Santa Clarita Valley International

Presented to
William S. Hart Unified School District

Charter Renewal Petition
Grades TK-12

Submitted October 2019
Term: July 1, 2020- June 30, 2025

Celebrations & Successes!

Free To Think. Inspired To Lead.

SCVi™
CELEBRATING 10 YEARS!
2008~2018
iLEAD's Founding School

Curriculum & Instruction

SCVi's curriculum and instruction are based on authentic

Gold Standard Project-Based Learning (PBL)

Not only do facilitators work with a variety of curriculum to support personalized learning, SCVi learners have opportunities to follow their passions and set their own unique goals for their education. SCVi follows Common Core state standards. All SCVi staff goes through extensive training every August before the school year starts and throughout the year. Authentic Project-based learning is the ideal way to prepare our learners for higher learning in college and the 21st century workplace.

Personalized Learning
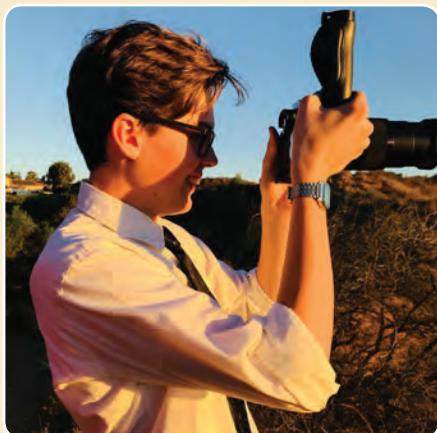
Beginning in kindergarten, every learner sets goals in their **Individual Learning plan**. These goals are both Academic and Social Emotional. Learners and facilitators work on these goals throughout the year and keep track of progress in their **Leadership Notebooks**. Learners in 10th grade are given the opportunity to personalize their learning even more as they discover more about themselves and set goals for after graduation. They participate in a **A year-long capstone project that gives them the opportunity to dive deeply into subjects they love**. The process includes **research**, meeting with **mentors**, practicing skills, making mistakes, hitting roadblocks, failing, taking another direction, pushing through, revising, writing, completing the product, and . . . **REFLECTION**. In their senior year, learners are required to do an internship.

SCVi Senior Internships

What is the "why" behind our Internship/Senior Project Program?

- We believe our learners will gain valuable professional experience by **learning beyond the classroom walls**. This is an opportunity for learners to take responsibility for their own learning through their passions and interests while developing relationships within the community. Sometimes **beyond the walls** may be defined as learning more about the education occupations within our walls, but diving more deeply in each profession.

- In the fall semester, seniors explore college and career choices, create a resume, and apply for internships. In the spring, the seniors spend time in the career of their choice completing day to day jobs and one special project.

- We want our learners to leave SCVi with an understanding of how to apply, interview and work within a field that interests them.

SCVi Student Aerospace Projects

Through iLEAD Student Aerospace Projects, SCVi learners participate in several unique aerospace opportunities:

DreamUp To Space and Genes In Space, learners design experiments focusing on the effects of micro gravity that are then carried out at the International Space Station. SCVi has sent 2 experiments to the ISS so far and will be sending the third experiment in the spring of 2020.

Soaring & Aeronautics, Learners study aeronautics in 8th grade as part of their science curriculum. Learners get hands on lessons and have the opportunity to fly a glider!

Science Accelerator is an international collaborative project between SCVi and students in Israel. This project challenges teams to identify and solve a problem associated with colonizing the moon. Learners have the opportunity to participate in a competition held in Israel in January during Space Week, and then participate in the Hack into Space Competition at NASA Ames in May. In a partnership with Out of the Box, this project addresses the need for innovation and international collaboration by providing the opportunity for US and Israeli students to work together.

