice, it is essential that the school act as the heart of the community it serves, ensuring that industry partners, community partners, families, learners, and staff collaborate to maintain a program that ultimately leads to college/career readiness and well-rounded individuals who have the skills to achieve their goals. Actions in this goal ensure the foundational building blocks of a strong school culture adhere to the school's program as outlined in its charter. Metrics were intentionally selected to support accountability of spending and actions to meet the goal. While most actions in this goal are maintenance actions, this ensures continued prioritization of identified evidence-based initiatives and programs important to the school community.

Actions in this goal will support success in:

- Clean, safe facilities
- Highly qualified staff
- Access to standards-aligned curriculum
- Family/community input in the strategic direction of the school
- College/career readiness

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	SARC FIT Tool- Facilities: Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC) (State Priority 1)	2023-24 SARC: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)	2024-25: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	2025-26: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC).	Maintain: The school was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC)	= to Baseline
2	SARC Misassignments of Teachers of English Learners and Total Teacher Misassignments (State Priority 1)	2021-2022 SARC Teachers without Credentials and Misassignments: 9.2 Misassignments for ELs: 18.8%	2022-2023 SARC Teachers without Credentials and Misassignments: 10.4 Misassignments for ELs: 20.6%	2023-2024 SARC Teachers without Credentials and Misassignments: 6 Misassignments for ELs: 5.8%	Teachers without Credentials and Misassignments: 1 or below Misassignments for ELs: 0%	Teachers without Credentials and Misassignments: -3.2 from Baseline Misassignments for ELs: -13.0% from Baseline
3	Priority 3 Rubric Local Indicator Self-Reflection Tool (State Priority 3)	2024 Local Indicator Survey Rubric: LEA's progress in creating welcoming environments for all families in the	2025 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all	2026 Local Indicator Survey Rubric: Rate the LEA's progress in creating welcoming environments for all families in the community: 5	A score of 4's and 5's on each indicator on the rubric	Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: +1 above Baseline

community: 5 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 LEA's progress in providing families with information and resources to support student learning and development in the home: 4 LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community:	families in the community: 5 Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community:	Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 4 Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 4 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4
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		4 LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4	4 Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 4			
4	Annual Educational Partner Engagement Opportunities, such as: School Site Council iSUPPORT Annual Panorama Surveys Monthly Board Meetings Other Opportunities Priority 3 Rubric Local Indicator Self-Reflection Tool (State Priority 3)	2024: 15 Educational Partner Engagement Opportunities Annually	2024-2025: 15 Educational Partner Engagement Opportunities Occurred	2025-2026: 15 Educational Partner Engagement Opportunities Occurred	Maintain or increase the number of engagement opportunities	= to Baseline

5	Parental participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs, such as: English Learner Advisory Committee Homeless/Foster /EL Liason Outreach FIEP Process Priority 3 Rubric Local Indicator Self-Reflection Tool (State Priority 3)	2024 Opportunities: 3 programs for parents of UDPs and individuals with exceptional needs	2024-2025: 3 programs for parents of UDPs and individuals with exceptional needs	2025-2026: 3 programs for parents of UDPs and individuals with exceptional needs	Maintain or increase programs for parents of UDPs and individuals with exceptional needs	= to Baseline
6	Annual Educational Partner Survey: Family Engagement, Perception, and Strategic Input Priority 3 Rubric Local Indicator Self-Reflection Tool (State Priority 3)	2024-2025: 90.5% of families feel that: "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner."	Same as Baseline	2025-2026: 87.7% of families feel that "the school provides adequate opportunities for me to be involved in my child's education," and "the school values and incorporates my input as an educational partner."	Target: Maintain above 85%	-2.8% from Baseline

7	CA School Dashboard State Indicator: College and Career Indicator % graduating prepared and % approaching prepared. (State Priority 4)	2023 CCI All Learners: 46.2% prepared (medium) 2.3% above state 25% approaching prepared 2023 CCI English Learners: No data due to privacy 2023 CCI Socioeconomically Disadvantaged Learners: 40% prepared 20% approaching prepared	2024 CCI All Learners: 40.5 % prepared (orange) 4.8% below state 26.2% approaching prepared (increased 1.2%) 2024 CCI English Learners: No data due to privacy 2024 CCI Socioeconomically Disadvantaged Learners: 23.5% prepared 45.5% approaching prepared	2025 CCI All Learners: 59.1 % prepared (green) 7.4% above the state 15.9% approaching prepared 2025 CCI English Learners: No data due to privacy 2025 CCI Socioeconomically Disadvantaged Learners: 57.9% prepared (increased 34.4%) 10.5% approaching prepared.	Increase the number of students prepared or approaching prepared by 5%	All Learners Prepared Rate: +12.9% from Baseline Approaching Prepared Rate: -9.1% from Baseline English Learners Prepared / Approaching Prepared Rate: N/A (Data protected for privacy across both years) Socioeconomically Disadvantaged Learners Prepared Rate: +17.9% from Baseline Approaching Prepared Rate: -9.5% from Baseline
8	CA School Dashboard Additional Measures Report: Percentage of graduates who complete a-g requirements (State Priority 4)	2023: 56.90% of graduates who completed a-g requirements	2024: 53.7%	2025: 86.4%	Increase percentage of graduates who complete a-g requirements to 60% or higher	+29.5% above Baseline
9	CA School Dashboard Additional Measures Report: Percentage of graduates who complete both a-g requirements and CTE pathways (State Priority 4)	2023: 1.90% of graduates completed both a-g requirements and CTE pathways	2024: 7.1% of graduates completed both a-g requirements and CTE pathways	2025: 18.2% of graduates completed both a-g requirements and CTE pathways	Increase to 5% of graduates who completed both a-g requirements and CTE pathways	+16.3% above Baseline

10	CA School Dashboard Additional Reports: Percentage of learners who earn a 3 on an AP exam or 4 on an IB exam (State Priority 4)	2023: 8% of learners earned a 3 on an AP exam or 4 on an IB exam	2024: 9.5% of learners earned a 3 on an AP exam or 4 on an IB exam	2025: 0%	Maintain the number of learners earned a 3 on an AP exam or 4 on an IB exam	-8% from Baseline
11	DataQuest: % of graduates who earn a State Seal of Biliteracy, Golden State Seal Merit Diploma, National Merit Scholarship, or CTE Completer Certificate (State Priority 8)	2023: CTE Certificate: 2% State Seal of Biliteracy: 7.8% Golden State Seal Merit Diploma: 60.8%	2024 CTE: 9.5% Biliteracy: 7.3% Golden State Seal Merit Diploma: 43.9%	2025 CTE: 18% Biliteracy: 0% Golden State Seal Merit Diploma: 44.7%	CTE Certificate: increase to 5% State Seal of Biliteracy: Maintain Golden State Seal Merit Diploma: Maintain	CTE Certificate CompletionL +16.0% above Baseline State Seal of Biliteracy -7.8% from Baseline Golden State Seal Merit Diploma: -16.1% from Baseline
12	CA School Dashboard Additional Measures Report: College Credit Course Completion (successful completion of one or more college courses with a C or higher)	2023: 12% of graduates who completed one or more college courses with a C or higher	2024: 16.6% of graduates completed one or more college courses with a C or higher"	2025: 25% of graduates completed one or more college courses with a C or higher"	Increase to 15% of graduates who completed one or more college courses with a C or higher	+13% from Baselin

13	CA School Dashboard Additional Measures Report: EAP Early Assessment Program: Prepared for college as indicated by ELA and math CAASPP scores (ready and conditionally ready) (State Priority 4)	2023 21% Ready 4% Conditionally Ready	2024 23.8% Ready 11.9% Conditionally Ready	2025 22.7% Ready 5% Conditionally Ready	Increase Ready and Conditionally Ready by 1% annually	Ready +1.7% above Baseline Conditionally Ready: +1.0% from Baseline
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Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The annual evaluation of Goal 1 indicates measurable progress across individualized postsecondary tracks, core dual-enrollment indicators, and facility tracking points.

Successes: Physical learning configurations maintained peak alignment, securing a stable "good" operational status on the SARC Facility Inspections Tool. Core personnel tracking points advanced, with overall teacher misassignments dropping to an active level of 6, while specialized unassigned placements for teachers of English learners decreased by 13.0% from the baseline down to a 5.8% operational tier. On-site family rubrics for parent-school relationships registered an upward shift, with staff cultural education scores rising by 1 above the baseline. Advanced multi-track postsecondary preparation indices expanded cleanly; high school learners successfully achieving broad College and Career Indicator preparation benchmarks rose to a 59.1% prepared rate, showing an improvement of 12.9% prepared above the baseline. This career track closure extended directly to low-income populations, as Socioeconomically Disadvantaged Learners recorded a 57.9% prepared status, marking a point gain of 17.9% prepared above the baseline index. Furthermore, early college-level dual completions progressed safely, with senior class A-G requirement completion markers scaling up to 86.4% (29.5% above baseline) and college credit course execution rates climbing to 25% (13% above baseline). Combined secondary tracking matrices noted similar growth, with seniors completing both an A-G path and a formalized CTE pathway shifting up to 18.2% (16.3% above baseline). Finally, Early Assessment Program markers locked in baseline progress, recording a 22.7% Ready tier (1.7% prepared above baseline) alongside a 5% Conditionally Ready marker (1.0% above baseline).

Areas for Improvement: High-stakes testing honors and combined specialized career certificates retracted during this tracking cycle. High school learners scoring a 3 on an AP exam or a 4 on an IB exam declined to a flat 0% completion mark, recording a deficit of -8% from the baseline. Graduates securing an official State Seal of Biliteracy shrank to 0%, establishing a contraction of -7.8% from the baseline, while Golden State Seal Merit Diploma completion rates dropped to 44.7% (-16.1% from baseline). On a localized perspective, broad community perception survey inputs registered slight regressions, with general family engagement satisfaction feedback sliding to 87.7%, representing a drop of -2.8% from the baseline.

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

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending. The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective (Actions 1.1, 1.2, 1.3, & 1.6): Sourcing loops for core facility operations, unassigned credential tracking, and targeted multi-tiered counselor intervention actions were highly effective. These configurations successfully dropped staff vacancy metrics, drove double-digit gains in all-learner and low-income CA Dashboard preparedness indices, and pushed general senior class A-G completion marks past the 86% boundary.

Effective (Actions 1.4 & 1.5): Local family group coordination loops and community meeting strategies effectively maintained a baseline volume of 15 annual educational partner sessions and 3 specialized outreach events for unduplicated families.

Less Effective (Action 1.7): A dip in the number of specialized awards for graduating seniors dipped in the 24/25 school year. A combination of a smaller senior class size and a shift in IB programming caused this.

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

The fundamental parameters of Goal 1 remain unchanged. To address advanced milestone declines and family survey shifts, leadership will adjust the execution of Actions 1.4 and 1.7.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Maintain Safe, Clean, Welcoming School Facilities	The facilities team will ensure all educational partners have clean, safe, innovative spaces that align with the school's vision, mission, learner outcomes, and methodology, which allow high-quality learning to take place.	\$499,495.07	No
2	1.2 Fund High-Quality Staff	LRBEG: Leadership and HR will recruit and retain fully credentialed and appropriately assigned staff to provide high-quality instruction and support for all learners. Tying LREBG funds to Action 1.2 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our learners receive the dedicated, expert attention they need to thrive. Metric 2.8 will be utilized to monitor this action.	\$2,173,283.81	No
3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Leadership and HR will recruit and retain qualified staff to provide support to English learners, homeless/foster youth, and socioeconomically disadvantaged youth to ensure adequate support to meet academic and SEL goals. LREBG: Action Tying LREBG funds to Action 1.3 directly aligns with the grant's purpose of accelerating academic progress, mitigating learning loss, and addressing the socio-emotional needs of students disproportionately impacted by the pandemic. By recruiting and retaining high-quality staff, we are directly investing in the human capital necessary to deliver the targeted, differentiated instruction and comprehensive support services required for effective learning recovery. This action is a foundational investment that underpins the success of all other recovery efforts, ensuring that our English learners, homeless/foster youth, and socioeconomically disadvantaged students receive the dedicated, expert attention they need to thrive. NWEA MAP CGI will be utilized to monitor this action.	\$211,741.00	Yes
4	1.4 Inclusively Collaborate with Educational Partners	Outreach, leadership, and staff will offer multiple ways for educational partners to engage in and contribute to the school community. Through family groups, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.	\$8,655.00	No
5	1.5 Prioritize Active	Outreach, leadership, and staff will incorporate multiple ways for educational partners to engage	\$99,438.86	Yes

	Engagement with Educational Partners with a Focus on Unduplicated Pupils	in and contribute to the school community. Through family groups, family education opportunities, volunteer opportunities, family education initiatives, and outreach strategies, the school will ensure that all educational partners are valued and have the opportunity to contribute to the school's vision and mission. The school will also conduct an annual survey for input on the school and its programs as well as collect data from board meetings, School Site Council meetings, iSUPPORT meetings, and ELAC meetings to ensure that educational partners' voices are included in ongoing continuous improvement efforts.		
6	1.6 Promote College and Career Readiness through Individualized Learning	Counselors, leadership, and support staff will ensure high school graduates are college and career-ready based on the Dashboard CCI indicator by offering advanced and A-G classes, college credit courses, State Seal of Biliteracy, and CTE pathways to ensure graduates are prepared for college and career as indicated on the CA School Dashboard and learners' individualized learning plans. Learners will receive personalized counseling and support for college readiness throughout their school career and engage in personalized learning opportunities that allow each learner to set goals and work to meet them.	\$0.00	No
7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 1, Action 6)	Counselors and leadership will maximize opportunities for learners to be recognized for achievements that support scholarships, college admissions, and résumé building by earning the Golden State Seal Merit Diploma, the State Seal of Biliteracy, CTE Certificate of Completion, Industry-Recognized Certifications, IB CP Certificate of Completion, the National Merit scholarship, and/or Senior Portfolio Defenses.	\$0.00	No

Goal

Goal #	Description	Type of Goal
2	Build Lifelong Learners and Design Thinkers by providing all learners with a rigorous, creative, and broad program to maximize academic achievement as outlined in the school's charter.	Broad Goal

State priorities addressed by this goal.

4, 7, 2

An explanation of why the LEA has developed this goal.

After analysis of effectiveness, this goal remains unchanged based on the 2025 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 2, 4, and 7, and closing outcome disparities. Goal 2 focuses on academic excellence and accountability to rigorous academic programming that leads to two of the school's Learner Outcomes: Lifelong Learning and Design Thinking. It addresses state priorities two, four, and seven. This broad goal calls the school community to BUILD a core academic program through multi-tiered systems of support, project-based learning, and strong practices of teaching and learning. This goal calls on our staff to utilize both time-tested and innovative strategies to ensure that all learners meet their growth goals. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions. This goal goes beyond basic access to core programming. Rather, its metrics and actions ensure individualized learning and support for both learners and staff so that they may set and attain their individual learning goals as well as make progress toward mastery of state standards and California Teaching Performance Expectations. Actions in this goal ensure that curriculum, instruction, and assessment in addition to staff development are prioritized in school spending. Metrics are curated to balance external data sources with internal data to show the whole picture in measuring academic performance. Actions in this goal will support success in: -Learner achievement in ELA, Math, Science -Staff development in implementing evidence-based best practices in alignment with the vision, mission, and values of the school -Multi-tiered systems of Support and implementation of project-based learning -English language development (ELD)
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials (State Priority 2)	2024 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 4 ELD: 3 Math:4 Next Generation Science Standards: 4 History-Social Science: 4	2025 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 4 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	2026 Dashboard Local Indicator Survey Rubric Priority 2B: Access to standards-aligned instructional materials: ELA: 5 ELD: 4 Math:5 Next Generation Science Standards: 5 History-Social Science: 5	4's and 5's in all content areas	= to Baseline
2	Implementation of state standards through Professional Development and Coaching: number of dedicated staff professional development/no learner days annually (State Priority 2)	2023-2024: 22 dedicated staff professional development/no learner days annually	2024-2025: 22 dedicated staff professional development/work days	2025-2026: 22 dedicated staff professional development/work days	Maintain at least 22 dedicated staff professional development/no learner days annually	= to Baseline
3	Annual Panorma Staff Survey: Professional Development (State Priority 2)	2025: 60% of certificated staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Same as Baseline	2026: 71.9% of certificated staff had favorable responses (agree or strongly agree) on survey questions related to professional development and professional growth.	Target: Increase to and maintain to 70%	+11.9% above Baseline

4	Dashboard Local Indicator Survey Rubric Priority 2C Local Indicator Survey: Priority 2C - Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher planning, etc.) (State Priority 2)	2023 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4	2024 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4	2025 Local Indicator Survey Rubric Priority 2C: ELA: 4 ELD: 4 Math: 4 Next Generation Science Standards: 4 History-Social Science: 4	Maintain 4's and 5's in each content area	= to Baseline
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5	CA Dashboard Indicator: CAASPP English Language Arts (State Priority 4)	2023 Dashboard ELA: All Learners: 94% participation rate 33.8 points below standard (orange) 20.2 points below state Declined 21.1 points Students with Disabilities: 92% participation rate 105.5 points below standard (red) 9 points below state Declined 5.6 points Socioeconomically Disadvantaged Learners: 91% participation rate 75.2 points below standard (red) 9.2 points below state Declined 35 points English Learners: 97% participation rate 62.3 points below standard (orange) 5.4 above state Declined 8.9 points	2024 Dashboard ELA 97% participation rate 8.8 points below standard (yellow) 4.4 points above state Increased 25 Points SWD 97% participation rate 38 points below standard (yellow) 57.6 points above state Increased 67.5 points Socioeconomically Disadvantaged Learners 95% participation rate 22.6 points below standard (yellow) 18.3 points above state Increased 52.7 points English Learners 100% participation rate 40 points below standard (no color) 27.6 points above state Increased 22.3 points	2025 Dashboard ELA 97% participation rate 17.5 points below standard (orange) 9.4 below state Declined 8.7 points SWD 97% participation rate 59.9 points below standard (orange) 29.5 Declined 21.9 points Socioeconomically Disadvantaged Learners 95% participation rate 35.6 points below standard (orange) .4 points below state Declined 13.1 points English Learners 100% participation rate 59.7 points below standard (no color) .02 points below state Declined 19.7 points	6 points closer to standard	All Learners Participation Rate: +3% above Baseline ELA Score: +16.3 points above Baseline Students with Disabilities (SWD) Participation Rate: +5% above Baseline ELA Score: +45.6 points above Baseline Socioeconomically Disadvantaged Learners Participation Rate: +4% above Baseline ELA Score: +39.6 points above Baseline English Learners Participation Rate: +3% above Baseline ELA Score: +2.6 points above Baseline
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6	CA Dashboard Indicator: CAASPP Mathematics (State Priority 4)	2023 Dashboard Math All learners: 94% participation rate 75.9 points below standard (orange) 26.8 points below state Declined 3.7 points Hispanic learners: 92% participation rate 99.4 points below standard (red) 18.6 below state Maintained .5 points Socioeconomically Disadvantaged learners: 91% participation rate 110.1 points below standard (red) 29.3 points below state Declined 6.4 points English Learners: 100% participation rate 112.1 points below standard (red) 18.7 below state Declined 16.5 points	2024 Dashboard Math All learners: 98% participation rate 57.4 points below standard (yellow) 9.8 points below state Increased 18.5 points Hispanic learners: 97% participation rate 81.3 points below standard (yellow) 2.1 points below state Increased 18.1 points Socioeconomically Disadvantaged learners: 97% participation rate 77.2 points below standard (yellow) 1 point below state Increased 32.9 points English Learners: 100% participation rate 69.2 points below standard (no color) 24.2 below state Increased 42.9	2025 Dashboard Math All learners: 97% participation rate 56.2 points below standard (orange) 13.8 points below state Increased 1.3 points Hispanic learners: 98% participation rate 78.9 points below standard (orange) 5.3 points below state Increased 2.4 points Socioeconomically Disadvantaged learners: 96% participation rate 76.3 points below standard (orange) 3.4 points below state Increased .9 points English Learners: 100% participation rate 104.6 points below standard (no color) 18.5 below state Declined 35.4 points	6 points closer to standard	All Learners Participation Rate: +3% above Baseline Math Score: +19.7 points above Baseline Hispanic Learners Participation Rate: +6% above Baseline Math Score: +20.5 points above Baseline Socioeconomically Disadvantaged Learners Participation Rate: +5% above Baseline Math Score: +33.8 points above Baseline English Learners Participation Rate: 0% change from Baseline Math Score: +7.5 points above Baseline
7	California Science Test: CAST (State Priority 4)	2023: 26.2% met or exceeded	2024: 26.2% met or exceeded	2025: 35.3% met or exceeded	Increase 3%	+9.2% above Baseline

8	NWEA Measures of Academic Progress (MAP) Conditional Growth Index (CGI) ELA and Math (State Priority 4)	2024 Fall to Spring CGI: Math -0.33 Reading -0.27	2025 Fall to Spring CGI: Math -0.2 Reading -0.1	2026 Fall to Spring CGI: Math -0.25 Reading 0.13	At or above -.2	Math CGI: +0.08 above Baseline Reading CGI: +0.40 above Baseline
9	CA School Dashboard: English Learners who make progress toward English Proficiency (ELPAC) (State Priority 4)	2023 Dashboard 45.5% making progress (no color)	2024: 24% making progress (no color)	2025 23.3% making progress (no color)	Increase 3%	-22.2% from Baseline
10	Internally Calculated English Learner Reclassification Rate As Outlined By State (State Priority 4)	2023 Internally Calculated: 37%	2024 Internally Calculated: 9.38%	2025 Internally Calculated: 13.4%	Increase to 10%	-23.6% from Baseline

11	CALPADS Access to and enrollment in a broad course of study: AP/IB Offerings CTE Offerings VAPA Offerings World Language Offerings College Credit Course Enrollment TK-8 Exploratory Elective Offerings (State Priority 7)	Baseline 2024: TK-8 Exploratories: 3 AP/IB Offerings: 16 CTE Offerings: 15 VAPA Offerings: 15 World Language Offerings: 4 College Credit Course Enrollment: 28	2025: TK-8 Exploratories: 5 Music Art PE Spanish Creative Arts AP/IB Offerings 18 CTE Offerings 22 VAPA Offerings: 15 World Language Offerings 4 College Credit Course Enrollment: 42	2026: TK-8 Exploratories: 5 AP/IB Offerings 18 CTE Offerings 22 VAPA Offerings: 15 World Language Offerings 4 College Credit Course Enrollment: 45	Maintain total number of offerings	+17 College Credit Course Enrollments above Baseline
12	Academic Individual Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP academic goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 4)	2024: 79% of learners met their self-identified academic goal	2025: 97.7% met their goals	2026: 94% met their goals	80% of learners will meet their self-identified academic goal	+15% from Baseline

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The school engineered large, double-digit performance growth across state testing participation rates and longitudinal math diagnostic growth indices.

Successes: Localized testing operations secured an optimization of our data visibility. Schoolwide CAASPP testing participation metrics expanded cleanly, showing a + 3% increase above the baseline in both English Language Arts and Mathematics. This metric sweep stabilized our high-needs tracking visibility, driving participation up by + 5% above baseline for Students with Disabilities in ELA, +5% above baseline for Socioeconomically Disadvantaged learners in Math, and preserving a 100% participation tier for English learners across all platforms. Schoolwide CAASPP point outputs experienced corresponding gains; ELA scores shifted by + 16.3 points above the baseline, backed by an acceleration of +45.6 points above baseline for Learners with Disabilities and +39.6 points above baseline for low-income cohorts. CAASPP Mathematics point records advanced schoolwide by +19.7 points above the baseline, led by a points surge of +20.5 points above baseline for Hispanic learners and +33.8 points above baseline for low-income subgroups. Standardized CAST science outputs climbed by +9.2% above the baseline to hit a 35.3% proficiency index. On internal diagnostics, NWEA MAP testing outpaced growth targets, rising by +0.08 above the baseline in Mathematics and +0.40 above the baseline in Reading. Finally, staff satisfaction with internal professional growth shifted up to 71.9% (+11.9% above baseline), elective course options logged a college enrollment gain of + 17 above the baseline, and academic ILP goal defenses held strong at 94% (+15% from baseline).

Areas for Improvement: The percentage of English learners documenting annual growth towards language proficiency on state ELPAC measures dropped to 23.3%, representing a deficit of -22.2% from the baseline. English learner reclassification also dropped to 13.4%, generating a net drop of -23.6% from the baseline average. It is noteworthy that SCVi has a small population of English learners, causing small variations in performance to ripple to a large impact on achievement percentages.

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

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending.

The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective (Actions 2.1, 2.2, & 2.4): Sourcing frameworks for Tier I instructional tools, multi-tiered data intervention loops, and project-based learning methods were exceptionally effective. These configurations combined to eliminate tracking gaps, fuel wide-scale standardized points recoveries, and secure top-tier internal growth marks across all core reading structures.

Effective (Action 2.5): Professional learning workflows effectively sustained an active calendar of 22 dedicated staff development workdays and catalyzed an 11.9% increase in overall teacher culture favorability.

Less Effective (Action 2.3): Specialized language acquisition strategies underperformed. These actions failed to maintain stable language development loops.

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

The general composition of Goal 2 remains unchanged. To clear identified language roadblocks, instructional leaders will alter the operational deployment of Action 2.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	Leadership and certificated staff will ensure that all learners have access to and are engaged with standards-aligned, Tier I instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed to support academic achievement.	\$3,398.00	No
2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Leadership, certificated staff, and support staff will ensure that all learners have access to standards-aligned instructional materials including technology, paper and/or digital curriculum as appropriate, and other instructional materials as needed that remove barriers to learning and support academic achievement.	\$16,020.25	Yes
3	2.3 Deliver Effective ELD Programming	The EL Coordinator and school staff will apply professional learning, data, and resources to provide English learners with support for academic achievement through designated and integrated ELD instruction, monitoring and data protocol, ongoing professional development and support, engagement of families of English learners through ELAC, and other evidence-based strategies.	\$870.90	Yes
4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity (repeated expenditure, Goal 2, Action 1)	Certificated staff will utilize strong project-based learning and multi-tiered systems of support for ELA, Math, and Science to maximize academic achievement. Staff will provide evidence-based instruction, intervention, and support to increase achievement in ELA and Math as measured by CAASPP scores with a particular focus on students with disabilities in ELA and Hispanic learners and socioeconomically disadvantaged learners in Math. Differentiated Assistance: This action will support DA in the following areas: ELA (socioeconomically disadvantaged learners, students with disabilities) Math (English Learners, Hispanic/Latino learners, students with disabilities) 2023 Dashboard: This action will support the following subgroups that were Red on the California School Dashboard: ELA: socioeconomically disadvantaged learners and students with disabilities Math: English Learners, Hispanic/Latino learners, and students with disabilities	\$0.00	No
5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All staff will engage in a variety of professional development activities that enhance the iLEAD methodology, equity, California Content Standards, and California Standards for the Teaching Profession to increase the effectiveness of instruction to all learners.	\$27,880.00	No

Goal

Goal #	Description	Type of Goal
3	Champion Empathetic Citizens and Authentic Individuals who feel safe, supported, and encouraged by their school community.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

After analysis of effectiveness, this goal remains unchanged based on the 2025 CA Dashboard and survey responses, as the goal has been effective in addressing state priorities 5 and 6 and closing outcome disparities.

Goal 3 recognizes the whole child and the importance of whole-child education. This broad goal calls on the learning community to CHAMPION each learner in a village mentality of raising the leaders of tomorrow. Addressing state priorities five and six, this goal ensures the development of Authentic Individuals and Empathetic Citizens, two of the school's Learner Outcomes. Data from the California Dashboard, local indicators, and community input were used to develop the goal and actions in addition to local, state, and national trends in school attendance, mental health, and evidence connecting student wellbeing and student achievement. Through evidence-based social-emotional learning, a commitment to individualized learning, and programming that engages today's youth, actions in this goal make a clear connection to success on critical metrics on the California Dashboard in addition to internal metrics.

Actions in this goal will support success in:

- Attendance and chronic absenteeism
- Graduation rates and dropout rates
- Suspension and expulsion rates
- Learner safety, connection, and wellbeing
- Personalized/individualized learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Attendance Rates (State Priority 5)	2022-2023 Attendance Rate: 90.8%	2023-2024 Attendance Rate: 90.63%	2024-2025 Attendance Rate: 95.2%	Maintain above 90% attendance rate	+5.6% above Baseline

2	CA School Dashboard: Chronic Absenteeism (State Priority 5)	2023 Dashboard All learners: 35.8% Chronically Absent (orange) 11.5% above state Students With Disabilities: 46.7% Chronically Absent (red) 13.6 % above state White learners: 39.5% Chronically Absent (red) 21% above state English Learners: 47.1% Chronically Absent (red) 20.8% above state	2024 Dashboard All learners: 16.9% Chronically Absent (yellow) 8.3% above state Declined 9% Students With Disabilities 31% Chronically Absent (orange) 4.7 % above state Declined 15.7% White 27% Chronically Absent (yellow) 13.5% above state Declined 12.6% English Learners 37.5% Chronically Absent (no color) 17.4% above state Declined 9.6%	2025 Dashboard All learners: 13.8% Chronically Absent (yellow) 3.3% above state Declined 13.9% Students With Disabilities 14.3% Chronically Absent (yellow) 10.6% below state Declined 16.7% White 14% Chronically Absent (yellow) 1.8% above state Declined 13% English Learners 15.8% Chronically Absent (no color) 2.3% below state Declined 21.7%	Decrease 6%	All Learners: -22.0% from Baseline Students With Disabilities: -32.4% from Baseline White Learners: -25.5% from Baseline English Learners: -31.3% from Baseline
3	CALPADS: Middle and High School Dropout Rate (State Priority 5)	2023: Middle School: 0% High School 1.9%	2024: Middle School: 0% High School 2.4%	2025: Middle School: 0% High School 6.8% (1.2% lower than the state)	Maintain below 5%	Middle School: 0% change from Baseline High School: +4.9% above Baseline
4	DataQuest: Graduation Rate (State Priority 5)	2023: All learners:98.1% English Learners: Data protected for privacy Socioeconomically Disadvantaged learners: 96%	2024: 97.6% English Learners: Data protected for privacy Socioeconomically Disadvantaged learners: 92.9%	2025: 86.4% English Learners: Data protected for privacy Socioeconomically Disadvantaged learners: 89.5%	Maintain above 95%	All Learners: -11.7% from Baseline English Learners: N/A Socioeconomically Disadvantaged Learners: -6.5% from Baseline

5	CA School Dashboard: Suspension Rate (State Priority 6)	2023 All learners: 2.7% (orange) .8% below state Socioeconomically Disadvantaged learners: 4.7% (red) .2% above state SWD : 6% (red) .1% above state	2024 Dashboard 3.6% (orange) .4% above state Increased .9% Socioeconomically Disadvantaged 5.3% (orange) 1.3% above state Increased .7% SWD 4.5% (green) .9% above state Declined 1.5%	2025 Dashboard 3.6% (orange) .4% above state increased .9% Socioeconomically Disadvantaged 5.3% (orange), 1.3% above state Increased .7% SWD 4.5% (green) .9% below state Declined 1.5%	SWD: Decrease to 4% or below All learners: Decrease to 1.5% or below	All Learners: +0.9% above Baseline Socioeconomically Disadvantaged Learners: +0.6% above Baseline Students with Disabilities: -1.5% from Baseline
6	CA School Dashboard: Expulsion Rate (State Priority 6)	2023: 0%	2024: 0%	2025: 0%	Maintain below 1%	= to Baseline
7	Annual Educational Partner Survey: Student Perception of School Safety and Connectedness (State Priority 6)	2024-2025: 87.5% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	Same as Baseline	2025-2026: 85.3% of learners reported that they "feel safe" and "who to talk to and/or what to do if I feel unsafe".	Target: Maintain above 85%	-2.2% from Baseline

8	Social-Emotional Individual (SEL) Learning Plan (ILP) Goal: % of learners who meet their self-identified ILP SEL goal from fall to spring annually as measured by credentialed teacher observation and data on the annual survey. (State Priority 6)	2024: 85% of learners met their self-identified SEL goal	2025: 94.2% of learners met their self-identified SEL goal	2026: 94% of learners met their self-identified SEL goal	Maintain at or above 85%	+9% from Baseline
9	Extracurricular Opportunities Offered (State Priority 6)	2023-2024: 10 extra-curricular opportunities offered	2024-2025: 13 extra-curricular opportunities offered	2025-2026: 13 extra-curricular opportunities offered	Maintain # of opportunities offered	+3 above Baseline

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The school engineered excellent, wide-scale drops in chronic absenteeism across all tracked high-needs learner cohorts

Successes: Macro-level learner presence expanded cleanly, lifting the general CALPADS attendance rate up to an optimal 95.2% mark (+5.6% above the baseline). This growth catalyzed a sweeping reduction in chronic absenteeism, dropping the schoolwide chronic absence rate by -22.0% from the baseline down to a 13.8% yellow status. Absenteeism drops were highly pronounced across all specialized subgroups; chronic absence among Students with Disabilities declined by -32.4% from the baseline, English learners decreased by -31.3% from the baseline, and White cohorts fell by -25.5% from the baseline. Discipline tracking noted an improvement within our special education lines, with suspensions among Learners with Disabilities falling by -1.5% from the baseline down to 4.5% general compliance. Campus expulsion occurrences were perfectly suppressed at a stable 0% baseline rate. Finally, individualized social-emotional plan benchmarks proved successful, with learner SEL goal completion rates tracking at 94% (+9% from baseline) alongside a stable elective volume of 13 extracurricular choices (+3 above baseline).

Areas for Improvement: Secondary graduation milestones and low-income discipline lines experienced negative trends over this cycle. The schoolwide four-year high school graduation rate contracted by -11.7% from the baseline, settling at an 86.4% completion tier. This graduation drop was highlighted by parallel declines in our low-income tracking, as graduation rates for Socioeconomically Disadvantaged learners shrank by -6.5% from the baseline down to 89.5%. The high school dropout rate expanded by +4.9% above the baseline to touch a 6.8% operational tier. General suspension markers registered a rise of +0.9% above the baseline to land at a 3.6% orange status, driven by an escalation of +0.6% above baseline within our low-income lines to hit a 5.3% suspension average for Socioeconomically Disadvantaged learners. Concurrently, annual surveys noted minor contractions, with student perception of school safety and connectedness slipping to 85.3% (-2.2% from baseline).

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

Material differences between budgeted and estimated actual expenditures, as well as planned and estimated actual percentages of improved services, for the 2025-2026 school year are primarily attributable to a decrease in student enrollment. These changes directly impacted the Local Control Funding Formula (LCFF) allocations, necessitating adjustments to planned spending.

The school's agility in adapting to these financial shifts allowed for continued prioritization of identified evidence-based initiatives and programs important to the school community.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Highly Effective (Actions 3.1 & 3.2): Proactive trauma-informed training routines and multi-tiered SEL support systems were highly effective. These actions directly generated a 5.6% surge in macro-level attendance and pulled chronic absenteeism metrics down by over 30 points across multiple high-needs subgroups.

Effective (Actions 3.3 & 3.5): Academic counseling workflows and general campus engagement events effectively sustained an expansion of 13 extracurricular paths and verified that 94% of learners reached personal SEL milestones.

Less Effective (Action 3.4): Specialized counseling models for our high-needs learner tracks were less effective. These systems underperformed in providing the rigorous transcript insulation required to shield low-income and late-transfer lines from high-risk dropout cycles and elevated suspension rates.

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

Goal 3 language and objective parameters remain identical. To correct identified graduation drops and subgroup suspension climbs, counseling administrators will reshape the application of Action 3.4.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Commit to Proactive and Restorative Discipline Practices	Leadership and Learning Support will provide training, resources, and support for all staff to utilize Love and Logic, 7 Habits, and Restorative Practices through a trauma-informed lens to support a safe, positive, and restorative learning environment where discipline is used as an effective tool in developing self-efficacy and resilience in all learners.	\$204,490.58	No
2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	Using MTSS, the school will provide training, resources, and supports to staff, families, and learners so that all learners have access to appropriate SEL systems and strategies to support mental health, safety, and well-being and reduce chronic absenteeism, with a particular focus on chronic absenteeism rates for students with disabilities, white learners, and English learners. All learners will have access to high-quality counseling and resources to enforce a high standard of excellence.	\$0.00	No
3	3.3 Provide Access to High-Quality Counseling	School staff will provide academic counseling and resources to promote a high four-year graduation rate while also lowering the school's dropout rate.	\$0.00	No
4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Leadership will ensure increased access and improved services for English learners, homeless youth, foster youth, and socioeconomically disadvantaged youth to increase SEL, graduation rates, and access to additional services needed that remove barriers to learning.	\$126,598.04	Yes
5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	All staff will personalize learning and ensure that all learners have opportunities to feel engaged in whole-child education. The school will provide events, extracurricular offerings, leadership opportunities, and meet the community needs as indicated through educational partner feedback to support engagement. Re-engagement and support systems will be implemented to support families in meeting high attendance expectations. Differentiated Assistance: This action will support DA in the following areas: EAbsenteeism (English Learners, students with disabilities, white learners) Suspension (socioeconomically disadvantaged learners, students with disabilities) 2023 Dashboard: This action will support the following subgroups that were Red on the California School Dashboard: Chronic Absenteeism: English Learners, students with disabilities, and white learners Suspension: socioeconomically disadvantaged learners and students with disabilities	\$29,288.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$454,669.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.78%	0.00%	\$0.00	7.78%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	English Learners were red on the 2023 California Dashboard for Math and Socioeconomically disadvantaged learners were red on the 2023 California Dashboard for ELA, falling below state average, distance from standard, and the all-learner group at SCVi.	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. 24-25 Original LCAP Needs: Based on best practices, root cause analysis, and staff listening sessions, the school will continue to fund classified support staff and additional credentialed staff to better support the needs listed above. High-quality staff allows for the implementation of multi-tiered systems of support for academic intervention. Small groups, individual tutoring, team teaching, and additional 1:1 meeting time with learners and families provide a safety net of additional support using evidence-based strategies that increase engagement and academic achievement. These actions are being provided on a school-wide basis because all learners can benefit from additional staffing, as intervention at SCVi happens in a push-in model that supports inclusion and the success of all learners in a project-based learning environment.	Success will be tracked through SARC teacher assignment data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.2)

Goal 1, Action 5	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. 24-25 Original LCAP Needs: 41% of learners are Hispanic/Latino and 55% of families identify as socioeconomically disadvantaged. While overall survey data indicated that family connection was up % from 2023 surveys to 2024 surveys with an impressive 94% satisfaction rate with family engagement, families of English learners and Hispanic/Latino families reported a 1% and 4% lower engagement rate with the school than the all-family survey results. Lastly, the population of students with disabilities is 10%, with a high need for a strong school-to-home connection in this population. This data, along with listening session data shows the need for a trauma-informed, culturally competent approach that engages the whole community in learner success.	The school will prioritize funding to increase/improve services through leadership and office support to provide culturally competent, trauma-informed family support and engagement. The school will also provide family engagement sessions and community partnership opportunities to ensure the school-home connection supports achievement and well-being. And lastly, family communications in the home language as requested, and systems for strong school-to-home communication appropriate for the learning and general community. These actions are being provided on a school-wide basis because all learners benefit from culturally responsive, trauma-informed practices that bridge the school-to-home connection and engage the whole family in learning.	Success will be tracked through parent engagement opportunities, Dashboard local indicator survey rubrics, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 1.3, 1.4, 1.5, 1.6)
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Goal 2, Action 2	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions, as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. 24-25 Original LCAP Needs: SCVi showed as orange for both ELA and Math on the 2023 California Dashboard. ELA declined 21 points and Math declined 3.7 points from 2022 to 2023, both falling below state average and below distance from standard. English Learners were red for Math and Socioeconomically disadvantaged learners were red for ELA, showing that unduplicated learners are behind their peers.	Through root cause analysis and listening sessions with staff and learners, more curricula and materials that support MTSS Tier II and III are needed to support high-needs learners. The team has completed root cause analysis and research to identify and will purchase and implement culturally competent and evidence-based resources for small group and individual instruction/assessment to promote growth and achievement in California State Standards. These actions are being provided on a school-wide basis because all struggling learners can benefit from MTSS and because the model of project-based learning at SCVi lends itself well to tier II and III intervention initiatives for all learners. MTSS groupings and resources provide personalized support for each individual learner to help them meet their needs. It is impossible to implement an MTSS program with fidelity for only some student groups, and therefore, this action is schoolwide.	Success will be tracked through NWEA MAP scores, CAASPP and CAST scores, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.5, 2.6, 2.9, 2.10)
Goal 3, Action 4	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. 24-25 Original LCAP Needs: College/Career Readiness Indicators on the California Dashboard for socioeconomically disadvantaged learners were 6% lower than the all-student subgroup. Additionally, Chronic Absenteeism rates for socioeconomically disadvantaged learners were red on the 2023 California Dashboard.	The school will continue to increase counseling services for high-needs learners (socioeconomically disadvantaged, English Learner, socioeconomically disadvantaged learners) has been proven to increase attendance rates and college/career readiness rates. Additionally, listening sessions with learners indicated a need for more social-emotional support, Social Emotional Curriculum that is trauma-informed and culturally competent will be used during advisory, additional counseling sessions for unduplicated learners, and intentional student activities and engagement sessions will help support attendance, social-emotional wellbeing, and creating a culture of college/career readiness for all.	Success will be tracked through attendance data, graduation rates and college/career readiness indicators, dropout rates, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 3.7)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 3	In this implementation year of the local control and accountability plan, feedback from our educational partners was used to analyze the impact of the goals and actions as well as to continue to prioritize and align spending to actions/metrics. Specifically, feedback came from annual surveys from families, staff, and learners. It was determined that while progress was made in this action item in the 25-26 school year, funding should continue to make lasting progress. 24-25 Original LCAP Needs: While almost 46% of English Learners are making progress toward English proficiency, there was a 7% decline from 2022 to 2023, and historically, the school has low rates of reclassification. There is a strong need to deliver ongoing, effective ELD programming and instruction.	The school will continue to use data platforms to design and implement personalized ELD programs for each learner based on evidence and learner growth, engage English Language families and community, provide professional development for credentialed teachers and classified staff, and purchase materials related to ELD programming. The school will also purchase and implement a new Dual Language immersion curriculum and a new ELD designated curriculum to address the decline in progress.	Success will be tracked through California Dashboard data, reclassification data, annual surveys, and monthly observation and discussion in leadership and operations meetings. (metric 2.9, 2.10)