International Baccalaureate

The **SCVi International Baccalaureate (IB) Program** encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Since 2013, members of the SCVi IB team (learners, facilitators, and administrators) have been in constant collaboration with the International Baccalaureate Global Headquarters (Hague, Netherlands). Some of these collaborative initiatives include:
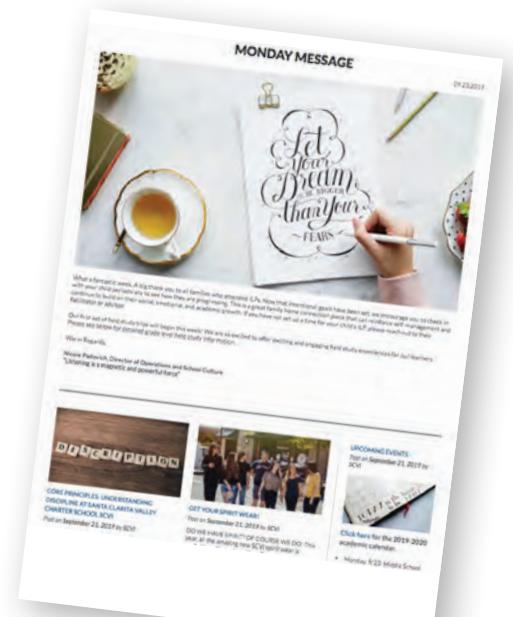- Development of workshops: Power and Impact of Digital Assessment
- Technology Literacy

SCVi representatives participated in an initiative for creative frameworks for technology literacy. Using SCVi's background and context, we were part of creating the AID (Agency, Information, and Design) framework and guide.

Communication and Parent Support

Monday Message - SCVi's weekly online publication sent to all families and the community. The Monday Message provides a wealth of information on curriculum, IB, college, PBL, and technology opportunities/ideas. This is the main source of school information. Facilitators also send out Grade Level weekly emails that highlight the specifics of weekly school life including academics, upcoming events, and projects.

SCVi also has Monthly "Coffee with the Director", the school Website, Parent Universities on PBL, Growth Mindset, Social Emotional Learning and monthly events such as Math and science nights, Multicultural Festival, and Expresstival, giving parents the opportunity to participate and learn more about SCVi.

The 7 Habits of Highly Effective People*

1 Be Proactive

2 Begin with the End in Mind

3 Put First Things First

4 Think Win-Win

5 Seek First to Understand Then to be Understood

6 Synergize

7 Sharpen the Saw

*From "The 7 Habits of Highly Effective People" ©2013 Stephen R. Covey

CIRCLE WAYS
Restorative practices for healthy schools

Staff Training and Support

- Facilitators trained to run multi-age advisories focusing on social emotional learning utilizing *Leader in Me* and *Circle Ways* curriculum

- Attend annual conferences: CCSA, A Plus, College Board, CCIS, Student Support Symposium, School Pathways

- Maker Team: supports and gives ongoing training on current topics in EL, PBL, conflict resolution, leadership, and 7 Habits as well as conducting twice annual "Camp Make" intensive staff development multi-day workshops

- Collaborations: weekly grade level collaboration, monthly team meetings, Think Tanks

Leader in Me:

Leader in Me (LiM) is an evidence-based, comprehensive-school improvement model—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to: • teach LEADERSHIP to every student, • create a CULTURE of student empowerment, • and align systems to drive results in ACADEMICS.

Circle Ways:

SCVi partners with Circle Ways to build a healthy school through restorative practices. Facilitators are trained in the implementation of circle practices, including: way of council, restorative justice, and connections to nature.

Student Support Services

- Regular staff development
- Staffing:
    - 25 on staff including one director, one psychologist, 3 counselors, 1 speech, 7 education specialists, and support staff
    - Multiple service providers to provide OT, adaptive PE, DHH
- Third year of hosting a Student Support Symposium that offers training to everyone on staff about special education related support. This is open up to staff, parents, and outside school communities in the area to help train them on special education supports.
- SST process with multiple tiered interventions has been developed and implemented over the past couple years, promoting growth and support for general education learners so they can be successful.

EMBRACE CHANGE

Unleash Your Own SUPERPOWER!

4th ANNUAL iLEAD STUDENT SUPPORT SYMPOSIUM
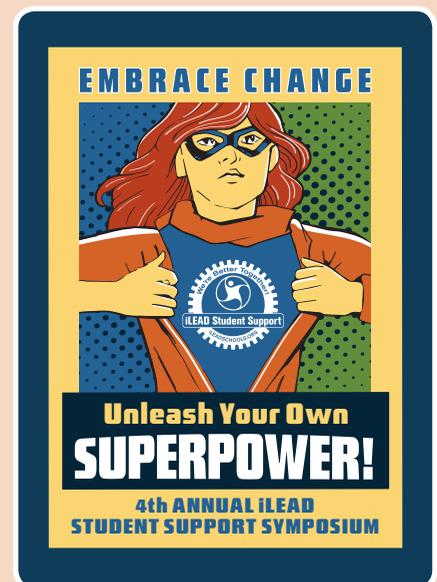
SCVi Campus Clubs and Student Life

Learners at SCVi have the opportunity to participate in several clubs and become involved in meaningful projects beyond their daily lives.

- **Gay/Straight Alliance (GSA)** - both middle school and HS have GSA clubs that meet regularly. SCVi is a Safe School and are committed to supporting our LGBTQ+ population

- **Interact Club -** SCVi partners with the sunshine and noon rotary clubs in Santa Clarita to provide this opportunity for community service to our learners

- **Advisory Council** and Advisory Ambassadors

- **SCVi School Newspaper**

- **Dungeons & Dragons Club**

- **Robotics** (Lego for lower grades, VEX for older learners)

The SCVi Peace Garden

In partnership and through a generous grant provided by the Santa Clarita Rotary Club, our SCVi Learner Interact Club designed and built the SCVi Peace Garden.

This garden serves as a space for learners to gather, have peace talks (circle ways) and to honor learners that have passed away.

SCVi Theatre Arts

SCVi Theatre Arts strives to share our love of the theatrical arts with our learners! By creating professional level productions, learners gain experience onstage, back stage, and in all areas of design. Our program offers experiences in many forms of theatre led by professionals who care about the craft as well as creating an environment of growth and inspiration for learners in 3rd Grade through 12th Grade!

Field Studies

The field study programs at SCVi provides our learners with that opportunity to become "personally" involved in their learning through these practical field applications and hand-on experiences. It is directly connected with the projects learners are working on at the studios and gives them an opportunity to work and learn beyond the learning space.

Field studies can result in greater achievement in all subjects. Real-life application of the lessons and Presentations of Learning in the field extend a learners knowledge and they are more likely to understand and appreciate the importance and relevance of what they are learning.

Learners have the opportunity to participate in 5 field study day trips a year. SCVi also offers overnight opportunities beginning in 4th grade.

Annual Events

The SCVi Multi-Cultural Feast is a yearly event where the entire SCVi community comes together to celebrate the wide range of cultures that make up our family! A pot luck style event, the Multi-Cultural Feast allows families, learners, and friends to explore the SCVi campus while sampling foods and gaining understanding for a variety of amazing cultures.

The SCVi Expresstival. Every school has an open house, but SCVi takes it to the next level! The SCVi Expresstival is designed to celebrate the creativity and ingenuity of all our learners while opening our doors to anyone who wants to know more about SCVi. Talent Shows, Entrepreneurial Fairs, Arts Exhibits and so much more are a part of this event. If you want to see what makes SCVi special in action, this is the event for you!

SCVi Learners Are Passionate About Sports!

SCVi currently offers 12 high school and 6 middle school sports throughout the year including Equestrian and E-Sports.

- Last year the high school teams had four different teams qualify for CIF Playoffs.
- Middle School Basketball and High School Varsity Softball have both been undefeated league champions over the last two seasons.

SCVi Presentations of Learning

Aeronautic Unit:

During this unit, learners are looking towards the sky and thinking big! We study all things Aeronautics (physics of flight, functions of parts, fluid dynamics, weather patterns, etc..) and end the unit out in Llano, California where learners test their knowledge in a real aircraft. Learners are given the liberty to test their knowledge in a real aircraft under observation of a certified instructor. Our goal in this project is to look at how our perspective can change when new opportunities arise. We bring in many important experts in the field to share their knowledge on the subject and inspire the next generation of pilots, engineers, aerodynamicists, and flight enthusiasts. At this point, we have well over 20 learners that either have their pilot's license, are currently in lessons, or are studying at a school for Flight (Embry-Riddle, California Aero University, etc...) We have raised well over $10,000 for the Wounded Veteran Soaring Program as well as Southern California Soaring Academy.