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

N/A

Additional Concentration Grant Funding

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

N/A

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

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	\$5,845,226.00	\$454,669.00	7.78%	0.00%	7.78%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$3,312,470.51	\$88,689.00	\$0.00	\$0.00	\$3,401,159.51	\$2,562,617.88	\$838,541.63

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	All	No					\$48,153	\$451,342	\$499,495	\$0	\$0	\$0	\$499,495	0.00%
1	2	1.2 Fund High-Quality Staff	All	No				Ongoing	\$2,051,644	\$121,640	\$2,084,595	\$88,689	\$0	\$0	\$2,173,284	0.00%
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$134,870	\$76,871	\$211,741	\$0	\$0	\$0	\$211,741	0.00%
1	4	1.4 Inclusively Collaborate with Educational Partners	All	No				Ongoing	\$0	\$8,655	\$8,655	\$0	\$0	\$0	\$8,655	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Student with Disabilities (SWD)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$68,464	\$30,975	\$99,439	\$0	\$0	\$0	\$99,439	0.00%
1	6	1.6 Promote College and Career Readiness through Individualized Learning	English learner (EL), Low Income, All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 1, Action 6)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	All	No				Ongoing	\$0	\$3,398	\$3,398	\$0	\$0	\$0	\$3,398	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	All	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	\$10,208	\$5,812	\$16,020	\$0	\$0	\$0	\$16,020	0.00%
2	3	2.3 Deliver Effective ELD Programming	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$0	\$871	\$871	\$0	\$0	\$0	\$871	0.00%
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity (repeated expenditure, Goal 2, Action 1)	Hispanic or Latino, Low Income, Student with Disabilities (SWD), White, All, English learner (EL)	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	All	No				Ongoing	\$0	\$27,880	\$27,880	\$0	\$0	\$0	\$27,880	0.00%
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	All, Low Income, Student with Disabilities (SWD)	No				Ongoing	\$204,491	\$0	\$204,491	\$0	\$0	\$0	\$204,491	0.00%
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	3	3.3 Provide Access to High-Quality Counseling	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners		Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$15,501	\$111,097	\$126,598	\$0	\$0	\$0	\$126,598	0.00%
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	All, English learner (EL), Low Income, Student with Disabilities (SWD), White	No				Ongoing	\$29,288	\$0	\$29,288	\$0	\$0	\$0	\$29,288	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,845,226.00	\$454,669.00	7.78%	0.00% - No Carryover	7.78%	\$454,669.05	0.00%	7.78%	Total:	\$454,669.05
								LEA-wide Total:	
								Limited Total:	\$870.90
								Schoolwide Total:	\$453,798.15

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$211,741.00	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$99,438.86	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	\$16,020.25	0.00%
2	3	2.3 Deliver Effective ELD Programming	Yes	Limited	English learner (EL)	All Schools	\$870.90	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$126,598.04	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$5,204,758.00	\$2,438,859.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Maintain Safe, Clean, Welcoming School Facilities	No	\$581,000.00	\$789,459.00
1	2	1.2 Fund High-Quality Staff	No	\$2,725,299.00	\$638,388.00
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$246,913.00	\$120,195.00
1	4	1.4 Inclusively Collaborate with Educational Partners	No	\$142,132.00	\$26,783.00

1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$4,702.00	\$16,743.00
1	6	1.6 Promote College and Career Readiness through Individualized Learning	No	\$91,109.00	\$198,181.00
1	7	1.7 Build Social Capital and Recognize and Celebrate Learner Achievement (repeated expenditure, Goal 1, Action 6)	No	\$0.00	\$0.00
2	1	2.1 Ensure Access to Standards-Aligned, Tier I Instructional Materials	No	\$313,098.00	\$34,749.00
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$0.00	\$14,921.00
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00
2	4	2.4 Implement MTSS and PBL Instruction and Assessment with Fidelity	No	\$180,855.00	\$38,892.00
2	5	2.5 Foster a Staff Culture of Excellence through Lifelong Learning	No	\$59,415.00	\$125,167.00
3	1	3.1 Commit to Proactive and Restorative Discipline Practices	No	\$275,533.00	\$50,229.00
3	2	3.2 Implement Multi-Tiered Systems of SEL Support (repeated expenditure, Goal 3, Action 1)	No	\$0.00	\$0.00
3	3	3.3 Provide Access to High-Quality Counseling	No	\$27,540.00	\$692.00
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$265,766.00	\$276,085.00
3	5	3.5 Nurture a Safe and Engaging School Environment That Learners Are Excited About	No	\$291,396.00	\$108,375.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$427,944.00	\$517,381.00	\$427,944.00	\$89,437.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	1.3 Fund High-Quality Staff Who Bridge Learning Gaps	Yes	\$246,913.00	\$120,195.00	0.00%	0.00%
1	5	1.5 Prioritize Active Engagement with Educational Partners with a Focus on Unduplicated Pupils	Yes	\$4,702.00	\$16,743.00	0.00%	0.00%
2	2	2.2 Ensure Access to Standards-Aligned, Tier II and III Instructional Materials	Yes	\$0.00	\$14,921.00	0.00%	0.00%
2	3	2.3 Deliver Effective ELD Programming (repeated expenditure, Goal 1, Action 3)	Yes	\$0.00	\$0.00	0.00%	0.00%
3	4	3.4 Increase and Improve Counseling and Services for High-Needs Learners	Yes	\$265,766.00	\$276,085.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$2,505,062.00	\$427,944.00	0.00%	17.08%	\$427,944.00	0.00%	17.08%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME
Santa Clarita Valley international - 981
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE
Los Angeles - 19 - William S. Hart Union High
NPBC NAME
Santa Clarita Valley international
NPBC MAILING ADDRESS
28060 Hasley Canyon Rd., Santa Clarita, CA 91384-4577

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☒ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	
Martha Spansel	
REPRESENTATIVE'S POSITION TITLE	
School Director	
REPRESENTATIVE'S EMAIL	
martha.spanselpellico@scvi-k12.org	
REPRESENTATIVE'S PHONE NUMBER	
(661) 705-4820	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

Santa Clarita Valley International

Estimated Actuals, Preliminary Budget, Multi-Year Projection

	Estimated Actuals 25/26	Preliminary Budget 26/27	MYP 27/28	MYP 28/29
REVENUE				
<u>Principal Apportionment</u>	478/454	478/452	503/477	503/477
8011 - State Funding - Current Year LCFF	2,933,006	3,136,075	3,435,014	3,582,025
8012 - State Funding - EPA	1,211,785	1,240,937	1,352,770	1,394,571
8019 - State Funding - Prior Years	-	-	-	-
8096 - State Funding - Property Taxes	1,474,872	1,468,214	1,549,399	1,549,399
Total Principal Apportionment	5,619,663	5,845,226	6,337,183	6,525,995
<u>Federal Revenue</u>				
8181 - Federal Special Education - Entitlement	76,666	65,122	70,137	70,802
8182 - Special Education Discretionary Grants	8,669	-	-	-
8220 - Federal Child Nutrition Programs	-	-	-	-
8290 - Federal Revenue - All Other Federal Revenue	111,494	100,362	102,369	104,417
8291 - Federal Revenue - Other Revenue	-	-	-	-
Total Federal Revenue	196,829	165,484	172,506	175,219
<u>Other State Revenue</u>				
8311 - Other State Apportionments - Special Education	562,189	481,529	608,588	608,588
8312 - Other State Apportionments - Special Education Mental Health	-	-	-	-
8313 - Other State Apportionments - Facilities Reimbursement	-	-	-	-
8319 - Other State Apportionments - Prior Year	-	-	-	-
8520 - State Child Nutrition	-	-	-	-
8530 - State Child Development Program	-	-	-	-
8550 - State Mandated Costs	14,498	12,512	13,254	13,804
8560 - State Lottery	123,846	122,161	136,000	142,800
8590 - All Other State Revenues	422,803	1,006,671	371,992	313,690
Total Other State Revenue	1,123,336	1,622,873	1,129,834	1,078,882
<u>Other Revenue</u>				
8631 - Sale of Equipment and Supplies	-	-	-	-
8632 - Sale of Publications	-	-	-	-
8634 - Food Service Sales	-	-	-	-
8639 - All Other Sales	-	-	-	-
8640 - After School Care	39,519	44,837	45,734	46,648
8645 - Student Activities	37,297	38,043	38,804	39,580
8650 - Leases and Rentals	-	-	-	-
8655 - Facilities Use	300,000	300,000	300,000	300,000
8660 - Interest	80,742	-	-	-
8672 - Nonresident Student (Exchange, etc)	-	-	-	-
8680 - Service Fees	-	-	-	-
8682 - Start-Up Reimbursements	-	-	-	-
8689 - Fees & Contracts - Coaching/Training/Devl	-	-	-	-
8690 - Misc Local Income	283,569	65,000	70,000	75,000
8699 - All Other Local Revenue	7,938	11,293	11,519	11,749
8705 - Camp Income	-	-	-	-
8710 - Vendor Program & Online Classes	-	-	-	-

Santa Clarita Valley International

Estimated Actuals, Preliminary Budget, Multi-Year Projection

	<u>Estimated Actuals</u> 25/26	<u>Preliminary Budget</u> 26/27	<u>MYP</u> 27/28	<u>MYP</u> 28/29
8715 - PreSchool Tuition	-	-	-	-
8721 - Special Education SELPA Transfers	-	-	-	-
8810 - Family Giving Donations	-	-	-	-
8820 - Private & Corporate Donations	752	1,200	1,224	1,248
8830 - Fundraising	2,449	2,498	2,548	2,598
8840 - Grants	338,785	238,393	78,500	0
8999 - Unallocated Income	-	-	-	-
Total Other Revenue	1,091,051	701,263	548,328	476,824
Total Revenue	8,030,879	8,334,846	8,187,851	8,256,920
EXPENDITURES				
<u>Certificated Salaries</u>				
1110 - Credentialed Teacher Salaries	1,275,707	1,491,943	1,521,782	1,552,217
1120 - Credentialed Home Study Teacher Salaries	293,457	322,000	328,440	335,009
1130 - Credentialed Education Specialist Salaries (SpEd)	198,381	193,500	197,370	201,317
1140 - Credentialed Elective Teacher Salaries	-	-	-	-
1150 - Credentialed Substitute Teacher Salaries	16,974	33,600	17,500	17,850
1190 - Credentialed After School/Extra Duty Salaries	-	-	-	-
1210 - Credentialed Psychologist & Counseling Services (SpEd)	71,710	73,144	74,607	76,099
1220 - Credentialed Speech Therapy & Other Services (SpEd)	-	-	-	-
1230 - Credentialed Academic Counseling Salaries	82,920	84,905	86,603	88,335
1310 - Credentialed Directors	292,556	300,753	306,768	312,903
1320 - Credentialed Student Support Coordinators (SpEd)	-	-	-	-
1910 - Credentialed Coaching & Curriculum Salaries	-	-	-	-
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	-	-	-	-
1930 - Credentialed Other Support	-	-	-	-
Total - Certificated Salaries	2,231,705	2,499,845	2,533,070	2,583,731
<u>Classified Salaries</u>				
2110 - Classified Elective Salaries	29,184	38,400	39,168	39,951
2120 - Classified Classroom Aide Salaries	112,710	131,648	43,650	44,523
2130 - Classified Substitutes	3,001	9,600	-	-
2140 - Classified Intern Teacher Salaries	-	-	-	-
2150 - Classified Online Teacher	-	-	-	-
2160 - Classified Learner Services	8,690	28,651	-	-
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	232,931	327,514	334,064	340,746
2220 - Classified Speech Therapy & Other Services (SpEd)	-	-	-	-
2230 - Classified Academic Counseling Salaries	-	-	-	-
2310 - Classified Directors	-	-	-	-
2410 - Classified Clerical, Technical, and Office Staff Salaries	96,615	72,413	73,861	75,338
2910 - Classified CARE Team Yard Duty Salaries	18,568	72,000	-	-
2920 - Classified After School Misc Salaries	-	-	-	-
2930 - Classified After School Care Salaries	-	-	-	-
2940 - Classified Food Services Salaries	-	-	-	-
2950 - Classified Facilities/Maintenance Salaries	104,066	84,240	85,925	87,643

Santa Clarita Valley International

Estimated Actuals, Preliminary Budget, Multi-Year Projection

	<u>Estimated Actuals</u>	<u>Preliminary Budget</u>	<u>MYP</u>	<u>MYP</u>
	25/26	26/27	27/28	28/29
2960 - Classified Preschool Aide Floater	-	-	-	-
2985 - Classified Educational Coaches	-	-	-	-
2990 - Classified Health Office Support (Nurse)	-	-	-	-
Total Classified Salaries	605,765	764,466	576,668	588,202
Employee Benefits				
3101 - State Teachers' Retirement System - Credentialed positions	396,406	477,470	483,816	493,493
3102 - State Teachers' Retirement System - Classified positions	-	-	-	-
3201 - Public Employees' Retirement System - Credentialed positions	-	-	-	-
3202 - Public Employees' Retirement System - Classified positions	-	-	-	-
3301 - OASDI (Social Security) - Credentialed positions	4,233	-	-	-
3302 - OASDI (Social Security) - Classified positions	35,780	47,397	35,753	36,469
3311 - Medicare - Credentialed	30,457	36,248	36,730	37,464
3312 - Medicare - Classified	8,363	11,085	8,362	8,529
3401 - Health & Welfare Benefits - Credentialed positions	167,973	194,723	204,459	214,682
3402 - Health & Welfare Benefits - Classified positions	148,725	197,359	207,227	217,588
3501 - State Unemployment Insurance - Credentialed positions	8,269	7,280	11,399	11,627
3502 - State Unemployment Insurance - Classified positions	5,475	5,144	4,786	4,882
3503 - Federal Unemployment Insurance - Credentialed positions	-	-	-	-
3504 - Federal Unemployment Insurance - Classified positions	-	-	-	-
3601 - Worker Compensation Insurance - Credentialed positions	25,978	24,998	26,248	27,560
3602 - Worker Compensation Insurance - Classified positions	7,121	7,645	8,027	8,429
3701 - Retiree Benefits - Credentialed positions	-	-	-	-
3702 - Retiree Benefits - Classified positions	375	1,800	1,836	1,873
3801 - PERS Reduction - Credentialed positions	-	-	-	-
3802 - PERS Reduction - Classified positions	-	-	-	-
3901 - Other Benefits - Credentialed positions	-	-	-	-
3902 - Other Benefits - Classified positions	-	-	-	-
Total Employee Benefits	839,155	1,011,149	1,028,643	1,062,595
Books and Supplies				
4110 - Core Curriculum - Texts, Workbooks, etc	19,988	10,208	10,412	10,620
4120 - Core Curriculum - Software & Programs	13,582	881	899	917
4130 - Other Curriculum	8,400	36,900	37,638	38,391
4210 - Professional Development References	8,299	-	-	-
4220 - Other Books & References	239	-	-	-
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	24,908	10,500	10,710	10,924
4310 - Science Supplies	2,740	26,800	8,000	8,160
4315 - Art Supplies	-	-	-	-
4317 - Assessment Supplies	786	3,300	3,366	3,433
4320 - PE Supplies	-	-	-	-
4325 - Custodial Supplies	16,851	14,790	15,086	15,388
4330 - Health & Safety	1,640	1,200	1,224	1,248
4335 - Home Study Stipend	202,842	185,000	188,700	192,474
4340 - Office Supplies	3,260	4,560	4,651	4,744

Santa Clarita Valley International

Estimated Actuals, Preliminary Budget, Multi-Year Projection

	<u>Estimated Actuals</u>	<u>Preliminary Budget</u>	<u>MYP</u>	<u>MYP</u>
	25/26	26/27	27/28	28/29
4345 - Printing & Reproduction Supplies	27,476	18,000	18,360	18,727
4350 - Spiritwear	-	720	-	-
4355 - Facilities Supplies	6,568	15,000	12,000	12,240
4410 - Classroom Furniture & Equipment	1,987	66,500	2,500	2,500
4420 - NonClassroom Furniture & Equipment	23,768	1,500	1,530	1,561
4430 - IT Equipment & Supplies	222,722	12,234	15,000	18,000
4710 - Vended Food Service - Nutrition Program	-	-	-	-
4720 - Food Supplies - Nutrition Program	-	-	-	-
4730 - Catering Supplies	-	-	-	-
4740 - Cafe Other Supplies	-	-	-	-
Total Books and Supplies	586,056	408,093	330,076	339,327
Services and Operating Expenditures				
5210 - Travel for PD, Conferences, & School Development	3,022	2,621	2,673	2,727
5220 - Travel for Intersite Business - Mileage	280	-	-	-
5230 - Conference & Workshop Registration Fees	2,220	1,879	1,917	1,955
5240 - Professional Development - Meetings & Collaborations	3,470	-	-	-
5310 - Professional Dues, Memberships, and Subscriptions	3,138	19,091	19,473	19,862
5410 - Liability Insurance	103,744	114,118	128,953	145,717
5420 - Other Insurance	-	-	-	-
5510 - Utilities - Electricity	98,004	102,904	105,000	107,100
5520 - Utilities - Gas	2,733	3,387	3,455	3,524
5530 - Utilities - Water	13,902	13,200	13,464	13,733
5540 - Utilities - Trash	15,100	14,429	14,718	15,012
5550 - Operations - Janitorial Services	16,429	-	-	-
5560 - Operations - Security	31,454	8,099	8,261	8,426
5570 - Utilities - Other	-	-	-	-
5610 - Rent - Facilities Rent and CAM Charges	77,864	72,000	73,440	74,909
5620 - Leases	-	-	-	-
5630 - Repairs & Maintenance - Facilities	64,040	82,750	84,405	86,093
5640 - Repairs & Maintenance - Elevator Service	5,186	11,629	8,500	8,670
5650 - Repairs & Maintenance - Auto	270	-	-	-
5660 - Repairs & Maintenance - Other Equipment	2,235	-	-	-
5710 - Transfers of Direct Costs	-	-	-	-
5750 - Transfers of Direct Costs - Interfund	-	-	-	-
5801 - Professional Services - Service Fees	337,180	350,714	480,231	491,560
5802 - Professional Services - District Oversight Fees	56,197	58,452	63,372	65,260
5803 - Professional Services - Business Services	82,731	103,014	105,074	107,176
5804 - Professional Services - Auditing & Tax Preparation	28,737	32,000	32,640	33,293
5805 - Professional Services - Payroll Fees	24,697	32,951	33,610	34,282
5806 - Professional Services - Consultant Fees	1,759	8,789	8,965	9,144
5807 - Professional Services - TIP	9,473	8,200	8,364	8,531
5808 - Professional Services - Legal Fees	19,437	71,000	40,000	40,800
5809 - Professional Services - Shared/Leased Employees	50,907	19,200	-	-

Santa Clarita Valley International

Estimated Actuals, Preliminary Budget, Multi-Year Projection

	<u>Estimated Actuals</u>	<u>Preliminary Budget</u>	<u>MYP</u>	<u>MYP</u>
	25/26	26/27	27/28	28/29
5810 - Contra Account - Shared Employees Reimbursement	-	-	-	-
5811 - Professional Services - Course Development	-	-	-	-
5820 - Professional Services - Contributions/Donations	-	-	-	-
5822 - Operating Expenditures - Licenses & Other Fees	1,555	3,544	3,615	3,687
5823 - Operating Expenditures - Fingerprinting Fees	-	-	-	-
5824 - Operating Expenditures - Fundraising & Grantwriting	-	2,500	2,550	2,601
5825 - Operating Expenditures - Banking Charges & Fees	3,183	3,200	3,264	3,329
5826 - Operating Expenditures - Interest	1,018,242	1,018,242	1,018,242	1,018,242
5827 - Operating Expenditures - Other Benefit Fees	2,655	-	-	-
5828 - Operating Expenditures - Staff Recruitment	-	-	-	-
5829 - Operating Expenditures - Events	428	-	-	-
5830 - Operating Expenditures - Marketing & Advertising	6,220	27,090	27,632	28,184
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	201	5,525	5,636	5,748
5840 - Operating Expenditures - Software Licenses	7,820	27,092	20,000	20,400
5850 - Student Services Expenditures - Student Information System	18,552	8,789	8,965	9,144
5851 - Student Services Expenditures - Student Assessment Services	4,394	-	-	-
5852 - Student Services Expenditures - Special Education Contracted Services	502,621	550,000	561,000	572,220
5853 - Student Services Expenditures - Student & Group Activities	30,539	32,000	32,640	33,293
5854 - Student Services Expenditures - Electives & Enrichment	10,975	15,500	15,810	16,126
5855 - Student Services Expenditures - Substitutes	76,368	76,000	77,520	79,070
5856 - Student Services Expenditures - Student Transportation	190,983	123,420	125,888	128,406
5910 - Telephone & Fax	40,392	7,380	7,528	7,678
5915 - Cell Phones	-	-	-	-
5920 - Internet Services	11,803	3,398	3,466	3,535
5925 - Website/Communication Fees	7,883	240	245	250
5930 - Freight Expense	-	-	-	-
5940 - Postage Expense	824	1,800	1,836	1,873
Total Services and Operating Expenditures	2,989,846	3,036,147	3,152,350	3,211,561
Total Expenditures	7,252,528	7,719,700	7,620,807	7,785,417
Depreciation	155,956	155,983	104,247	-
ROU	379,349	379,349	379,349	379,349
Total Net Income	243,046	79,815	83,448	92,154

**CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION**

The undersigned certify that:

1. They are the President and Secretary, respectively, of Santa Clarita Valley International School, a California nonprofit public benefit corporation, with California Entity Number 2922480.
2. Article VII. of the Articles of Incorporation of this Corporation is amended to read as follows:

Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____

Nicole Miller, President

Date: _____

Teddy Shelby, Secretary

Facilities Use Agreement

Between Santa Clarita Valley International (SCVi) and iLEAD California Charters 1 (iCC1)

This Facilities Use Agreement (“Agreement”) is made and entered into as of June 14, 2026, by and between:

- **Santa Clarita Valley International (SCVi)**, a nonprofit public charter school (“Provider”), and
- **iLEAD California Charters 1 (iCC1)**, a nonprofit public charter school (“User”).