Civil War Living History Project:

During the Civil War project learners are thrown back in time to the 1800s to re-live America's most treacherous time. The world was changing, but not just in the social forum. Conflicts spark change and the Civil War was no different. This project examines how the innovations of war changed the scientific community, the nature of warfare, and the changing role in American society for Women, African Americans, and Children. During the duration of the project, learners are working on our Civil War Living History Day and producing an event for the entire school, as well as our community at Rancho Camulos in Piru. To date, our program has raised over $20,000 for Rancho Camulos Museum, a national landmark organization that helps to promote California history to hundreds of local schools at a low cost.

GetLit & Expresso Yourself:

SCVi has used the Get Lit Curriculum to help engage learners in literature and empower youth voices since 2016. The Get Lit model follows an original call-and-response technique. Poets learn classic poetry, claim a poem that resonates, and then compose their own spoken word response pieces, which they perform in tandem.

SCVi learners in each grade level participate in the Get Lit: Words Ignite Project each year. The project culminates with an annual Slam Poetry Coffee House event we affectionately call Expresso Yourself, a night of spoken word poetry, music, and visual arts complete with coffee, hot cocoa, and pastries.

Griffin Loch
(filmmaker extraordinaire)

At the age of 14, Griffin wrote, directed, produced, and edited his second feature, The Adventure of T.P. Man and Flusher. He shot it on 4k Ultra HD and it was released on Amazon, Google Play and iTunes. He was honored with 'BEST DIRECTOR' and was nominated for 'BEST PICTURE' at the IFS Film Festival.

Connor Raskin
(aerospace - DreamUp, genes, and SA)

Connor pursued a path to learn more about the science and math fields, while still challenging himself in other IB classes. Connor's work in the aerospace throughout his time included sending experiments to space through the DreamUp project. He also spent his spring break the last two years serving the community of Puerto Rico with iLEAD Cultural Bridges.

Ethan Guthrie
(entrepreneur and national merit scholarship semi-finalist)

Ethan is a highly charged academic who is a model for what successful independent study learners look like. While still completing his high school education, Ethan created and founded his own non-profit streaming service that offers access to both television and radio providers. Ethan's entrepreneurial mindset allows him to thrive in situations that may present challenges to others and will continue to make him successful as he moves into college and beyond.

Gabby Ismail
**(artist, and published illustrator)**

Gabby is an Artist! As a 7th grade learner Gabby jumped at an opportunity to compete for a chance to illustrate a children's book, "A Bug Needs Love". Her artistic rendition of the bug was so impressive that she won the competition and is now a published illustrator. Her character has also been made into a plush toy (pictured with Gabby above) and she is working with the artists at Disney to create an animated version of the book.

Sami Fisher
(student advocate, middle school GSA)
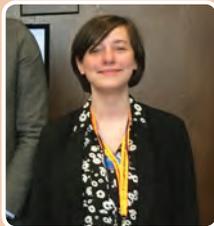
Sami is a model for inclusion and a proud representative of our LGBTQ+ community. As someone who has gone through tremendous personal growth in their own path of discovery, Sami is selfless, caring, loving and someone who genuinely wants to support those around them. Sami's heart is their most precious asset as they work in a mentorship role for our younger learners who are going through their own personal journey with respect to gender and sexuality identity.

Morgen Kaufman:
(entrepreneur, interact, winner at Shakespeare festival)

Morgen is a true renaissance individual. They (Morgen identifies non-binary and uses they/them pronouns) launched their first business at age 12, and was a founding member of the school's GSA at age 13. As a freshman in high school, Morgen took lead in the school's interact club, was assistant stage manager and costume designer for multiple productions, and won 1st place for costume design at the Chapman University Shakespeare Festival all while maintaining a 4.0 GPA.

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AFFIRMATIONS/ASSURANCES

As the authorized representatives of the applicant, we, Dr. Kathya Arriaran-Buono, Nicole Padovich, and Amanda Fischer, hereby certify that the information submitted in this renewal charter for Santa Clarita Valley International Charter School (the "SCVi" or the "Charter School") submitted to the William S. Hart Union High School District (the "District") is true to the best of our knowledge and belief; we also certify that this renewal charter does not constitute the conversion of a private school to the status of a public charter; and further we understand that if awarded the renewal of this charter:

- SCVi will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code 47605(c)(1)]

- SCVi shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Educational Employment Relations Act. [Ref. California Education Code 47605(b)(6)]

- SCVi will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code 47605(d)(1)]

- SCVi will not charge tuition. [Ref. California Education Code 47605(d)(1)]

- SCVi will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to SCVi shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of SCVi in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]

- SCVi shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. California Education Code Section 47605(d)(4)(A)]

- SCVi shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. [Ref. California Education Code Section 47605(d)(4)(B)]

- SCVi shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. [Ref. California Education Code Section 47605(d)(4)(C)]

- SCVi shall be nonsectarian in its program, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in the Education Code Section 220, including but not necessarily limited to the following: disability, gender, nationality, gender identity, gender expression, race, ethnicity, nationality, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with a person or group with one or more of the above actual or perceived characteristics. [Ref. California Education Code 47605(d)(1)]

- SCVi will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- SCVi will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review,11967.5.1(f)(5)(C)]

- SCVi will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. If allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code 47605(l)]

- SCVi will at all times maintain all necessary and appropriate insurance coverage.

- SCVi will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

- SCVi shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves SCVi without graduating or completing the school year for any reason, SCVi shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. [Ref. California Education Code Section 47605(d)(3)]

- SCVi shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

- SCVi shall on a regular basis consult with its parents and teachers regarding SCVi's education programs. [Ref. California Education Code Section 47605(c)]

- SCVi shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]

- SCVi shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]

- SCVi shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- SCVi shall comply with the Family Educational Rights and Privacy Act

- SCVi shall comply with Education Code Section 47604.1, as added by SB 126 (2019), and be subject to the Brown Act, Public Records Act, Political Reform Act, and Government Code Section 1090 *et seq*.

- SCVi shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- SCVi shall comply with Education Code Section 51745 et seq. related to independent study.

- SCVi shall comply with federal, state, and district mandates regarding English Learner (EL) education and resignation of EL students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.

- SCVi shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which includes the requirement that SCVi shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District and the

Los Angeles County Superintendent of Schools on or before July 1. SCVi shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that SCVi shall consult with facilitators, administrators, other school personnel, parents, and pupils in developing the annual update. Ed. Code 47606.5(e)

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_____   _____10/31/2019_____
Lead Petitioner's Signature   Date

_____   _____10/31/2019_____
Lead Petitioner's Signature   Date

_____   _____10/31/2019_____
Lead Petitioner's Signature   Date

10/31/2019

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INTRODUCTION TO THIS PETITION FOR RENEWAL

Introduction and Review:
Across the nation, the need for education system reform has taken many forms. The charter school, a movement created in the 1990s, allows local educators and parents to develop their own schools of choice for the betterment of their children. Each charter school shares in the universal goals for educational reform, but differs in its overall methods of delivery. National and state leaders have recognized that one size does not fit all when it comes to learning environments and methods of teaching our young people.

The Charter Schools Act of 1992 (Education Code Section 47600, et seq.) was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.

- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

- Encourage the use of different and innovative teaching methods.

- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

- Hold the schools established under this law accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools (Education Code Section 47601).

Our public charter school, Santa Clarita Valley International (SCVi), supports the content of the California Charter Schools Act's intent as stated in Education Code Section 47601 to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools which operate independently from the existing school district structure in order to improve pupil learning, with special emphasis on expanded learning experiences for those identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities that are available within the public school system; provide a performance- based accountability system, and provide rigorous competition to stimulate continual improvements in all public schools.

This petition is a request for renewal of the charter for SCVi Charter School operated as a California

nonprofit public benefit corporation for educational and charitable purposes. The charter school will continue to provide a voluntary public educational choice for parents with learners in grades TK-12 who choose to have their children educated in an alternative learning environment.

SCVi plans to continue having one site which is located within the territorial jurisdiction of the District.

SCVi will provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that learners make appropriate progress toward achievement of iLEAD's school-wide outcomes, based on the Common Core State Standards. This charter school's objective is to provide a vehicle for the delivery of a hands-on, developmentally appropriate, and personalized educational experience outside of the traditional public school setting.