Collectively, the “Parties.”

1. Purpose

The purpose of this Agreement is to outline the terms under which User is permitted to utilize designated facilities owned or operated by Provider for the delivery of educational services and related operations.

2. Term

This Agreement shall commence on **July 1, 2026** and continue through **June 30, 2027**, unless extended, modified, or terminated in writing by mutual agreement.

3. Designated Facilities

User shall be permitted to use a portion of the following spaces at the Provider’s site, located at:

- Oce meeting space for iLEAD California Charters 1 Special Education Team; storage and library for iLEAD California Charters 1.
- This agreement may be updated with a mutual written agreement.

4. Facilities Use Fee

In exchange for facility access, User agrees to pay Provider a Facilities Use Fee in the amount of **\$300,000**, payable in accordance with the following schedule:

Months	Annual Base Fee	Monthly Fee
July 1, 2026 - June 30, 2027	300,000	25,000

The fee shall be payable within 30 days of invoice receipt.

5. Utilities and Shared Services

Unless otherwise agreed:

- Provider shall be responsible for utility costs (e.g., electricity, water, internet, trash) and may include a proportional allocation in the Common Area Management (CAM) fee.
- Shared operations services (e.g., custodial, security, parking) shall be coordinated in good faith and billed.

6. Insurance and Liability

User shall maintain appropriate general liability insurance, naming Provider as an additional insured, in an amount not less than **\$1,000,000 per occurrence / \$3,000,000 aggregate**. Proof of coverage shall be provided prior to occupancy and upon renewal.

Each party shall be responsible for its own employees, agents, and students and shall indemnify and hold the other harmless for any claims arising from its own negligence or willful misconduct.

7. Operations and Compliance

User shall comply with all applicable laws, site safety protocols, and any reasonable

site-specific rules provided by Provider. The parties agree to collaborate to ensure a safe, respectful, and educationally appropriate environment for all learners and staff.

8. Termination

This Agreement may be terminated by either party with 60 days written notice. Early termination shall not relieve either party of obligations incurred prior to the termination date.

9. Entire Agreement

This document constitutes the full agreement between the parties and supersedes any prior discussions or understandings. Amendments must be made in writing and signed by authorized representatives of both parties.

10. Signatures

Santa Clarita Valley International (SCVi)

By: _____

Name: Chad Powell, Martha Spansel-Pellico

Title: School Director

Date: _____

iLEAD California Charters 1 (iCC1)

By: _____

Name: Amanda Fischer

Title: CEO

Date: _____

SCVi Limited Resource Sharing Agreement

This Limited Resource Sharing Agreement ("Agreement") is entered into as of July 1, 2026, by and between iLEAD California Charters 1/iLEAD Hybrid ("iCA") and Santa Clarita Valley International ("SCVi"), a California nonprofit public benefit corporation.

WHEREAS, iCA operates centralized support services and staff that perform various administrative, instructional, financial, and operational functions in support of charter schools using the iLEAD model;

WHEREAS, SCVi has determined that, due to financial distress, it is unable to participate in the full Shared Resource Agreement effective July 1, 2026;

WHEREAS, SCVi desires to continue receiving a limited scope of services from iCA during the 2026-27 school year;

NOW, THEREFORE, the Parties agree as follows:

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1. Term. This Agreement shall commence July 1, 2026, and continue through June 30, 2027, unless otherwise extended in writing by mutual agreement.
2. Scope of Services. iCA shall provide SCVi with a limited scope of services, as mutually determined, consistent with Attachment A. Services may be prioritized based on SCVi's highest needs and iCA's capacity.
3. Payment. SCVi shall pay to iCA an amount not to exceed six percent (6%) of its Local Control Funding Formula (LCFF) revenue for each fiscal year of this Agreement. This amount shall be calculated based on SCVi's P-2 apportionment report for the respective year.
4. Invoicing and Payment Terms. iCA shall invoice SCVi on a monthly basis. SCVi shall remit payment within 30 days of receipt of the invoice.
5. Termination. Either party may terminate this Agreement with 60 days' written notice. Upon termination, SCVi shall pay for all services rendered through the date of termination.
6. Limitation. SCVi understands and agrees that participation under this Agreement does not entitle it to full access to services under the general Shared Resource Agreement. This Agreement does not modify or supersede any other agreements.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

iLEAD California Charters 1:

By: _____

Name: Amanda Fischer

Title: CEO

Santa Clarita Valley International:

By: _____

Name: Martha Spansel

Title: Director

ATTACHMENT A

LEARNING SUPPORT TEAM SERVICES:

Curriculum, Instruction, and Engagement (Tier 1)

- Provide training, coaching, and support of the iLEAD methodology (as requested).
 - Project-Based Learning (PBL)
 - Social-Emotional Learning (SEL)
 - 7 Habits
 - Love and Logic
 - Restorative Practices
 - Individualized Learning
 - Learner Outcomes
 - Individualized Learning Plans
 - Learner-Led Conferences
 - Learning Showcases
 - Portfolios/Leadership Notebook
 - Reports of Progress
- Provide new facilitator training.
- Provide curriculum training, coaching, and support of specific content-based programs (iCA approved) focusing on rigorous TK-12 literacy, English Language Development (ELD), math, science, humanities/social studies, and educational technology.
- Provide training, coaching, and support (as requested) in creating and sustaining a positive learning environment (e.g. instructional practices, procedures, engagement).
- Support family engagement by providing training for families to better understand aspects of iLEAD methodology (as requested).
- Provide access to the Learning Support Team dashboard of institutional resources and training.

Measuring Effectiveness

- Provide training, coaching, and support (as requested) for formative benchmark assessments in core subject areas, NWEA MAP, and state-mandated assessments.
- Provide training, coaching, and support (as requested) in the use of data to drive academic and

school improvement.

- Design, coordinate, and collect survey data to inform continuous improvement.

Learner Support Services

- Provide training, coaching, and support, as requested, in monitoring and operating programs for English Learners.
- Provide training, coaching, and support, as requested, in monitoring and operating programs for Foster, Homeless, and Migrant Youth.
- Provide representation at required Special Education Local Plan Areas (SELPA) meetings (such as CEO Council, Executive Council, PLC, etc.).
- Assist with SELPA communications.
- Assist through due process and mediation when necessary, including communications with legal counsel.
- Support ongoing efforts in equitable and inclusive practices for learners and educational partners, as requested.
- Develop and/or assist with implementing Multi-Tiered Systems of Support (MTSS) as requested.
- Partner to support the development and implementation of mutually agreed upon school initiatives (e.g. dual language immersion and play-based learning).

College and Career Readiness

- Support Career Technical Education (CTE) and college/career indicators as requested (University of California A-G approval, college credit courses, CTE, International Baccalaureate accreditation support, graduation rates, etc.).
- Train, coach, and support academic counselors as requested.
- Support accreditation partnerships and approvals, which may include NCAA accreditation, Workforce Innovation and Opportunity Act (WIOA) partnerships, work-based learning, and college credit courses, as requested.

COMPLIANCE AND REPORTING:

- Assist with the development of internal attendance recording procedures, monthly attendance review and data analysis, and provision of the attendance reports to the authorizing agency, as applicable.
- Maintain, prepare, and file state reporting through the CALPADS system for Fall 1, Fall 2, and End of Year Reporting. In addition, prepare and file CBEDS reporting and Civil Rights Reporting.
- Train, coach, and support with the requirements of learners' records and data. Prepare and file

learners' records and data for the annual audit.

- Train, coach, and support on how to use the Student Information System.
- Support and guide the development of the School Accountability Report Card (SARC).
- Support and guide the development of the LCAP.
- Support WASC accreditation and renewal.
- Support preparing all federal, state, and local required plans and reports.
- Support School Site Council and develop the School Plan for Student Achievement as needed
- Support in state and federal-mandated assistance programs.
- Liaison between contracted service and school to ensure compliance with the National School Lunch Program (NSLP).

TECHNOLOGY FUNCTIONS:

Network & Communication Infrastructure & Security

- Develop, design, and maintain the organization's network infrastructure and Voice Over Internet Phone (VoIP) solution. Oversee all aspects of network security, procurement, troubleshooting, and infrastructure updates.
- Serve as the primary liaison for network, infrastructure, and equipment vendors, including the school's internet service provider and web security software providers.

Policy Development

- Assist with the development of technology policies, e.g. "Bring Your Own Device" and "Internet Use Policy."

Platform and Systems Administration

- Implement and administer Google Workspace, student information systems, learning management systems, and user account monitoring, including platform setup and maintenance.
- Act as the primary contact for vendor relations on required platforms and systems, offering guidance to ensure compliance with all relevant standards.

Technical Support

- Provide technical support through a ticketing system, coordinating with site staff and external vendors as needed.
- Provide staff, learners, and families with online testing technical support.

Employee and Learner Life Cycle Support

- Help coordinate and facilitate employee and learner IT onboarding/offboarding processes.

Inventory Management

- Assist sites with inventory management, including device updates, refresh schedules, and procurement.

E-Rate Coordination

- Serve as an E-Rate coordinator, working closely with the contracted E-Rate consultant to assist with the planning and filing of the school's E-Rate application. The cost of filing will be billed directly to the school.

Website Management

- Manage the technical aspects of the school website, including security, updates, and requested UI/UX changes.

LEADERSHIP SUPPORT AND DEVELOPMENT:

Vision and School Culture

- Provide training and collaborative opportunities aligned with Professional Standards for Leaders to develop vision for school success.
- Provide training on shared leadership models to enhance staff involvement, ownership of school goals, and effective management of resources.
- Provide one-on-one coaching to school leaders focus on leadership areas, such as strategic planning, school culture, staff development, and learner achievement.
- Facilitate peer learning communities and leadership networks which will allow school leaders to share best practices and will foster collaboration among school leaders and external experts.
- Provide a self-reflection tool to support goal-setting, growth, and personal/professional development for leaders to monitor progress.

Data-Driven Decision-Making

- Train, coach, and support for leaders to use learner performance data, school climate surveys, and other metrics for informed decision-making.
- Promote the use of data to set measurable goals, track progress, and adjust strategies for continuous improvement, ensuring alignment with school-wide priorities and resources.

Equity and Inclusivity

- Provide resources and strategies for embedding equity into school leadership practices, addressing achievement gaps, fostering cultural competence, and promoting inclusive environments.

Policy, Legal Compliance, and Strategic Planning

- Inform school leaders of applicable state and federal laws to ensure school operations are legally compliant and ethically sound.
- Offer training on legal and ethical responsibilities, including addressing complaints, handling personnel issues, and ensuring learner safety.
- Guide school leaders through the development of strategic plans that align with school and state priorities, ensuring that resource allocation, staffing, and facilities management align with the vision for success.

Community and Stakeholder Engagement

- Train, coach and support leaders to build and maintain strong relationships with parents, community organizations, and local educational partners to support student learning and school operations.

Resource Access and Utilization

- Equip leaders with strategies or tools to manage human, financial, and physical resources to foster a productive and safe learning environment.

Monitoring and Continuous Improvement

- Develop systems for the ongoing board evaluation of school leadership practices to track progress toward meeting professional standards for leaders and school-wide goals.
- Implement feedback loops to assess the effectiveness of leadership initiatives, programs, and resource utilization. This includes gathering insights from school leaders, staff, and partners to allow the school to refine services and ensure continuous improvement.
- Assist the Board in gathering information necessary regarding the school leader's progress toward goals as part of the Board's review and evaluation of the school leader.

SCHOOL, COMMUNITY, AND AUTHORIZER RELATIONS:

Community Relations Development & Support

- Support school leadership in creating and executing a community relations strategy that builds relationships with local and national politicians, chambers of commerce, business leaders, authorizers, and regional media outlets. Efforts will include establishing key contacts, coordinating outreach efforts, event participation, and the frequency of communication with stakeholders.

State & National Charter Organization Relationships

- Work closely with charter organizations such as CSDC, CCSA, APLUS+, and others to develop and maintain strong relationships. This will involve attending key conferences, fostering communication, and ensuring your school remains informed about best practices and policy changes.

Charter Authorizer Engagement & Compliance Support

- Act as a liaison between the school and your charter-authorizing agency, ensuring effective communication, compliance with performance standards, and successful charter renewal processes. This includes preparing for authorizer meetings, coordinating data reporting, and facilitating site visits.

Annual iLEAD California All-Staff Kickoff Celebration Planning & Execution

- Oversee the planning, organization, and execution of the annual iLEAD California all-staff kickoff celebration, including venue selection, logistics, team-building activities, and hospitality.

BOARD SUPPORT:

Relationship Building & Governance Processes

- Provide guidance to board members and school staff in developing effective relationships and understanding board meeting procedures and governance processes required by California public schools.

Board Member Training

- Coordinate training for board members on their roles, responsibilities, and best practices for effective governance, with a focus on policy development that meets legal requirements.

Technology & IT Support

- Assist board members with the use of IT platforms, including training on board-specific software for efficient governance.

Board Meeting Support

- Attend governing board meetings in person, online, or by phone as needed to present updates or annual reports, enabling informed decision-making by board members.

Compliance with Brown Act

- Provide support in the timely preparation of board notices, agendas, and other materials in accordance with the Ralph M. Brown Act. Offer a platform to publish agendas, assist in recording meeting minutes, and archive meeting records.

Document Management

- Publish, store, and archive all documents related to board meetings and school operations to ensure compliance and transparency.

Corporate Filings & Updates

- Assist in filing the Corporate Statement of Information and ensure all filings are

up to date as required by law.

Consultant & Legal Counsel Coordination

- Facilitate coordination with the school's consultants and legal counsel as needed for governance support and advice.

Annual iLEAD California Board Development Training

- Plan, organize, and execute the Annual Board Development Training event, including venue selection, logistics, and training, ensuring the event runs smoothly and serves as annual board development training.

HUMAN RESOURCES:

Compliance and Reporting

- Obtain and maintain a Human Resources Information System (HRIS) for purposes of tracking all HR aspects of employment, such as payroll, benefits, leaves of absence, time off, and employee files.
- Set up and maintain employee files and facilitate the establishment of policies and procedures to help ensure compliance with state and federal requirements.
- File all employee-related required federal, state, and local reports.
- Maintain a method for providing and tracking various required employee trainings.
- Prepare all responses and documentation for Public Records Act (PRA) requests.

Employee Relations

- Support with creating and maintaining job descriptions to reflect accurate duties.
- Provide coaching on human resource matters.
- Assist with human resources services, including reflective supervision, employee evaluation, process guidance, and pre-mediation to address employee grievances.
- Coordinate new facilitator induction process.
- Provide compensation/pay analysis.
- Monitor and advise on the process with the compliance requirements of California educator licensing, credentialing, and enforcement of validity and renewal.
- Create, collect, and analyze employee surveys.

Talent Acquisition

- Assist and support the recruitment of the school's director and other leadership staff, including posting job descriptions, monitoring applications, applicant searches, pre-screening the proper qualifications, and presenting candidates to the school's governing board and/or school leadership.
- Assist and support the recruitment of staff, including posting job descriptions, monitoring applications and prescreening for proper qualifications, and presenting candidates to the school's leadership.

Onboarding/Offboarding, Leaves, and Workers' Compensation

- Facilitate hiring and onboarding process.
- Provide staff induction, including onboarding, benefits enrollment (when applicable).
- Facilitate offboarding of employees.
- Develop employment agreements.
- Support employee leaves and reasonable accommodations.
- Facilitate workers' compensation employee process.

Benefits

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

ACCOUNTING AND FINANCIAL SERVICES:

Payroll Accounting

- Review payroll entries and post payroll to the general ledger. Review employee coding in compliance with funding requirements.

Benefits Accounting

- Review benefits invoices and post journal entries. Review employee coding in compliance with funding requirements.

Accounts Receivable and Payable

- Review and process invoices and payments, collections, deposits, and transaction recording according to the generally accepted accounting practices and standards. Assist school staff in the

process of verification of received goods and services. Provide technical training and support to staff on compliant purchase and procurement processes and procedures.

Annual Tax Reporting

- Prepare and submit accounts payable vendors' 1099s. Support the nonprofit corporation and the auditor in preparing Form 990 and California FTB Form 199 tax-exempt organization annual filing. Support with oversight of additional common annual corporate filings, as needed.

General Ledger Maintenance and Reconciliation

- Set up and maintain the chart of accounts and general ledger. Prepare monthly bank reconciliation(s), journal entries, and balance sheet reconciliation. Provide technical training and support on accounting procedures and best practices for financial risk management and internal controls to support clean audits.

Internal Controls, Fiscal Policies

- Provide technical training and support on accounting procedures and best practices for financial risk management services related to the review and implementation of the school's policies, including training on internal controls. Provide guidance and advice on fiscal compliance and best practices to school site staff.

Budget Development and Forecasting

- Support budgeting and forecasting through preparation and provision of the annual and monthly budgets, updated monthly budget forecasts, development of multiyear projections, development of cash flow projections and budget revisions, and the managing of cash flow and lines of credit, as applicable.

Authorizer Financial Reporting

- Prepare and file the preliminary budget, first and second interim, estimated actuals, and unaudited actuals reports based upon governing board approval, as applicable and as mandated by the authorizing agency.

Federal and State Systems & Reporting

- Develop and prepare the additional financial reports required for federal, state, and authorizing agency reporting, as applicable, such as Local Control and Accountability Plan (LCAP), federal and state grant fund financial reports, as well as special education compliance and reporting. Develop systems and processes to assist schools in compliance with federal funds, as applicable, including systems for time accounting, and tracking use of federal funds.

Grants

- Support grants administration, including budgeting, program development, and reporting.

Board Reporting

- Provide regular financial reporting to school's board.

Audit Support

- Review auditor contract; prepare financial documents for the auditors and assist the auditors to help ensure a smooth and timely audit process. Coordinate and support annual financial audit.

Accounting Platform & Reporting System

- Set up and maintain core financial accounting platforms for school to maintain audit compliance.

Developing Financing, Capital, Credit

- Assist and support the school as needed in obtaining additional financing in the form of a line of credit, working capital cash flow, and capital leases or long-term debt.

Strategic Financial Planning Support

- Provide strategic support, coordination, and assistance to school in charter renewal, and cooperation in authorizing agency and program audits. Consult with school leadership regarding strategic planning, with a focus on the evaluation of financial resources, budget scenario development, and growth potential.

Bonds, Loans, and Special Projects Support

- Determine fees for optional project services on a project-by-project basis for additional financial initiatives, including one-time or discretionary state and federal funds, bonds, loans, and grants.

PAYROLL:

- Provide payroll setup, time card processing and review, payroll accounting, payroll reporting, and payroll record maintenance.
- Support and set up coding and mapping within payroll systems to produce W2 and 1099 forms.
- Support retirement administration including 403(b), Roth, and CalSTRS.
- Support workers' compensation reporting and billing.
- Support tax setup, administration, and reporting.
- Process employee status changes.
- Maintain communications with school directors regarding timelines, requests, and guidelines for processing payroll.

INSURANCE AND RISK MANAGEMENT SERVICES:

Insurance Procurement:

- Procure comprehensive general liability insurance coverage tailored to the needs of the school, in compliance with the school's charter.

Claims Support:

- Assist the school in navigating the insurance claims process, including documentation, submission, and communication with insurers to facilitate timely and efficient resolution.

Risk Management Guidance:

- Provide ongoing consultation and guidance on risk management strategies, including risk assessments, mitigation plans, and training to reduce potential liabilities.

FACILITIES:

Safety Coordination and Support

- **Emergency Operations Plan (EOP) Compliance**
 - Create and update template ensuring compliance with the state's guidelines for Emergency Operations Plan (EOP), to help ensure school is prepared for any potential crisis or emergency.
- **Drill Planning & Compliance Monitoring**
 - Support school team in planning and conducting monthly, quarterly, and annual emergency drills (fire, lockdown, evacuation, etc.), while providing ongoing oversight to ensure full compliance with local regulations and best practices.
- **Safety Training & Awareness Programs**
 - Train staff and learners on safety procedures, emergency preparedness, and general campus safety awareness as requested.
 - Support school sites by employing a nurse to train staff, assist with triennials and initial IEPs, review compliance with California health mandates, and monitor immunizations, health screenings, and emergency medical protocols.
- **Utility & Service Documentation**
 - Provide a detailed documentation outlining all utilities and contracted services for each facility, ensuring access to critical operational information.
- **Fire Certification & Renewal Support**
 - Coordinate and manage all fire safety certifications and required renewals, ensuring compliance with fire codes and safety standards.
- **Security Systems & Monitoring**

- Assess the school's security needs, recommend appropriate security systems (CCTV, access control, alarms), and ensure their installation, maintenance, and regular monitoring.
- **Incident Management & Reporting**
 - Develop an incident reporting and management system, enabling staff and learners to quickly report any safety or operational concerns and help monitor and address concerns with the school director.

FACILITIES OPERATIONS AND MAINTENANCE:

- **Procedures & Space Utilization**
 - Establish and implement operational procedures for both school and administrative spaces, making sure these areas are used efficiently, maintained properly, avoid overcrowding and underutilization and meet the needs of learners, faculty, and staff.
 - Monitor the use of space to avoid overcrowding and underutilization.
- **Maintenance Schedule & Prioritization**
 - Create a proactive maintenance schedule for both high-traffic and low-priority areas to prevent wear and tear and ensure that all systems (HVAC, plumbing, electrical) are consistently functioning.
 - Help with prioritizing emergency repairs and ensuring rapid response.
- **Minor Maintenance & Repairs**
 - Ongoing assistance with minor repairs and routine facility maintenance, ensuring your buildings remain in good condition and minimizing any disruptions to the learning environment.
- **Campus Cleanliness & Sanitation**
 - Provide support when requested in establishing and overseeing cleaning and sanitation schedules, ensuring all common areas, classrooms, restrooms, and outdoor spaces are maintained to high standards of hygiene, especially during health crises.
- **Vendor Procurement & Contract Management**
 - Assist school staff in identifying vendors, connecting vendors and schools, and coordinating services with vendors for all facility-related services, e.g. cleaning, maintenance, and logistics.

OUTREACH AND COMMUNICATIONS:

Communications

- Provide comprehensive support with emergency and other delicate messaging.
- Support with writing, editing, and sending messages to families and staff.

- Create a Monday Message draft each week. (New content is due by noon on Wednesday the week prior to publication.)
- Send holiday/school closure announcements, event reminders, etc.
- Update schools' email lists regularly.
- Provide email data tracking (received, opened, clicked) as requested.
- Support with social media.
 - Create branded social media accounts and maintain credentials.
 - Schedule regular social media posts (marketing, reminders, and other announcements).
 - Coordinate with school staff to ensure that posts include only learners with waivers signed.
 - Monitor and optimize social media analytics.
 - Monitor and support the response to social media comments and messages.
 - Support schools with posting. (School admin has account access.)

Staff Recruitment/Retention

- Manage job board/site posts.
- Develop and support lifelong learning opportunities for staff through college/university connections.
- Engage in job fair/recruitment events.

Marketing

- Develop and actively update school marketing plans, including but not limited to:
 - Paid media (print & digital).
 - Community events or sponsorships.
 - Local radio advertising and informational programming.
 - Promotion of informational events and tours.
 - Press releases/media alerts.
 - Email and organic / paid social media messaging to support events.
 - Marketing content (digital and print).
 - Marketing consulting services.
 - Promotional materials.

- Assist with communication and advertisement of your learner recruitment events.
- Consult and support learner recruitment and retention initiatives.

Branding

- Develop and maintain branding consistency.
- Develop new logos, etc., as needed.
- Grow brand awareness.
- Store schools' branding materials for use (Self-Service app).

Digital Content Creation

- Coordinate with school staff to provide photo and video coverage of school events and activities.
- Create digital advertising content.
- Produce and publish digital content for website, social media, and marketing purposes.

Public and Media Relations

- Build and maintain relationships with local media outlets.
- Support public communications needs.
- Support your participation in community events.
- Create and distribute press releases and media alerts.
- Provide guidance for speaking with the press, and/or stand in as school's spokesperson as needed.

Crisis Management

- Provide training and planning for crisis communications.
- Create crisis communications and distribute via ParentSquare (email, phone, text), website, and social media).
- Provide follow-up communications and debriefs as needed.
- Coordinate with school administration to ensure that all media communications are handled in a timely and professional manner (crafting of messaging, spokesperson representation and support, monitoring and replying to community concerns).



SPECIAL EDUCATION RESOURCE SHARING AGREEMENT

This Special Education Resource Sharing Agreement (“**Agreement**”) is entered into as of July 1, 2026 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” and collectively as the “**Parties**” to this Agreement: iLEAD California Charters 1 (“**iCA**”)/ iLEAD Agua Dulce (“**iAD**”); iLEAD Lancaster (“**iLEAD Lancaster**”); iLEAD Online Charter School (“**iLEAD Online**”); Empower Generations (“**EG**”); and Santa Clarita Valley International (“**SCVi**”).

WHEREAS, iCA, operates those California charter schools known as iLEAD Hybrid and iLEAD Flex, iAD operates that California charter school known as iLEAD Agua Dulce, iLEAD Lancaster operates that California charter school known as iLEAD Lancaster, iLEAD Online operates that California charter school known as iLEAD Online, EG operates that California charter school known as Empower Generations, and SCVi operates that California charter school known as Santa Clarita Valley International School, each of which are based on the iLEAD program and model.

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

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

WHEREAS, under each Party’s SELPA Participation Agreement:

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

WHEREAS, each Party's responsibilities include employing, or establishing appropriate contracts for the provision of, counselors, special education teachers, instructional aides, and other personnel necessary **to provide related services as required to implement student individualized educational programs ("IEPs") and to** conduct the program specified in the SELPA's local plan, and in compliance with state and federal mandates.

WHEREAS, iCA, which currently operates the largest of the Parties' charter schools **as well as a second charter school known as iLEAD Flex**, employs numerous personnel and houses other resources necessary for the provision of special education programs and services in conformance with the SELPA's local plan and the state and federal mandates, such as administrative services, psychologists, speech and language services, occupational therapy and adaptive physical education services, assistive technology support, behavioral support, and other compliance-related oversight as needed.

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

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

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

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

WHEREAS, the Parties understand and agree that the General Resource Sharing Agreement between the Parties includes certain costs of personnel, which provide the following special education oversight services: (a) training, coaching, and support of special education staff,

and assistance monitoring Student Support programs; (b) assistance with monitoring compliance data and fixing errors in Special Education Information System (SEIS) to ensure data is uploaded correctly into state system; and (c) assistance in communications with SELPA and legal counsel, and through due process mediation and hearings.

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

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

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

2. Cost Allocation.

a. The Parties will share the actual costs incurred by iCA for the Student Support Shared Resources on a pro-rata calculation that is based on their number of enrolled students with disabilities who receive special education or related services through an individualized education program (“*IEP*”).

b. The Parties understand and agree that only Student Support Shared Resources provided within a 75-mile radius of a Party’s authorizer or resource center are intended to be included in the cost allocation set forth in Section 2. When Student Support Shared Resources are needed by a Party outside of the 75-mile radius, iCA in its sole discretion, will determine whether iCA special education personnel are available to provide such services as part of the Student Support Shared Resources included in the cost allocation.

c. If iCA personnel are not available, or become unavailable, iCA will assist the Party in procuring the services from an outside provider and all costs for the services will be billed directly to the relevant Party and will not be part of the cost allocation covered by this Agreement.

d. Any time iCA special education personnel are required to travel more than 75 miles one-way in order to provide Student Support Shared Resources, mileage will be billed directly to the relevant Party and is not part of the cost allocation covered by the Agreement.

e. On the last day of each month, iCA personnel will prepare a report identifying the special

education students enrolled in each school operated by a Party's school as of the last day of the month. The reports will be used by iCA to calculate the pro-rata share of each school operated by a Party by dividing the number of special education students enrolled at each school operated by a Party on the last day of the month by the total number of special education students enrolled at all of the Parties' schools on the last day of the month. Each Party will provide access to reasonable backup documentation for the numbers in the report upon request from another Party, in the invoice approval process.

3. Monthly Invoicing and Payment. iCA will generate monthly invoices for each Party's iCA Shared Resources cost; **because iCA operates two schools, it will receive two invoices.** Each invoice will include the total costs of the Student Support Shared Resources by month and each Party's school(s)' pro-rata share based on the allocation described in Section 2 above. iCA will provide each Party access to reasonable backup documentation for such costs upon request. Each Party will submit payment to iCA for its pro-rata share of the costs of the Student Support Shared Resources within thirty (30) days after receipt of the monthly invoice. In the event a Party discovers an error in a previously approved report, such Party shall immediately inform iCA of the error, and iCA will perform a reconciliation, which iCA will endeavor to perform within sixty (60) days. Any amounts overpaid or underpaid by a Party will be reflected as credits or additional charges on all Parties' next monthly invoice after iCA's reconciliation. An annual reconciliation will occur upon the close of each Party's audit, and payments or reimbursements will be provided within ninety (90) days of the close of the audit.

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

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

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

Rights, arising out of or in any way related to iCA's provision of the Student Support Shared Resources, and providing iCA a copy of any written correspondence related thereto; provided, however, that each Party, as the responsible LEA, retains ultimate responsibility for responding to, and addressing, any investigation, audit, information request or other inquiry, concern or complaint regarding its special education programs and services, as well as handling disputes as they arise; and

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

6. iCA General Responsibilities.

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

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

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

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

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

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

ii. When iCA provides direct educational services to a Party's student(s), iCA will assist the Party in drafting goals and objectives for review and consideration at the student(s)'s annual IEP meetings or other appropriate IEP team meetings.

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

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

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

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

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

7. Due Process Proceedings and Complaints. Upon request from the responsible LEA, iCA will participate in alternative dispute resolution and/or special education due process proceedings concerning the services provided by iCA to eligible students pursuant to this Agreement. iCA will also participate in and support any Party in an investigation or reasonable information request, including those pertaining to any complaint filed with the State of California (e.g., California Department of Education, California Office of Administrative Hearings, etc.), the United States Department of Education Office for Civil Rights, or any other state and/or federal governmental body or agency, to the extent such investigation or request relates to services provided by iCA to eligible students pursuant to this Agreement. However, each Party, as the responsible LEA, retains ultimate responsibility for responding to and addressing any investigation, audit, information request, or other inquiry, concern, or complaint regarding its special education programs and services, as well as handling disputes as they arise. Each Party shall also be responsible for

defending itself in any special education due process proceeding or investigation and paying any resulting costs, including but not limited to attorneys' fees, expert witness fees, other costs of litigation or other proceedings, and settlement amounts for such proceedings or investigation.

8. Nonpublic School/Agency Placement and Services. If an IEP team determines that a student shall be placed at a nonpublic school (including placement at a residential treatment center) or receive services through a nonpublic agency, the relevant Party as the responsible LEA shall be responsible for selecting, contracting with, and overseeing the nonpublic school/agency ("NPS") and paying all costs associated with such placement. The iCA team will advise and assist in this process by, for example, locating possible program options, assisting in coordination of NPS site visits, participating in NPS visits as appropriate, collaborating with the NPS sites on appropriateness of placement, and collaboration with the SELPA, however, the responsibility for NPS placement and services is ultimately that of the relevant Party and LEA.

9. Term and Termination. The term of this Agreement commences on July 1, 2026, and continues through June 30, 2028, unless and until earlier terminated as set forth in Section 10(a) or (b) herein and subject to any amendments pursuant to Section 11 herein.

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

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

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

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

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

11. Work Product; Intellectual Property. Any work product that is created by iCA in the context of providing the functions described in Attachment A shall be the sole property of iCA except to the extent it involves Confidential Information or privileged information for any one Party (for example, employment records), in which case it belongs to that Party, or to the extent it is governed or otherwise addressed by a separate written agreement among the Parties. Any intellectual property owned by a Party and used by iCA related to the Student Support Shared Resources shall remain the sole property of that Party. Similarly, any intellectual property owned by iCA that is utilized as part of the Student Support Shared Resources, either by iCA or another Party, shall remain the sole property of iCA. No Party shall have the right to grant a license, sublicense, or any other use or rights to the property of another Party. Upon termination or expiration of this Agreement, the property of each Party in the possession of any other Party shall be returned and/or destroyed.

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

a. ***"Confidential Information"*** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in

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

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

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

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

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

13. Student Information. Each Party is responsible for its compliance with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“*FERPA*”), federal Children’s Online Privacy and Protection Act (15 U.S.C. §§ 6501–6506) (“*COPPA*”), and other applicable state and

federal laws pertaining to student information and privacy.

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

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

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

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

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

19. Dispute Resolution and Arbitration. If there is any dispute or controversy between the Parties arising out of or relating to this Agreement, the Parties shall first meet and confer informally within twenty (20) days in an attempt to resolve the issue, which can include a Party's right to seek dispute resolution through the SELPA should the SELPA agree to facilitate such a resolution. If reasonable efforts at informal resolution are unsuccessful, the Parties agree that such

dispute or controversy will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. (“JAMS”), and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the arbitration proceedings between the Parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive, and binding upon the Parties hereto, and shall be enforceable in any court of competent jurisdiction. The involved Parties shall equally share the arbitrator’s fee and all costs of services provided by the arbitrator and the arbitration organization. Otherwise, each Party involved in the arbitration shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys’ fees and costs. Except where clearly prevented by the area in dispute, the Parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent any Party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

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

To: iLEAD California Charters 1 ATTN: Amanda Fischer ~~1720 Sierra Highway, Suite A~~ ~~Acton, CA 93510~~ 29477 The Old Rd, Castaic, CA 91384 amanda.fischer@ileadcalifornia.org	To: Empower Generations ATTN: Sajae Davison 44236 10th St W Ste. 105, Lancaster, CA 93534 sajae.davison@empowergeneration.org
To: iLEAD Agua Dulce ATTN: Wendy Maxwell 11311 Frascati Street, Agua Dulce, CA 91390 wendy.maxwell@ileadaguadulce.org	To: Santa Clarita Valley International ATTN: Martha Spansel Pellico/ Chad Powell 28060 Hasley Canyon Road Castaic, CA 91384 director@scvi-k12.org

To: iLEAD Lancaster ATTN: Deborah Autrey 254 E. Ave K-4 Lancaster, CA 93535 deborah.autrey@ileadlancaster.org	To: iLEAD Online Charter School ATTN: Kate Wolfe 1720 Sierra Highway, Suite B, Acton, CA 93510 kate.wolfe@ileadonline.org
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21. Headings. The descriptive headings of the sections and/or paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

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

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

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

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

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

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

28. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf or

other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

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

iLEAD California Charters 1, a California
nonprofit public benefit corporation

CEO: Amanda Fischer

Signature:

Date:

Empower Generations, a California nonprofit
public benefit corporation

Director: Sajae Davison

Signature:

Date:

iLEAD Agua Dulce, a California nonprofit
public benefit corporation

Director: Wendy Maxwell

Signature:

Date:

Santa Clarita Valley International, a California
nonprofit public benefit corporation

Director: Martha Spansel-Pellico/ Chad Powell

Signature:

Date:

iLEAD Lancaster, a California nonprofit
public benefit corporation

Director: Deborah Autrey

Signature:

Date:

iLEAD Online, a California nonprofit public
benefit corporation

Director: Kate Wolfe

Signature:

Date:

ATTACHMENT A

STUDENT SUPPORT SHARED RESOURCES

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

STUDENT SERVICES:

- Occupational Therapist(s): Conduct and review occupational therapy assessments, participate in IEP meetings, and provide ~~direct~~ services to learners who have occupational therapy as a related service under their IEP.
- Certified Occupational Therapy Assistant(s): Assist occupational therapists with assessments, ~~clerical duties~~, and ~~direct~~ services to learners who have occupational therapy as a related service under their IEP.
- Adapted Physical Education Coach(es): Conduct and review adapted physical education assessments, participate in IEP meetings, and provide ~~direct~~ services to learners who have adapted physical education as a related service under their IEP.
- Assistive Technology Specialists(s): Conduct assistive technology assessments, participate in IEP meetings, provide ~~direct~~ services, ~~provide consultative services~~, provide training to school programs, and suggest strategies and supports for educational and academic needs.
- School Psychologist(s): Conduct psycho-educational assessments, support the IEP Team in determining eligibility for special education services, and suggest strategies and supports for educational, academic, and behavioral needs.
- Speech and Language Pathologist(s): Assess, case manage, and coordinate IEP meetings for speech-only learners, ~~supervise the Speech/Language Pathologist Assistants~~, and provide ~~direct~~ speech services to learners.
- Speech and Language Pathologist Assistant(s): ~~Conduct speech therapy for learners with identified communication disorders, and assist the Speech/Language Pathologists with assessments and clerical duties.~~ Assist speech and language pathologists with assessments and services to learners who have speech therapy as a related service under their IEP.
- Board Certified Behavior Analyst(s): Collaborate with the school team(s) to design and implement behavior support strategies, administer Functional Behavioral Assessments (FBAs) and/or collaborate with other professionals to administer FBAs, review all FBAs, work with each **IEP Team member Party** to ensure Behavior Intervention Plans are kept up to date and strategies are being implemented with fidelity, provide and/or ensure the provision of ~~direct~~ behavior ~~consultation/supervision~~ services to learners as outlined in the learner's IEP, provide behavior analytic support to care team, 1:1's, behavior support specialists, and any ~~Party's~~ team member as appropriate.

- Behavior Intervention Specialist (s): Conduct FBAs under the guidance of a Board Certified Behavior Analyst, collaborate with the school team(s) to design and implement behavior support strategies, and work with each **IEP Team member Party** to ensure Behavior Intervention Plans are kept up to date and strategies are being implemented with fidelity, provide ~~direct~~ behavior ~~consultation/supervision~~ services to learners as outlined in the learner's IEP.

ADMINISTRATIVE AND OTHER SUPPORT:

- **Directors & Deputy Directors of Student Support:** ~~Assess learners for special education or disability-related services and~~ ~~Oversee the assessment process, serve as the case manager for students with IEPs on a temporary basis, as needed, if an LEA loses a case manager,~~ coordinate all IEP services and support staff **as needed**, oversee outside contracts for related services ~~such as OI, VT, or PT~~ **including assign such as DHH, AT, PT, VT, VI, OM, OI, audiology, etc);** oversee the Child Find process; oversee Independent Educational Evaluation ("IEE") requests and contracts with IEE providers; oversee, update, and ensure mental health policies are being implemented; oversee crisis interventions and coordinate crisis response teams; assist with the special education information system and reports to help ensure appropriate timelines are met; oversee and support with legal compliance; ~~support with the Performance Indicator Review process,~~ **support as needed with the Performance Indicator Review process/CIM Monitoring;** hold regular department meetings and office hours as necessary; facilitate ~~staff training~~ professional development; receive and handle records requests and student files; assist with recruiting, hiring and training special education staff; **support with high profile cases; support outside service providers placements (NPA, NPS, RTC); maintain a Student Support website; provide support with transition services and training; 504 and SST support and guidance;** and other administrative support related to special education as reasonably requested.
- **Lead Educational Specialist:** Coaching of educational specialists, coordinate IEP services and support staff, creation and presentation of professional development to supported schools; maintain regular office hours; develop and conduct education specialist trainings across all sites; support in onboarding and training of new education specialists; support with CAA (California Alternate Assessment) process; support directors in reflective supervision for education specialists; available to answer questions from parents, facilitators, and educational specialists; new staff support for onboarding and training; management of master rosters; assist schools with assignment of learners to providers and caseloads; consult with education specialists to support in goal writing and IEP writing as needed.
- **Billing and Back Office Support:** Track and record outside provider service hours and assist with billing and accounts payable; track all expenses relating to assistive technology, provider mileage, ~~travel reimbursements, Party's learner and district~~ legal fees, due process complaints, settlement payments; SELPA reimbursements~~low incidence reimbursements~~, and **creation of Individual Service Agreements (ISA) for**

outside vendors; and ~~Educationally Related Mental Health Services (“ERMHS”);~~ support with personal data reports for state reporting requirements; provide as-needed support for SEIS/CALPADS processes and related compliance and data activities, within assigned scope; provide as-needed support for special education-related reporting, compliance, data processes, and program coordination.