The SCVi model is based on approaching each learner as a whole child, each with unique needs, talents, interests and goals. Our terminology – "learners" and "facilitators" reflects the vision that learners are in the driver's seat of their own education, "facilitated" by competent and caring adults (i.e., "the guide on the side" versus the "sage on the stage" approach to education). At SCVi, all learners in grades TK-12 have access to a rigorous, WASC-accredited, standards-based and – for high school - UC/CSU A-G aligned course of study that encourages deeper thinking through:

- Self-directed learning with learners taking age-appropriate responsibility and exercising autonomy in their daily learning activities;

- Engaging, hands-on constructivist and Project-Based Learning activities that incorporate the arts, technology, world languages and health and fitness; and

- Support for learners' social-emotional development.

Our personalized approach to learning, with Individual Learning Plans (ILPs) developed for each learner that guides their learning each semester, along with comprehensive support from our "Care Team" staff for our learners with special needs (including special education, English Learners, GATE and other needs) is designed to meet the learner with "just right" instruction, rather than expecting the learner to meet the needs of the school.

SCVi provides an exceptional academic and extracurricular program in grades transitional kindergarten through twelfth grade that encourages deeper learning through hands-on, inquiry based, self-directed learning, and collaborative learning in a developmentally appropriate school environment. The school will continue to focus on differentiating instruction to meet individual learner needs. SCVi seeks a diverse population of learners that represents a diverse student group.

This charter renewal petition reflects the content required by the California Education Code. The Charter Schools Act requires a charter to describe fifteen (15) required elements in reasonably comprehensive detail. The language of each of the fifteen required elements under Education Code Section 47605 precedes each element described in this petition.

Founding Affiliations and Consultants

The SCVi Board of Directors is committed to continuing to provide an innovative learning environment in which learners feel safe, supported, and respected as they actively learn and develop both academically and morally. By engaging learners in a rigorous standards-based curriculum, aligned with the Common Core and California State Standards, the school promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. Our ultimate goal is for each and every learner to demonstrate academic excellence, responsible independence, moral integrity, and community leadership as they go forth as self-motivated, competent, lifelong learners, and successful citizens of the world. The following organizations assist the SCVi team in continuing to successfully operate SCVi

California Charter Schools Association (CCSA)

SCVi is a member of CCSA, a membership and professional organization serving public charter schools in the State of California. Its mission is to improve student achievement by strengthening and expanding California's quality public charter school movement. CCSA serves its membership and will strengthen the charter school movement through focus in many areas, including member services, providing an array of products, services, expertise and financing tools to strengthen their member schools and allow them to focus on what matters most; school quality and educating students.

Charter School Development Center (CSDC)

SCVi is a member of CSDC. CSDC is the nation's oldest charter school support organization and is a comprehensive resource center for charter schools anywhere in the country. Their leadership trainings, publications, consulting and membership services offer clients more than 20 years of experience in charter school start-up, operational support and advocacy. CSDC is recognized as the leading experts in charter school law, policy, finance, school design, charter authorizing, governance, and personnel. The CSDC staff has assisted with the drafting of charter laws in states across the country and plays a prominent role in the decision making of school reform policy at both the state and national level.

iLEAD Schools Development

iLEAD Schools Development provides technical support and implementation of the iLEAD Design Model. In addition, the support in the areas of school operation including facilities development, safety, outreach, and more.

iLEAD California

iLEAD California is responsible for supporting the educational program and operations. This includes: curriculum, instruction and assessment design, and implementation (with an emphasis on consistent project-based and social-emotional learning principles), professional development of all staff including training, coaching and evaluation of site leaders, Student Support oversight (SpEd, EL, GATE, etc.) and accountability and reporting systems. iLEAD California is passionate about providing alternative models that differ from the model currently upheld by predominant education culture. As well as, back office support for California schools.

Procopio

SCVi's California legal expertise is provided by Procopio. Procopio represents clients involved in the public sector throughout California, including charter schools and school districts. Charter schools throughout California rely on Procopio for advice on charter development, renewal, incorporation, and other matters. Clients include High Tech High, UCSD Preuss School, the Horizon Charter School and California Charter Schools Association Joint Powers Authority.

Clifton Larson Allen

Wade McMullen of Clifton Larson Allen LLP has been successful in maintaining long- term relationships with charter school clients. He and his organization provide top quality audit, accounting and consulting services to SCVi.