- Assessment Assistance Support: Track and record assessment plans; support in the management of paperwork for all assessment requests and the creation and sending/receipt of all assessment plans; monitor and support triennial and initial timelines; manage Child Find process and all documentation; coordination and communication outside assessors including assign ~~DHH, AT, PT, OI, audiology~~ such as- **DHH, PT, VT, VI, OM, OI, audiology**, assessors; attend weekly collaboration meetings; track scheduling of assessment meetings to ensure timelines are met; oversees and manages contracts with outside NPAs for iCA services; oversees and manages ISA forms sent for NPA services;
- Support Provided to Education Specialists: Education Specialists are provided support through ~~weekly~~ **regular** department meetings, dissemination of important SELPA updates and announcements ~~weekly~~ or as needed, compliance checks, ~~creation of training, and implementation of training for all Education Specialists. Support in the hiring process for Education Specialists and support as needed in the administration of IEP meetings.~~ Support in coaching interns or new staff with ~~weekly~~ **regular** meetings and support on writing IEPs, serve as administrator for IEPs. Support and coordinate with each Party’s legal counsel in due process cases or other special education issues, weekly collaboration with point of contact education facilitators at each site, including lead Education Specialists. Complete IEP observations, and provide feedback to Directors about performance.
- Support Provided to Student Support Care Team: Each Party’s student support care teams are supported through training, ~~weekly~~ **regular** department meetings, scheduling support, and coordination of professional development. Support the hiring of new care team and training, along with monitoring of service data and compliance, and providing feedback to Directors about performance.
- Support Provided to Designated Instructional Services (“DIS”) Counselor: DIS counselors are supported through training, monthly compliance reviews, individual/department-wide coaching through ~~weekly~~ **regular** check-ins, IEP prep/ IEP consultation, administration, work with each Party to ensure mental health policy is being followed, run internship program, CDE and monthly SELPA audit completion, create curriculum/ resources for tier 1, 2, 3, provide crisis response protocols, establish/connect community partnerships.

Any service or obligation required of each Party to remain compliance with state and federal law, the SELPA participation agreement, and/or a student’s IEP, that is not listed here as “shared” shall be the individual responsibility of the school in which the student is enrolled.



**Santa Clarita Valley International
2026 - 2027 Consolidated Application Reporting System
Request for Funding
Executive Summary for Board Information**

Board Approved:

The Consolidated Application is used by the California Department of Education to apply for and distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. The application is submitted online through a web-based Consolidated Application Reporting System (CARS).

Schools can request participation in Federal programs including: Title I Part A, Basic Grant (Low Income/low achieving learners), Title II, Part A (Teacher and Principal Training and Recruiting), Title III, Part A (Immigrant and Limited English Proficient Learners [LEP]) Title IV, Part A (Learner Support and Academic Enrichment).

Once funds have been applied for with the Release of the application, the LEA's entitlements for each funded program will begin to be planned for and monitored. Out of each Federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA and for programs operated at the school. In addition, every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs and provide assurances that the LEA will comply with the legal requirements of each program.

**Federal Program Descriptions that Santa Clarita Valley International
Would Be Applying For:**

Title I Part A: Helping Disadvantaged Children:

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality:

A federal program that increases Learner academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified facilitators in the classroom and highly qualified school directors and leadership residents in schools.

Title IV, Part A: learner Support and Academic Enrichment:

A federal program to increase capacity to provide all learners with access to a well-rounded education, improve conditions for learner learning, and improve use of technology to improve the academic achievement and digital literacy of all learners.

School Site Responsibilities

Each school receiving Federal Funds through the consolidated application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve learner achievement and meet state standards. Supplementary services are provided by these programs to support the core program. Based on the school's comprehensive needs assessment, schools may utilize additional special highly qualified facilitators, coaches, counselors, care team members, tutoring assistance, scientifically research-based intervention programs, instructional technology, supplemental materials and equipment, professional development, conferences and workshop attendance, expert consultants, and parent/community engagement activities to meet the identified needs of the learners requiring supplemental services. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the School Governing Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The School Director and/or designee reviews program regulations and guidelines with all site staff, parent groups such as iSupport and ELAC as applicable, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve learner achievement and parent involvement before being forwarded to the Board for approval.

Schools are responsible to oversee the funding budget, allowable expenditures, program development, and learner outcomes.

It is recommended that **Santa Clarita Valley International** submit the Consolidated Application for the Federal Funded Programs listed above by date required by the State and Federal Government.

Title IX Policy for Sexual Harassment

Board Meeting Month/Year	June 2026
Overview of Policy	The Title IX Policy establishes a formal grievance procedure, beginning with reporting to a Title IX Coordinator who offers supportive measures, and may lead to a formal investigation and written decision based on the preponderance of evidence.
Updates to Policy	• Veribage updated to comply with current Federal law which removed gender • Updated title to include Grievance Procedures • Updated websites, school contact information • Updated verbiage to ensure no individual holds more than one role in the process • Updated Title IX complaint form



Title IX Policy ~~and Gieveance Proceduces~~ for Sexual Harassment

Board Approved: December 15, 2021

~~Revised Board Approved:~~

SCVi ("School") is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 ("Title IX") prohibits discrimination on the basis of sex, including sexual harassment, in the School's education programs and activities.

This Title IX ~~and Gieveance Proceduces~~ ~~Policy~~ for Sexual Harassment ("Policy") details the School's commitment to maintaining a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at School to ~~s~~School staff (e.g., School Director, facilitator, etc.), and the School will take appropriate action in accordance with ~~the law and~~ this Policy.

Sexual harassment is a form of ~~gender sex~~ discrimination in that it constitutes differential treatment on the basis of ~~gender, gender identity or expression, or sexual orientation, sex~~ and, for that reason, is a violation of state and federal laws and a violation of this Policy. The School considers sexual harassment to be a major offense which can result in the suspension or expulsion of learners and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, ~~requests for sexual advances~~, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to the School's Uniform Complaint Procedures **under California law**. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. The School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Learners have all the rights set forth in Education Code section 221.8 (as applicable to School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

For more information about Gender Equity/Title IX, please visit the following CDE website:
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or learners may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

II. Title IX Personnel

The School has designated the following individuals as its Title IX Coordinators to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy.

Title: ~~SCVi School Director~~/Title IX Coordinator
Address: 28060 Hasley Canyon Rd., Ste. 200
Castaic, CA 91384
Phone: (661) 705-4820
Email: ~~info@sevi.org~~ safetyfirst@scvi-k12.org

The Title IX Coordinators may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinators, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- Investigator: The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- Decision-Maker: The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- Title IX Appeals Officer: If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., the Title IX Coordinators, Investigator, Decision-Maker, Appeals Officer, and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a

formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment

Any individual (e.g., a learner or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a learner who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School's Title IX Coordinator^s, or to any other available School employee who shall immediately inform ~~the~~ a Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

IV. The School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent¹ to discuss the availability of supportive measures to stop the harassment, protect learners, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.
 - a. Supportive measures are nondisciplinary and nonpunitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.

¹ The "complainant" is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. The "respondent" refers to the individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either learner or staff) may need to be removed from an educational program or activity to prevent any further sexual harassment and/or maintain the safety of learners and staff.
 - a. The School may determine that removal from the educational program is justified due to an immediate threat to the physical health or safety of any learner or other individual arising from the allegations. The School will conduct an individualized safety and risk analysis before the removal. The School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - b. If the respondent is a learner, the School is subject to applicable laws and School policies regarding involuntary removals, suspensions, and expulsions.
 - c. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.
- ~~3. Consider Use of Informal Resolution Process: At any time after an informal or formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a learner.~~

V. Initial Review of Formal Complaint:

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. The School may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable School policy (e.g., Uniform Complaint Procedures).

~~At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a learner. Participation in informal resolution is voluntary.~~

VI. Mandatory or Permissive Dismissal of Formal Complaint:

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) calendar days** from the date they receive the formal complaint.

1. Mandatory Dismissal: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
 - a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
 - b. The alleged conduct did not occur in the School's education program or activity; or
 - c. The alleged conduct did not occur against an individual in the United States.
2. Permissive Dismissal: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
 - a. The complainant has notified the School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
 - b. The respondent is no longer enrolled in, or employed by, the School; or
 - c. Specific circumstances prevent the School from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of the School's intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, the School will initiate the following Title IX Grievance Procedures and issue a Written Decision. The School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the formal complaint**.

1. Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of

this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not the School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. The School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- a. Identification of the allegations potentially constituting Sexual Harassment.

- b. A description of the procedural steps taken by the School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- c. Findings of fact supporting the determination.
- d. Conclusions regarding the application of the School's policies to the facts.
- e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's educational program will be provided by the School to the complainant.
- f. The School's procedures and permissible bases for either party to appeal the decision.

6. Remedies

If the School determines that the respondent engaged in Sexual Harassment, the School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/learner conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, the School will take appropriate disciplinary action, up to and including termination, in accordance with School policies and as permitted by law.

VIII. Appeals

Either party may appeal the School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against the complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, the School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties

simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal.**

IX. Record Keeping

The School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all material used to train Title IX Personnel.

X. Updates

The School Director or designee may update, modify, or implement this policy in a manner to comply with applicable law.

~~Title IX Sexual Harassment Complaint Form~~

~~Instructions:~~ This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within the education program or activity of SCVi ("School"). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact one of the School's Title IX Coordinators listed below.

~~Contact Information and Complainant's (Victim) Information~~

Full Name of Person Filing the Complaint: _____

Address: _____

Phone: _____ Email: _____

Complainant's (Victim) Full Name (if different from above): _____

~~Respondent's (Accused) Information~~

Respondent's Full Name: _____

Is the accused a learner? ☐ No ☐ Yes

If yes, what is the student's grade and relation to complainant: _____

Is the accused a School staff member? ☐ No ☐ Yes

If yes, what is the staff member's relation to the complainant (e.g., _____
facilitator)? If no, what is the accused's affiliation to the School? _____

~~Details of Complaint~~

Date of the Alleged Incident(s): _____ Location of Alleged Incident(s): _____

~~Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.~~

~~Did the harassment occur at School or during a School activity? If so, please describe:~~

~~Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe:~~

~~List the individuals involved in the relevant incident(s):~~

~~List any witnesses to the incident(s):~~

Acknowledgements

~~By submitting this form to the School's Title IX Coordinator, I wish to initiate the School's formal Title IX Grievance Procedures.~~

~~Signature of Complainant~~ _____ ~~Date~~ _____

~~Once you have completed this form, please submit it to the Title IX Coordinator.~~

SCVi School Director/Title IX Coordinator
28060 Hasley Canyon Rd
Castaic, CA 91384
(661) 705-4820
info@sevi.org

TITLE IX COMPLAINT FORM

Your Name: _____ Date: _____

Address: _____

Phone: _____ Email: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

I hereby authorize SCVi to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from the School.

Signature of Complainant

Date: _____

Print Name

To be Completed by the School:

Received by: _____ Date: _____

Follow up meeting with complainant held on: _____

Independent Study Policy

Board Meeting Month/Year	June 2026
Overview of Policy	This policy outlines the requirements, expectations, and procedures for student participation in the School's Independent Study program, including enrollment, instructional structure, and required learning agreements. It ensures students receive standards-aligned instruction, appropriate resources, and regular engagement while establishing accountability for progress and attendance. The policy also defines monitoring, reengagement, and support processes to ensure student success and compliance with state regulations.
Updates to Policy	- Through review with legal, updated to align with the school's written agreement & educational code - Updated Master Agreement to Written Agreement - Updated 20 days to 25 days - Added in section regarding Exceptions for Pupils Under Professional Care - Added in section regarding Independent Study Instructional Continuity Plan for Students Affected By School Closure Or - Emergency



Curriculum and Instruction
Independent Study Policy
Board Approved: September 10, 2024
Revised Approved Date:

Purpose and Scope

For Santa Clarita International Charter School (“School”) to provide written policies pursuant to Education Code Section 51747. ~~procedure and a framework for eligible students to enroll in the SCVi (“School”) Independent Study programs.~~

General

- ~~1. Independent Study students must be enrolled in the SCVi Charter School~~
- ~~2. SCVi retains discretion to approve Independent Study for any pupil.~~
- ~~3. All Independent Study students must sign a new Independent Study Master Agreement (“MA”) every year.~~
- ~~4. Independent Study Teacher of Record – A certificated teacher of SCVi Charter schools must supervise, coordinate, and evaluate the work of each student engaged in Independent Study.~~
1. The School ~~The Independent Study Teacher of Record~~ may claim ~~grant~~ no more than one day of apportionment credit ~~(ADA)~~ for each day that the school is in session, and only to the extent of the time value of learner work products, as personally judged in each instance by a certificated teacher employed by the School ~~the Teacher of Record~~, or the combined time value of ~~pupil~~ learner work product and ~~pupil~~ learner participation in synchronous instruction, ~~per learning period~~.
 - For purposes of this section, “learner work products” may include the daily time value spent by a learner engaged in asynchronous instruction, including work completed on an online or computer-based instructional activity, regardless of whether learner work products are produced, if the computer program documents learner participation. The School shall maintain documentation of each hour or fraction of an hour of both learner work products (i.e., by assigning a time value to learner work products) and the time that the learner engaged in asynchronous instruction (e.g., tracking of time spent in asynchronous instruction).
 - For purposes of this section, “learner participation in synchronous instruction” may include, but is not limited to, learner work produced or performed, or documentation that the learner participated in an instructional period either virtually or verbally, as verified by a certificated employee and maintained by the School for each hour or fraction thereof of the synchronous instructional offering.
2. ~~In a charter school, for the purposes of,~~ The ratio of average daily attendance for independent study ~~pupils~~ learners to full time equivalent ~~FTE~~ certificated employees responsible for independent study shall not exceed a pupil-teacher ratio of 25:1 or the ratio of ~~pupils~~ learners to full-time equivalent certificated ~~employees~~ for all other educational programs operated by the largest unified school district, as measured by average daily attendance, as reported at the

second principal apportionment in the prior year, in the county or counties in which the **charter** School operates.

3. An individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study if their Individualized Education Program (IEP) specifically provides for that participation.
- ~~4. The School shall provide appropriate existing services and resources to enable students to complete their independent study successfully~~
- ~~5. The School Director shall report to the board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.~~
6. The School will provide content to **students learners** aligned to grade level standards that is substantially equivalent to in-person instruction. For high school **students learners**, this includes access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
7. The School shall comply with all applicable laws, as may be updated from time to time, including but not limited to Education Code Section 51744 et seq., 5 CCR 11700 et seq., the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.
8. The School Director or designee is authorized to take any necessary actions to implement these policies in accordance with applicable law.

Master-Written Agreements

A current written agreement for each independent study learner shall be maintained on file. ~~The School Director or designee shall ensure that the School executes a Written Independent Study Agreement with each participating student as prescribed by law.~~ Individual independent study **written** agreements and any subordinate contracts and assignments must be consistent with the School's adopted course of study.

~~The Independent Study Agreement for a student must require and cover a study plan that represents no less than the equivalent of a minimum school day for the student's grade level for every school day covered by the agreement.~~ Written agreements may include subsidiary agreements, such as course contracts, assignments and work records.

Written Learning Agreements Shall Include:

1. ~~A schedule of~~ The manner, frequency, **date**, time, and place for submitting a **student's learner's** assignments, for reporting the **student's learner's** academic progress, and for communicating with a **student's learner's** parent, legal guardian, or caregiver regarding a **pupil's learner's** academic progress.
2. The objectives and methods of study for the **student's learner's** work, and the methods utilized to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the **student learner**. These resources shall include confirming or providing access to all **students learners** to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the School's policies **adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747** regarding the maximum length of time allowed between the assignment and the completion of a **student's learner's** assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the **student learner** should be allowed to continue in independent study.
5. The duration of the independent study **written** agreement, including the beginning and ending

dates for the ~~student's~~ learner's participation in independent study under the ~~written~~ agreement. No independent study ~~written~~ agreement shall be valid for any period longer than one school year.

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the ~~written~~ agreement, to be earned by the ~~pupil~~ learner upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of ~~students~~ learners who are not performing at grade level, or need support in other areas, such as English ~~Language Learners~~, individuals with exceptional needs in order to be consistent with the ~~student's~~ learner's IEP or plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), ~~students~~ learners in foster care or experiencing homelessness, and ~~students~~ learners requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no ~~student~~ learner may be required to participate. In the case of a ~~student~~ learner who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the ~~student~~ learner through independent study only if the ~~student~~ learner is offered the alternative of classroom instruction.

Short Term Independent Study ~~Written~~ Agreements

Written Agreements for short-term independent study, defined as 15 or fewer school days, may be signed at any point during the school year in which the independent study takes place. A short-term independent study ~~contract~~ ~~written~~ agreement is a voluntary alternative to a regular classroom program of instruction when a learner is absent from school for not more than fifteen (15) consecutive school days and not more than twenty (20) school days a year.

Requests for ~~an~~ independent study ~~contracts-written~~ agreement must be given to the School Director, or designee, at least 3 school days prior to the first day of the absence (in the event of an emergency, contact the director.)

All assigned work is due on the day upon which the learner is scheduled to return to the classroom.

Long Term Independent Study ~~Written~~ Agreements

Written agreements for long-term independent study, defined as 16 days or longer, are still required to be fully signed prior to the commencement of independent study participation.

~~For learners participating in independent learner for more than 15 days, t~~~~The~~ ~~learning~~ ~~written~~ agreement shall be signed by the ~~pupil~~ student and, ~~if the pupil student is less than 18 years of age~~, the ~~pupil's~~ learner's parent, ~~or~~ legal guardian, ~~or caregiver if the learner is less than 18 years of age~~, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the ~~student~~ learner., as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 15 (commencing with Section 6550) of Division 11 of the Family Code. ~~The signed learning agreement constitutes permission from a pupil's parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through independent study.~~

A physical or electronic copy of the signed ~~learning~~ ~~written~~ agreement shall be retained by the ~~charter~~ School for at least three years and as appropriate for auditing purposes.

For purposes of this section, an electronic copy includes a computer or electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means.

In the event that the certificated employee designated as having responsibility for the general supervision of independent study (“Supervising Educational Facilitator of Record”) changes/is replaced mid-year, the new Supervising Educational Facilitator of Record shall sign an Addendum to the written agreement for independent study. Only the Supervising Educational Facilitator is required to sign.

Before signing a written agreement, the parent, legal guardian or caregiver of a ~~pupil~~ learner may request that the School conduct a phone, videoconference, or in-person learner ~~student~~-parent-educator conference or other school meeting during which the learner ~~student~~, parent, legal guardian, or caregiver and, if requested by the learner, ~~student~~ or parent, legal guardian, caregiver, or an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the ~~student~~ learner in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Participation May Be Limited

- ~~9. An individual with disabilities, as defined in Education Code 56026, may participate in independent study if their individualized education program specifically provides for such participation. (Education Code 51745)~~
- ~~10. Students enrolling in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)~~

Maximum Length of Time to Show Evidence of Work Completion

For ~~pupils~~ learners in all grade levels and programs offered by the School ~~SEVI~~, the maximum length of time that may elapse between the time an independent study assignment is made and the date by which the learner must complete the assigned work, ~~to show evidence of work completion~~ shall be twenty-five (20 25) school days.

Guidelines for Missing Evidence of Work Completion

If any learner ~~student~~ fails to complete at least 75% of work assigned for one learning period, or is not making satisfactory educational progress as defined below, and/or accumulates 20 absences in a school year due to insufficient work completion and/or engagement, ~~as evaluated by the School Director or designed shall Facilitator, the school may~~ conduct an evaluation ~~will be made~~ to determine whether it is in the best interest of the learner to remain in independent study. ~~is an appropriate strategy for the . to support the needs of the student, which may result in a determination that this independent study program is not an appropriate fit for the student.~~

A learner ~~student~~ is deemed to be making “satisfactory educational progress” if the ~~student~~ learner is on track to enter the next grade level at the completion of the current school year and/or progressing toward meeting their goals ~~and/or metrics~~ pursuant to their ~~Personalized Learning Plan and/or their Individualized Education Plan (IEP)~~. The School Director or designee is responsible for making this determination based on all of the following indicators:

1. The ~~student's~~ learner's achievement and engagement in the independent study program, as indicated by the ~~student's~~ learner's performance on applicable ~~student~~ learner-level measures of ~~student~~ learner achievement and ~~student~~ learner engagement set forth in Education Code Section 52060(d)(4)- (5).
2. The completion of assignments, assessments, or other indicators that show the ~~student~~ learner is working on assignments.

3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim ~~pupil learner~~ record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the ~~pupil learner~~ transfers to another California public school, the record shall be forwarded to that school.

~~Any student wishing to transition to in-person instruction should make a written request to the School Director or designee or to their assigned teacher of record. Upon receipt of the written request, the School will assist the student with enrolling in the in-person program offered by their district of residence and will transfer the student's educational records within five school days.~~

Procedures for Tiered Reengagement

If a ~~student learner~~ does not generate attendance for more than 10% of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, ~~students is~~ found not participatory in synchronous instructional offerings pursuant to Education Code **Section 51747.5** for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span, or ~~is for students who are~~ in violation of their written agreement **pursuant to Education Code Section 51747(g)**, the School will:

- Verify current contact information for each enrolled ~~student learner~~ ;
- Notify parents, **legal** guardians, or **caregivers** of lack of participation within one school day of the ~~student's learner's~~ absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the ~~student learner~~ directly and/or parents, **legal** guardians, or **caregivers** as well as health and social services as necessary, to determine the ~~student's learner's~~ needs for reengagement; and
- ~~If the student has failed to complete at least 75% of work during one learning period, is failing to make satisfactory educational progress as defined herein, the School will~~ **S**schedule a ~~student learner-parent-educator~~ conference (a meeting involving all individuals who signed the ~~student's learner's~~ written agreement) to review the ~~student's learner's~~ agreement and reconsider the independent study program's impact on the ~~student's learner's~~ achievement and well-being.
- Implement any local programs intended to address chronic absenteeism, as applicable.

Plan for Live Interaction and Synchronous Instruction

Based on each ~~student's learner's~~ grade level, the School ~~their assigned teacher(s) of record~~ will schedule and offer opportunities for synchronous instruction and **daily** live interaction at least as frequently as set forth below.

"Live interaction" means interaction between the ~~student learner~~ and School staff, and may include peers, ~~provided for the purpose of to maintaining~~ school connectedness. Examples of live interaction include ~~but are not limited to~~ check-ins, progress monitoring, provision of services, and instruction. ~~and~~ **L**ive interaction ~~may take place can be~~ in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communications by the ~~student's learner's~~ assigned teacher of record(s), and involving live two-way communication

between the teacher and learner.

1. For ~~students~~ learners in grades TK-3, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for daily synchronous instruction ~~for all learners throughout the school year.~~
2. For ~~students~~ learners in grades 4-8, their assigned teacher(s) of record will schedule and offer opportunities for ~~at least~~ weekly synchronous instruction, and a ~~School employee (classified or certificated) will schedule and offer daily live interaction for all learners throughout the school year.~~
3. For ~~students~~ learners in grades 9-12, their assigned teacher(s) of record will schedule and offer opportunities for ~~at least~~ weekly synchronous instruction ~~for all learners throughout the school year.~~

The School will document each ~~student's learner's~~ participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part for which live interaction or synchronous instruction is provided. A ~~student learner~~ who does not participate in scheduled live interaction or synchronous instruction on a school day will be documented as non-participatory for that school day for purposes of ~~pupil learner~~ participation reporting and tiered reengagement.

Plan to Transition Learners Whose Families Wish to Return to In-Person Instruction

When any family notifies the School in writing of their wish to return to in-person instruction, the School will support the transition of the learner(s) from independent study expeditiously and in no case later than five (5) instructional days, by providing the family with a list of schools in the school district of residence and the surrounding area with options for in-person instruction.

Exceptions for Learners Under Professional Care

Learners who participate in an independent study program for fewer than 16 school days in a school year, and learners enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement procedures, plan for live interaction and synchronous instruction, and plan to transition learners whose families wish to return to in-person instruction provisions as described above. The School shall obtain evidence from appropriately licensed professionals of the need for learners to participate in independent study pursuant to this subdivision.

Methods of Evaluating Evidence of Work Completion

~~State mandated assessments (mandatory), portfolio, parent and Independent Study Facilitator's observations, assigned work, work samples, student learner conferences, and any other testing as required by school, including, but not limited to, pre and post assessments.~~

Resources Available to Independent Home Study Students Learners

~~This student learner is entitled to school services including, but not limited to, school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community services.~~

Independent Study Instructional Continuity Plan for Learners Affected By School Closure Or Emergency

For any learner impacted by fire, flood, snowstorm, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to learners provided by a non-school entity or an order provided for in Education

Code section 41422, the School shall offer those learners independent study within 10 instructional days of the first day of a school closure or emergency. Learners with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the School shall reopen for in-person instruction. Instruction for learners impacted by such emergencies shall be provided in accordance with relevant provisions of the School's Comprehensive School Safety Plan, laws generally governing independent study, and this policy.

Promoting Safe Environments for Student Learning and Engagement - Coverage

This policy is formerly known as the Employee-Student Relations policy. This new version was created by our outside legal counsel and is significantly more comprehensive than the existing policy. In addition to employees and learners, it now includes volunteers and contractors.

This new version contains the points from the current policy, fills some gaps that have existed, and meets the ever-changing legal requirements.

Additionally, the wording from the current policy was previously included verbatim in the employee guidebook. In the newest version of the employee guidebook, we have removed that section and replaced it with language that directs you to refer to this policy regarding employee-learner relations.



Annual Notification of FERPA Rights

This serves as the notification of rights under the Family Educational Rights and Privacy Act (“FERPA”) for Santa Clarita Valley International (hereinafter “School”). This annual notification supplements existing learner privacy policies and procedures found in the Learner/Family Guidebook and is intended to comply with FERPA and applicable California law, including California Education Code sections 49060–49079. FERPA affords parents and learners over 18 years of age (“eligible learners”) certain rights with respect to the learner’s education records. The School stores various learner records, including, but not limited to, transcripts, enrollment records, disciplinary records, and immunization records.

These rights are:

- (1) The right to inspect and review the learner's education records within five (5) business days of the day the School receives a request for access.

Parents or eligible learners should submit written requests for access to info@scvi-k12.org. This written request ~~that~~ **should** identify the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible learner of the time and place where the records may be inspected.

- (2) The right to request the amendment of the learner’s education records that the parent or eligible learner believes are inaccurate, misleading, or otherwise in violation of the learner’s privacy rights under FERPA.

Parents or eligible learners who wish to ask the School to amend a record should send a written request to info@scvi-k12.org. The written request should clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible learner, the School will notify the parent or eligible learner of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible learner when notified of the right to a hearing.

- (3) The right to privacy of personally identifiable information in the learner’s education records, except to the extent that FERPA authorizes disclosure without consent.

FERPA permits the disclosure of personally identifiable information from learners’ education records, without consent of the parent or eligible learner, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible learner, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible learners have a right to

inspect and review the record of disclosures. The School may disclose personally identifiable information from the education records of a learner without obtaining prior written consent of the parents or the eligible learner for limited circumstances, including, but not limited to –

- To other school officials, including facilitators, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, attorneys, vendors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met.
 - To officials of another school, school system, or institution of postsecondary education where the learner seeks or intends to enroll, or where the learner is already enrolled if the disclosure is for purposes related to the learner's enrollment or transfer, subject to the requirements of § 99.34.
 - To accrediting organizations to carry out their accrediting functions.
 - To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (34 C.F.R. § 99.31(a)(9).)
 - To appropriate officials in connection with a health or safety emergency, subject to § 99.36.
 - To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a learner's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the learner in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.
The name and address of the Office that administers FERPA are:

~~Family~~-Student Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.



Santa Clarita Valley international 2026 - 2027 Regular Scheduled Board Meetings

Board Approved:

All meetings will be held at 6:00 p.m. unless otherwise publicly noticed.

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

September 8, 2026

October 13, 2026

November 10, 2026

January 19, 2027

February 9, 2027

March 16, 2027

April 29, 2027 - Board Development Dinner (5pm)

May 18, 2027

June 23, 2027

June 30, 2027

SCVi

iLEAD's Founding School

28060 Hasley Canyon Road, Castaic, CA 91384

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



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Santa Clarita Valley International District CDS Code: 10651260117224

Name of County: Los Angeles County CDS Code: 19

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/17/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Chad Powell _____ Director
Name Signature Title

Fax Number Telephone Number Date

28060 Hasley Canyon Rd. #200 Castaic, CA 91384
Mailing Address

chad.powell@scvi-k12.org
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☐ Yes ☐ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

EMPLOYMENT – NEW HIRES

Cisneros, Jorge

Custodian FT Hourly (backfill)

06.01.26

RESIGNATIONS/TERMINATIONS

Conrad, Elizabeth	Care Team Student Support	06.05.26
Fuentes, Jessica	Care Team Student Support	06.05.26
Lee, Jane	Facilitator - Art	05.07.26

STATUS CHANGE

Castillo, Mary

Custodian PT to FT

06.01.26

Santa Clarita Valley International - Payment Register Detail

Location: 110--Santa Clarita Valley International

Period: 05/08/2026 - 06/10/2026

Created on: 06/11/2026



Date	Vendor Name	Bill Number	Memo	Amount
05/08/26	Venbrook Insurance Services	April 2026 -WC - SCVi	April 2026	\$2,751.08
05/11/26	Bay Alarm Company 2072	22936266	28060 Acct#4252072 - Camera System	\$706.29
05/11/26	Ramp	Charge payoffs - 355364		\$19,270.22
05/12/26	Bay Alarm Company 2172	22961277	28080 Acct # 4252172- Camera System FY 06.01.26	\$459.09
05/12/26	Bay Alarm Company 6072*	Multiple	28060 Acct#3266072 - Burglar & Security Alarm; 28070 Acct#3266472 - Fire Alarm; 28060 Acct#3266572 - Security and Burglar Alarm; 28060 Acct#3266072 - Security and Fire Alarm; 28080 Acct#3266272 - Fire Alarm; 28060 Acct#3266072 - Service Call	\$992.74
05/12/26	Bay Alarm Company 6972	22942386	28070 Acct#3936972 - Security Alarm	\$360.00
05/12/26	Cigna Healthcare	3720064 05.26 - SCVi	EE Benefits 05.26 Cigna	\$1,293.69
05/12/26	Crossroads Owners, Inc.	143	CAM Fees May 2026	\$5,282.00
05/12/26	Kool It Refrigeration*	33680	Water Pump	\$712.03
05/12/26	Law Offices of Young, Minney & Corr, LLP	22501	Legal Service Fees	\$152.00
05/12/26	McCalla Company	Multiple	Cleaning supplies	\$582.67
05/12/26	Prudential Overall Supply	172396039	Cleaning Supplies	\$148.75
05/12/26	School Zone Transportation, Inc	Multiple	Piru/Filmore Route (AM/PM); Monday 4/20/26 Disneyland Park	\$28,250.00
05/12/26	Scoot Education	Multiple	Substitutes	\$1,873.00
05/12/26	Valencia Commerce Center Association 22992-27	April 2026	Acct # 22992-27 - Quarterly Assessment.	\$438.50
05/12/26	Valencia Commerce Center Association 22992-28	April 2026	Acct # 22992-28 - Quarterly Assessment	\$241.97
05/12/26	Valencia Commerce Center Association 22992-29	April 2026	Acct # 22992-29 QTR ASSESSMENT	\$23.44
05/12/26	Valencia Commerce Center Association 22992-30	April 2026	Acct # 22992-30 Quarterly Assessment	\$255.05
05/12/26	Valencia Commerce Center Association 22992-31	April 2026	Acct # 22992-31 Quarterly Assessment	\$22.85
05/12/26	Valencia Commerce Center Association 22992-32	April 2026	Acct # 22992-32 QTR ASSESSMENT	\$13.63
05/12/26	Whitaker Plumbing Inc	0001816	Plumbing Services - Service Call	\$600.00
05/12/26	iLEAD California	INV-2542	February 2026 Shared Service (60)	\$43,889.40
05/12/26	iLEAD California	INV-2523	B.Kocis - Shared Employee - February 2026 - FICA; B.Kocis - Shared Employee - February 2026 - Payroll; B.Kocis - Shared Employee - February 2026 - Medicare; B.Kocis - Shared Employee - February 2026 - Unemployment	\$2,639.48
05/12/26	iLEAD California	INV-2517	K. Lovold - Shared Employee - February 2026 - Unemployment; K. Lovold - Shared Employee - February 2026- Medicare; K. Lovold - Shared Employee - February 2026 - Payroll; K. Lovold - Shared Employee - February 2026 - FICA	\$1,449.10
05/12/26	iLEAD California	INV-2543	March 2026 Shared Service (60)	\$39,789.90
05/12/26	iLEAD California	INV-2534	T. Stevens February 2026 Induction Stipend	\$231.56
05/12/26	iLEAD California	INV-2538	G. Woolner March 2026 Induction Stipend	\$115.78
05/12/26	iLEAD California	INV-2520	B.Kocis - Shared Employee - March 2026 - Payroll; B.Kocis - Shared Employee - March 2026 - Medicare; B.Kocis - Shared Employee - March 2026 - Unemployment; B.Kocis - Shared Employee - March 2026 - FICA	\$1,438.72

Date	Vendor Name	Bill Number	Memo	Amount
05/12/26	iLEAD California	INV-2526	K. Lovold - Shared Employee - March 2026 - Medicare; K. Lovold - Shared Employee - March 2026 - FICA; K. Lovold - Shared Employee - March 2026 - Payroll; K. Lovold - Shared Employee - March 2026 - Unemployment	\$2,639.48
05/12/26	iLEAD California	INV-2536	T. Stevens April 2026 Induction Stipend	\$231.56
05/12/26	iLEAD California	INV-2540	G. Woolner April 2026 Induction Stipend	\$115.78
05/18/26	CREATOR'Stouch on Wheels	3912647236	VCI - Curriculum	\$1,600.00
05/18/26	Corky's Pest Control Inc	238-19553164	Pest Service	\$105.00
05/18/26	GF Performance Lab	3912647239	VCI - Curriculum	\$500.00
05/18/26	Hart and Main, LLC	SCVi Prom 2026	Prom 2026	\$2,512.00
05/18/26	Hugo's Gymfitness [S]	3912647240	VCI - Curriculum	\$600.00
05/18/26	KNMA, Inc. [S]	3912647242	VCI - Curriculum	\$145.00
05/18/26	Kalos Sthenos Fitness	3912647241	VCI - Curriculum	\$1,200.00
05/18/26	Keshav Education Inc	3912647244	VCI - Curriculum	\$205.00
05/18/26	KidsArt - Valencia, Inc [S]	3912647238	VCI - Curriculum	\$176.00
05/18/26	LA Evolution LLC	3912647245	VCI - Curriculum	\$1,200.00
05/18/26	Learn Beyond The Book LLC [S]	3912647247	VCI - Curriculum	\$5,807.38
05/18/26	Legal Shield	303475 05.26 - SCVi	EE Benefits 05.26 - Legal Shield	\$44.85
05/18/26	Little School of Music [S]	3912647248	VCI - Curriculum	\$701.00
05/18/26	Nonstop Administration & Insurance Services, Inc.	iCC1 / iLEAD Hybrid - MERP 06.26 - SCVi	EE Benefits 06.26 SCVi - MERP - Broker Fee; EE Benefits 06.26 SCVi - MERP - Reserve	\$8,612.76
05/18/26	Outschool, Inc [P]	Multiple	EMR - Curriculum	\$280.00
05/18/26	PS Administrators	82397	PSA - April 2026	\$27.65
05/18/26	Prima Vista Inc.	3912647251	VCI - Curriculum	\$489.00
05/18/26	Scoot Education	165757	Substitutes	\$676.00
05/18/26	Shanelle Gray-Faulkner Inc	3912647255	VCI - Curriculum	\$850.00
05/18/26	Star Dance Center [S]	3912647256	VCI - Curriculum	\$232.00
05/18/26	The Swim Ranch	3912647257	VCI - Curriculum	\$320.00
05/18/26	Van Leuven, Amy	3912647234	VCI - Curriculum	\$225.00
05/18/26	WM Corporate Services, Inc 3008.	3774533-0160-0	Acct# 27-04336-13008	\$1,218.30
05/18/26	West Coast Music Academy [S]	3912647258	VCI - Curriculum	\$552.00
05/18/26	Whitaker Plumbing Inc	0001795	Plumbing Services - Service Call	\$245.00
05/18/26	Zeaport Inc	8104	Xerox, Toner & Booklet Maker	\$6,240.00
05/20/26	Amazon Capital Services (iCA)	Multiple	Vacuum belt, floor cleaner.; Fabric, brushes, paint, flowers, glue.; Broom set/dust pan; Toner; Novels & board.; Cardstock; Lamp; Plates, tablecloth, banner, bags; Plates and cups; books; drum unit; ribbon, felt, bells, knitting crochet; replacement filters; Filters; Markers, eraser.	\$1,436.77
05/20/26	Christy White, Inc,	25027	2025-26 Charter School Audit: 1st. Progress invoice 25% of contract	\$6,750.00
05/20/26	Hart and Main, LLC	SCVi Prom 2026	Void - Prom 2026	(\$2,512.00)
05/20/26	Image 2000, Inc	Multiple	Contract Base	\$3,970.86
05/20/26	Martha Spansel-Pellico	Spansel 05.15.26	Prom Caterer	\$1,163.17
05/20/26	Research Press Company	54479IN	Small-Group Counseling Curriculum	\$53.21
05/20/26	School Zone Transportation, Inc	SCV202608	Friday 5/08/26 ILEAD SCVI - Six Flags Magic Mountain (1:00pm) ONE WAY	\$700.00

Date	Vendor Name	Bill Number	Memo	Amount
05/20/26	Scoot Education	Multiple	Substitutes	\$2,549.00
05/20/26	SoCalGas 2166	072 662 6216 6 04.20.26	acct# 072 662 6216 6 - 03.18.26-04.16.26	\$14.94
05/20/26	SoCalGas 2760	137 762 7276 0 04.20.26	137 762 7276 0 - 03.18.26-04.16.26	\$14.94
05/20/26	SoCalGas 5410	013 868 8541 0 04.20.26	013 868 8541 0 03.18.26-04.16.26	\$20.21
05/20/26	SoCalGas 7473	060 099 2747 3 04.20.26	Acct 060 099 2747 3 03.18.26-04.16.26	\$20.21
05/20/26	SoCalGas 8533	165 079 4853 3 04.20.26	Acct# 165 079 4853 3 03.18.26-04.16.26	\$73.18
05/20/26	SoCalGas 8697	150 382 1869 04.20.26	Acct 150 382 1869 7 03.18.26-04.16.26	\$20.21
05/20/26	TK Elevator Corporation	3009472307	Elevator Maintenance	\$1,121.21
05/20/26	Uline	207454815	Fire Extinguishers, cart and pegboard	\$2,012.74
05/20/26	Waste Management 3003.	3762010-0160-3	Trash Bin	\$14.92
05/26/26	Nicolas Macario	Macario 01.27.26	Void - Gas for van	(\$10.00)
05/28/26	AT&T; 0768	9503145115	Acct# 831-001-3910 768	\$544.05
05/28/26	AT&T; 0778	8520506110	Acct# 831-001-2410 778	\$604.71
05/28/26	AT&T; 7579	9252015114	Acct# 831-001-1687 579	\$244.69
05/28/26	Amazon Capital Services (iCA)	Multiple	Pencils, Markers.; Foam boards; Paper Airplane Kits; Paper; Lip Balm Kit	\$1,076.74
05/28/26	Corky's Pest Control Inc	238-19666862	Pest Service	\$850.00
05/28/26	McCalla Company	Multiple	Cleaning supplies	\$1,141.71
05/28/26	Mutual of Omaha Insurance Company	2086837012 - G000CRVH 05.26 SCVi	EE Benefits 05.26 - Mutual Omaha	\$756.39
05/28/26	National Benefit Services	SCVi - 05.15.26 S	403b - 05.15.26 EE	\$2,350.00
05/28/26	National Benefit Services	1118001	403b - 05.15.26 EE	\$250.00
05/28/26	Nicolas Macario	Macario 01.27.26	Gas for van	\$10.00
05/28/26	Rocketman Parachute	0005498	Classroom Drone Kit	\$4,085.00
05/28/26	SCV Water- Valencia Division 0301	21348302	Water Service - 28060 C Commerce Center Dr - Water	\$169.27
05/28/26	SCV Water- Valencia Division 2301	21348282	Water Service - 28070 Commerce Center Dr - Water	\$160.96
05/28/26	SCV Water- Valencia Division 3301	21348304	Water Service - 28070 Commerce Center Dr - F.S.	\$22.55
05/28/26	SCV Water- Valencia Division 4302	21348284	Water Service - 28080 Commerce Center Dr 106 - Water	\$149.88
05/28/26	SCV Water- Valencia Division 5302	21347090	Water Service- 28080 Commerce Center - F. S.	\$22.55
05/28/26	SCV Water- Valencia Division 6304	21348306	Water Service - 28080 Commerce Center DR APT 112	\$185.89
05/28/26	SCV Water- Valencia Division 7302	21347095	Water Service- 28080 Commerce Center - F.S.	\$22.55
05/28/26	SCV Water- Valencia Division 8301	21348300	Water Service - 28060 B Commerce Center - Water	\$185.89
05/28/26	SCV Water- Valencia Division 8303	21348285	Water Service - 28080 Commerce Center Dr APT 118 - Water	\$152.65
05/28/26	SCV Water- Valencia Division 9301	21348279	Water Service - 28060 B Commerce Center - F.S.	\$22.55
05/28/26	SCV Water- Valencia Division 9302	21347092	Water Service- 28080 Commerce Center - F.S.	\$22.55
05/28/26	Salit Conservatory of Music	3912650748	VCI - Curriculum	\$280.00
05/28/26	Scoot Education	Multiple	Substitutes	\$9,118.00
05/28/26	SoCalGas 2166	072 662 6216 6 05.20.26	acct# 072 662 6216 6 - 04.16.26-05.18.26	\$56.30
05/28/26	SoCalGas 2760	137 762 7276 0 05.20.26	137 762 7276 0 - 04.16.26-05.18.26	\$31.53
05/28/26	SoCalGas 5410	013 868 8541 0 05.20.26	013 868 8541 0 04.16.26-05.18.26	\$20.35
05/28/26	SoCalGas 7473	060 099 2747 3 05.20.26	Acct 060 099 2747 3 04.16.26-05.18.26	\$20.35
05/28/26	SoCalGas 8533	165 079 4853 3 05.20.26	Acct# 165 079 4853 3 04.16.26-05.18.26	\$80.26
05/28/26	SoCalGas 8697	150 382 1869 7 05.20.26	Acct 150 382 1869 7 04.16.26-05.18.26	\$20.35

Date	Vendor Name	Bill Number	Memo	Amount
05/28/26	Southern California Edison 0668	700070870668 5.19.26	Acct #700070870668 April and May	\$4,574.85
05/28/26	Southern California Edison 4738	700193504738 05.07.26	Acct# 700193504738	\$890.61
05/28/26	The Museum of the San Fernando Valley	SCVi 05.22.26	Field Studies	\$220.00
05/28/26	Vibe Performing Arts [S]	3912650749	VCI - Curriculum	\$490.00
05/29/26	Clear-Vue Building Maintenance, Inc	INV-10243	May 2026 Monthly Janitorial	\$9,216.00
05/29/26	Tracey McLaughlin	SCVi 08.01.25	Void - League Dues (2025-2026)	(\$500.00)
06/01/26	Cigna Health and Life Insurance Company	00654900 05.26 - SCVi	May 2026	\$10,649.22
06/01/26	Donna Wood	Multiple	ELOP Supplies; Water for Board Meeting; Facilities Supplies - Caution Tape; Field Trip supplies; Office supplies - paper	\$234.51
06/01/26	Los Angeles County Office of Education (LACOE)	SCVi STRS May 2026	STRS May 2026	\$51,468.18
06/04/26	Amazon Capital Services (ICA)	Multiple	Admin Off - Markers; Hand dryer, caddy.; Folder organizer; Admin Office - Cardstock; Pressure washer; Admin Off - Balloons; Markers, foil, clay, food wrap, gloves.; DLI end of year - Carpet, backdrops.; Projector Lamp	\$1,000.58
06/04/26	Christina Rivoli	Rivoli 05.23.26	Senior Group - Plates, Cutlery, Cupcakes	\$99.06
06/04/26	College Board	N2626420141	SAT School Day	\$241.92
06/04/26	Corky's Pest Control Inc	238-19666288	Pest Service	\$1,600.00
06/04/26	Gymnastics Unlimited	3912652403	VCI - Curriculum	\$304.00
06/04/26	Horn's Backflow & Plumbing Service Inc	110242	Backflow Administration Fee	\$920.12
06/04/26	Huckleberry Center for Creative Learning	3912652406	VCI - Curriculum	\$825.00
06/04/26	LA Evolution LLC	3912652407	VCI - Curriculum	\$1,200.00
06/04/26	Lewis Music Academy [S]	3912652954	VCI - Curriculum	\$200.00
06/04/26	McCalla Company	201975	Cleaning supplies	\$62.21
06/04/26	Online Purchasing Systems	2700	Annual Subscription 26-27	\$1,723.70
06/04/26	PocketLab	59915067158	Science technology and sensor devices	\$2,289.00
06/04/26	Prudential Overall Supply	Multiple	Cleaning Supplies	\$297.50
06/04/26	Salit Conservatory of Music	3912652408	VCI - Curriculum	\$280.00
06/04/26	Shanelle Gray-Faulkner Inc	3912652410	VCI - Curriculum	\$850.00
06/04/26	Southern California Edison 0668	700070870668 05.26.26	Acct #700070870668 April and May	\$4,264.01
06/04/26	Southern California Edison 8155	700577248155 05.06.26	Acct #700577248155	\$2,334.80
06/04/26	The Signal- Santa Clarita Valley	153415	Newspaper - Retail Display	\$1,395.00
06/04/26	Urbanovich, Rene	3912652411	VCI - Curriculum	\$480.00
06/04/26	Whitaker Plumbing Inc	002941	Girls and Boys Upstairs Restroom in Upper Campus	\$1,200.00
06/05/26	Desert Elite Mavericks	3912650282	VCI - Curriculum	\$186.00
06/08/26	Amazon Capital Services (ICA)	Multiple	Tape; Cardstock; Lawn and garden protection plan	\$48.93
06/08/26	Flin Grant [P]	D294	EMR - Curriculum	\$177.95
06/08/26	Memoria Press [P]	Multiple	EMR - Curriculum	\$149.12
06/09/26	Alicia Jones Coaching	3912654517	VCI - Curriculum	\$190.00
06/09/26	Amazon Capital Services (ICA)	1NWK-XGXH-DDQ9	Paint sticks	\$31.27
06/09/26	CREATOR'Stouch on Wheels	3912654519	VCI - Curriculum	\$1,600.00
06/09/26	FortePiano Music School	3912654521	VCI - Curriculum	\$335.00
06/09/26	Four Hundred Fitness Club	3912654522	VCI - Curriculum	\$1,580.00

Date	Vendor Name	Bill Number	Memo	Amount
06/09/26	Hugo's Gymfitness [S]	3912654523	VCI - Curriculum	\$720.00
06/09/26	Iron Fist Martial Arts, LLC	3912654524	VCI - Curriculum	\$472.00
06/09/26	KNMA, Inc. [S]	3912654526	VCI - Curriculum	\$145.00
06/09/26	Keshav Education Inc	3912655700	VCI - Curriculum	\$205.00
06/09/26	KidsArt - Valencia, Inc [S]	3912655699	VCI - Curriculum	\$176.00
06/09/26	Law Offices of Young, Minney & Corr, LLP	23070	Legal Service Fees	\$500.39
06/09/26	Learn Beyond The Book LLC [S]	3912654525	VCI - Curriculum	\$5,841.37
06/09/26	Little School of Music [S]	3912654527	VCI - Curriculum	\$612.00
06/09/26	National Benefit Services	SCVi - 05.29.26 S	403b - 05.29.26 EE	\$2,350.00
06/09/26	Penny M Sande DBA Sande Strings	3912655701	VCI - Curriculum	\$150.00
06/09/26	Star Dance Center [S]	3912654528	VCI - Curriculum	\$464.00
06/09/26	Tom Fecske	26175	Graduation Photography	\$500.00
06/09/26	Van Leuven, Amy	3912654518	VCI - Curriculum	\$500.00
06/09/26	West Coast Music Academy [S]	3912654529	VCI - Curriculum	\$966.00
06/09/26	Wileman, Gina M	3912654520	VCI - Curriculum	\$55.00
Total				\$348,570.29

Santa Clarita Valley International - Payment Register

Location: 110--Santa Clarita Valley International

Period: 05/08/2026 - 06/10/2026

Created on: 06/11/2026



Date	Vendor ID	Vendor Name	Amount
05/08/26	VENB000	Venbrook Insurance Services	\$2,751.08
05/11/26	BAY110E	Bay Alarm Company 2072	\$706.29
05/11/26	RAMP110	Ramp	\$19,270.22
05/12/26	BAY110D	Bay Alarm Company 2172	\$459.09
05/12/26	BAY110B	Bay Alarm Company 6072*	\$992.74
05/12/26	BAY110A	Bay Alarm Company 6972	\$360.00
05/12/26	CIGN000	Cigna Healthcare	\$1,293.69
05/12/26	CROS001	Crossroads Owners, Inc.	\$5,282.00
05/12/26	KOOL000	Kool It Refrigeration*	\$712.03
05/12/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$152.00
05/12/26	MCCA000	McCalla Company	\$582.67
05/12/26	PRUD000	Prudential Overall Supply	\$148.75
05/12/26	SCHO015	School Zone Transportation, Inc	\$28,250.00
05/12/26	SCOO000	Scoot Education	\$1,873.00
05/12/26	VALE9227	Valencia Commerce Center Association 22992-27	\$438.50
05/12/26	VALE9228	Valencia Commerce Center Association 22992-28	\$241.97
05/12/26	VALE9229	Valencia Commerce Center Association 22992-29	\$23.44
05/12/26	VALE9230	Valencia Commerce Center Association 22992-30	\$255.05
05/12/26	VALE9231	Valencia Commerce Center Association 22992-31	\$22.85
05/12/26	VALE9232	Valencia Commerce Center Association 22992-32	\$13.63
05/12/26	WHIT012	Whitaker Plumbing Inc	\$600.00
05/12/26	ILEA300	iLEAD California	\$43,889.40
05/12/26	ILEA300	iLEAD California	\$2,639.48
05/12/26	ILEA300	iLEAD California	\$1,449.10
05/12/26	ILEA300	iLEAD California	\$39,789.90
05/12/26	ILEA300	iLEAD California	\$231.56
05/12/26	ILEA300	iLEAD California	\$115.78
05/12/26	ILEA300	iLEAD California	\$1,438.72
05/12/26	ILEA300	iLEAD California	\$2,639.48
05/12/26	ILEA300	iLEAD California	\$231.56
05/12/26	ILEA300	iLEAD California	\$115.78
05/18/26	CREA005	CREATOR'Stouch on Wheels	\$1,600.00
05/18/26	CORK000	Corky's Pest Control Inc	\$105.00
05/18/26	GFPE000	GF Performance Lab	\$500.00
05/18/26	HART003	Hart and Main, LLC	\$2,512.00
05/18/26	HUGO000	Hugo's Gymfitness [S]	\$600.00
05/18/26	KNMA000	KNMA, Inc. [S]	\$145.00
05/18/26	KALO000	Kalos Sthenos Fitness	\$1,200.00
05/18/26	KESH000	Keshav Education Inc	\$205.00
05/18/26	KIDS001	KidsArt - Valencia, Inc [S]	\$176.00
05/18/26	LAEV000	LA Evolution LLC	\$1,200.00

Date	Vendor ID	Vendor Name	Amount
05/18/26	LEAR000	Learn Beyond The Book LLC [S]	\$5,807.38
05/18/26	LEGA003	Legal Shield	\$44.85
05/18/26	LITT001	Little School of Music [S]	\$701.00
05/18/26	NONS000	Nonstop Administration & Insurance Services, Inc.	\$8,612.76
05/18/26	OUTS000	Outschool, Inc [P]	\$280.00
05/18/26	PSAD000	PS Administrators	\$27.65
05/18/26	PRIM001	Prima Vista Inc.	\$489.00
05/18/26	SCOO000	Scoot Education	\$676.00
05/18/26	THEP003	Shanelle Gray-Faulkner Inc	\$850.00
05/18/26	STAR003	Star Dance Center [S]	\$232.00
05/18/26	THES005	The Swim Ranch	\$320.00
05/18/26	VANL001	Van Leuven, Amy	\$225.00
05/18/26	WAS118A	WM Corporate Services, Inc 3008.	\$1,218.30
05/18/26	WEST000	West Coast Music Academy [S]	\$552.00
05/18/26	WHIT012	Whitaker Plumbing Inc	\$245.00
05/18/26	ZEAP000	Zeaport Inc	\$6,240.00
05/20/26	AMAZ100	Amazon Capital Services (iCA)	\$1,436.77
05/20/26	CHRI006	Christy White, Inc,	\$6,750.00
05/20/26	HART003	Hart and Main, LLC	(\$2,512.00)
05/20/26	IMAG001	Image 2000, Inc	\$3,970.86
05/20/26	SPAN002	Martha Spansel-Pellico	\$1,163.17
05/20/26	REAS003	Research Press Company	\$53.21
05/20/26	SCHO015	School Zone Transportation, Inc	\$700.00
05/20/26	SCOO000	Scoot Education	\$2,549.00
05/20/26	GAS110H	SoCalGas 2166	\$14.94
05/20/26	GAS110A	SoCalGas 2760	\$14.94
05/20/26	GAS110B	SoCalGas 5410	\$20.21
05/20/26	GAS110D	SoCalGas 7473	\$20.21
05/20/26	GAS110C	SoCalGas 8533	\$73.18
05/20/26	GAS110E	SoCalGas 8697	\$20.21
05/20/26	THYS000	TK Elevator Corporation	\$1,121.21
05/20/26	ULIN000	Uline	\$2,012.74
05/20/26	WAS112A	Waste Management 3003.	\$14.92
05/26/26	MACA003	Nicolas Macario	(\$10.00)
05/28/26	ATT110F	AT&T; 0768	\$544.05
05/28/26	ATT110E	AT&T; 0778	\$604.71
05/28/26	ATT110D	AT&T; 7579	\$244.69
05/28/26	AMAZ100	Amazon Capital Services (iCA)	\$1,076.74
05/28/26	CORK000	Corky's Pest Control Inc	\$850.00
05/28/26	MCCA000	McCalla Company	\$1,141.71
05/28/26	MUTU001	Mutual of Omaha Insurance Company	\$756.39
05/28/26	NATI000	National Benefit Services	\$2,350.00
05/28/26	NATI000	National Benefit Services	\$250.00
05/28/26	MACA003	Nicolas Macario	\$10.00
05/28/26	ROCK009	Rocketman Parachute	\$4,085.00

Date	Vendor ID	Vendor Name	Amount
05/28/26	SCV110B	SCV Water- Valencia Division 0301	\$169.27
05/28/26	SCV110A	SCV Water- Valencia Division 2301	\$160.96
05/28/26	SCV110D	SCV Water- Valencia Division 3301	\$22.55
05/28/26	SCV110H	SCV Water- Valencia Division 4302	\$149.88
05/28/26	SCV110E	SCV Water- Valencia Division 5302	\$22.55
05/28/26	SCV110I	SCV Water- Valencia Division 6304	\$185.89
05/28/26	SCV110G	SCV Water- Valencia Division 7302	\$22.55
05/28/26	SCV110J	SCV Water- Valencia Division 8301	\$185.89
05/28/26	SCV110F	SCV Water- Valencia Division 8303	\$152.65
05/28/26	SCV110K	SCV Water- Valencia Division 9301	\$22.55
05/28/26	SCV110C	SCV Water- Valencia Division 9302	\$22.55
05/28/26	SALI000	Salit Conservatory of Music	\$280.00
05/28/26	SCOO000	Scoot Education	\$9,118.00
05/28/26	GAS110H	SoCalGas 2166	\$56.30
05/28/26	GAS110A	SoCalGas 2760	\$31.53
05/28/26	GAS110B	SoCalGas 5410	\$20.35
05/28/26	GAS110D	SoCalGas 7473	\$20.35
05/28/26	GAS110C	SoCalGas 8533	\$80.26
05/28/26	GAS110E	SoCalGas 8697	\$20.35
05/28/26	EDI110A	Southern California Edison 0668	\$4,574.85
05/28/26	EDI110C	Southern California Edison 4738	\$890.61
05/28/26	THEM004	The Museum of the San Fernando Valley	\$220.00
05/28/26	VIBE000	Vibe Performing Arts [S]	\$490.00
05/29/26	CLEA005	Clear-Vue Building Maintenance, Inc	\$9,216.00
05/29/26	MCLA000	Tracey McLaughlin	(\$500.00)
06/01/26	CIGN003	Cigna Health and Life Insurance Company	\$10,649.22
06/01/26	DWLL000	Donna Wood	\$234.51
06/01/26	LOSA001	Los Angeles County Office of Education (LACOE)	\$51,468.18
06/04/26	AMAZ100	Amazon Capital Services (iCA)	\$1,000.58
06/04/26	RIVO000	Christina Rivoli	\$99.06
06/04/26	COLL004	College Board	\$241.92
06/04/26	CORK000	Corky's Pest Control Inc	\$1,600.00
06/04/26	GYMU000	Gymnastics Unlimited	\$304.00
06/04/26	HORN001	Horn's Backflow & Plumbing Service Inc	\$920.12
06/04/26	HUCK001	Huckleberry Center for Creative Learning	\$825.00
06/04/26	LAEV000	LA Evolution LLC	\$1,200.00
06/04/26	LEWI002	Lewis Music Academy [S]	\$200.00
06/04/26	MCCA000	McCalla Company	\$62.21
06/04/26	ONLI000	Online Purchasing Systems	\$1,723.70
06/04/26	POCK000	PocketLab	\$2,289.00
06/04/26	PRUD000	Prudential Overall Supply	\$297.50
06/04/26	SALI000	Salit Conservatory of Music	\$280.00
06/04/26	THEP003	Shanelle Gray-Faulkner Inc	\$850.00
06/04/26	EDI110A	Southern California Edison 0668	\$4,264.01
06/04/26	EDI110B	Southern California Edison 8155	\$2,334.80

Date	Vendor ID	Vendor Name	Amount
06/04/26	THES000	The Signal- Santa Clarita Valley	\$1,395.00
06/04/26	URBA005	Urbanovich, Rene	\$480.00
06/04/26	WHIT012	Whitaker Plumbing Inc	\$1,200.00
06/05/26	DESE000	Desert Elite Mavericks	\$186.00
06/08/26	AMAZ100	Amazon Capital Services (iCA)	\$48.93
06/08/26	FLIN002	Flin Grant [P]	\$177.95
06/08/26	MEMO000	Memoria Press [P]	\$149.12
06/09/26	ALIC000	Alicia Jones Coaching	\$190.00
06/09/26	AMAZ100	Amazon Capital Services (iCA)	\$31.27
06/09/26	CREA005	CREATOR'Stouch on Wheels	\$1,600.00
06/09/26	FORT000	FortePiano Music School	\$335.00
06/09/26	FOUR000	Four Hundred Fitness Club	\$1,580.00
06/09/26	HUGO000	Hugo's Gymfitness [S]	\$720.00
06/09/26	IRON001	Iron Fist Martial Arts, LLC	\$472.00
06/09/26	KNMA000	KNMA, Inc. [S]	\$145.00
06/09/26	KESH000	Keshav Education Inc	\$205.00
06/09/26	KIDS001	KidsArt - Valencia, Inc [S]	\$176.00
06/09/26	LAWO000	Law Offices of Young, Minney & Corr, LLP	\$500.39
06/09/26	LEAR000	Learn Beyond The Book LLC [S]	\$5,841.37
06/09/26	LITT001	Little School of Music [S]	\$612.00
06/09/26	NATI000	National Benefit Services	\$2,350.00
06/09/26	PENN001	Penny M Sande DBA Sande Strings	\$150.00
06/09/26	STAR003	Star Dance Center [S]	\$464.00
06/09/26	FECS002	Tom Fecske	\$500.00
06/09/26	VANL001	Van Leuven, Amy	\$500.00
06/09/26	WEST000	West Coast Music Academy [S]	\$966.00
06/09/26	WILE001	Wileman, Gina M	\$55.00
Total			\$348,570.29

Santa Clarita Valley International - Payment Register Summary

Location: 110--Santa Clarita Valley International

Period: 05/08/2026 - 06/10/2026

Created on: 06/11/2026



GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	\$6,602.26
3402	Health & Welfare Benefits - Classified positions	\$4,105.43
4120	Core Curriculum - Software & Programs	\$241.92
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	\$7,303.76
4325	Custodial Supplies	\$2,341.41
4330	Health & Safety	\$58.75
4335	Home Study Stipend	\$34,515.82
4340	Office Supplies	\$484.04
4345	Printing & Reproduction Supplies	\$10,802.35
4355	Facilities Supplies	\$736.26
4420	NonClassroom Furniture & Equipment	\$2,085.26
4430	IT Equipment & Supplies	\$348.03
5240	Professional Development - Meetings & Collaborations	\$10.30
5510	Utilities - Electricity	\$12,064.27
5520	Utilities - Gas	\$392.83
5530	Utilities - Water	\$1,117.29
5540	Utilities - Trash	\$1,233.22
5550	Operations - Janitorial Services	\$9,216.00
5560	Operations - Security	\$2,518.12
5610	Rent - Facilities Rent and CAM Charges	\$6,277.44
5630	Repairs & Maintenance - Facilities	\$4,187.15
5640	Repairs & Maintenance - Elevator Service	\$1,121.21
5660	Repairs & Maintenance - Other Equipment	\$2,045.00
5801	Professional Services - Service Fees	\$27.65
5804	Professional Services - Auditing & Tax Preparation	\$6,750.00
5808	Professional Services - Legal Fees	\$652.39
5809	Professional Services - Shared/Leased Employees	\$8,861.46
5827	Operating Expenditures - Other Benefit Fees	\$250.00
5829	Operating Expenditures - Events	\$500.00
5830	Operating Expenditures - Marketing & Advertising	\$1,395.00
5850	Student Services Expenditures - Student Information System	\$53.21
5852	Student Services Expenditures - Special Education Contracted Services	\$83,679.30
5853	Student Services Expenditures - Student & Group Activities	\$1,471.31
5855	Student Services Expenditures - Substitutes	\$14,216.00
5856	Student Services Expenditures - Student Transportation	\$28,950.00
5910	Telephone & Fax	\$1,393.45
9310	Prepaid Expenditures (Expenses)	\$15,124.00
9535	Retirement Liability	\$51,468.18
9536	403b Payable	\$4,700.00
9546	Credit Card Payable - SCVi	\$19,270.22
Total		\$348,570.29