Charter Renewal Criteria

Under Education Code section 47607(a)(3)(A), "increases in pupil academic achievement" is the "most important factor in determining whether to grant a charter renewal." In order to qualify for renewal, a charter school must meet at least one of the minimum academic renewal criteria. There are only two usable criteria today since California abandoned API scores in 2013 and adopted a multi-measure accountability system that provides a fuller picture of how schools are addressing the needs of its students.

Criterion 1: Alternative measures that show **increases in pupil academic achievement** for all groups of pupils schoolwide and among numerically significant pupil subgroups **shall be used**. (Ed. Code, § 52052(f).)

✔️ **CRITERION MET**

This criterion focuses on **growth** in academic achievement. It is the newest and most relevant criterion because growth is the "most important factor" in a renewal. As shown below, SCVi meets this criterion based on our learners' increases in academic achievement across various measures.

- SCVi's learners increased their performance schoolwide on the CAASPP every year since 2015 in English Language Arts/ Literacy, from 35% in 2015 to 56% in 2019.
- SCVi's learners increased their performance schoolwide on the CAASPP every year since 2015 in Math, from 23% in 2015 to 37% in 2019.
- *All* five of SCVi's numerically significant learner subgroups as reported on the California Dashboard (Hispanic or Latino, White, socioeconomically disadvantaged, Two or more Races, and students with disabilities) increased their performance on the CAASPP in English Language Arts/ Literacy between 2015 and 2019.
- *All* five of SCVi's numerically significant learner subgroups as reported on the California Dashboard (Hispanic or Latino, White, socioeconomically disadvantaged, Two or more Races, and students with disabilities) increased their performance on the CAASPP in Math between 2015 and 2019.
- Based on an analysis of CAASPP and NWEA MAP scores broken down by grade-level cohorts, learners who stay at SCVi experience growth as they progress through the grade levels.
- SCVi's graduation rate has increased, going from 88.7% in 2017 to 91.8% in 2018.

- SCVi's learners experienced growth in social emotional learning between 2016 and 2019, as measured by our Character Growth Card.
- Our data shows that learners who stay at SCVi experience year-over-year growth as they progress through the grade levels. SCVi's individualized model and focus on the whole child has attracted a growing population of learners with disabilities, from 12.1% in 2015-16 to 17.7% in 2018-19. This means we've had new learners with disabilities enroll each year, many arriving at SCVi far below grade level. But as the data shows, learners tend to increase their academic performance as they continue in our unique program.

<u>**Data to Measure Progress**</u>
California Assessment of Student Performance and Progress (CAASPP) Results
SCVi's disaggregated whole school CAASPP and internal data results from the past five years reveal some extremely positive trends since the last renewal of the school in 2015. The tables below provide data for this discussion.

As reflected in the minutes of the April 22, 2015 District board meeting, it was determined that the renewal for SCVi would be granted with the understanding that SCVi "must be able to demonstrate continued increases in academic performance." The below results show strong, steady growth year after year not only by state measures but also with internal data.

CAASPP results for 2014-2015 to 2018-2019 show positive growth from all angles in every grade level. The below data table recognizes this growth in two ways. One by percent change in learners that reached Standard Met and Standard Exceeded from 2015-2019 in each grade level and for the school overall. As you can see every grade level has made significant gains in ELA over the last five years. This growth is represented in the last column. Grade levels made anywhere from 15% growth to 11th grade showing the most growth with a 30% gain over the last five years.

This data table also shows the cohort growth of learners over time. As learners move through the grade levels we are able to track their growth over time from grade to grade. As you can see, again each grade level showed significant growth. The orange cohort shows growth over the last consecutive five years from 4th grade to 8th grade with a 30% growth over time. The green cohort shows the most improvement for a cohort showing 48% growth since starting at SCVi in their first year of testing in 3rd grade. Overall the school as a whole in ELA has gone from 35% Met and Exceeded to 56% Met and Exceeded. This increase of 21% shows the continued commitment to the education of our learners. This consistent growth over time shows the trajectory that our SCVi learners are on track to continue with growth over the years to come.

SCVI ELA: 5 Year Comparison							
Grade	2015	2016	2017	2018	2019	Cohorts	Change 15-19
3	19%	22%	39%	37%	40%		21%
4	30%	24%	23%)	49%	45%	8%	15%
5	39%	27%	19%	31%	55%	16%	16%
6	39%	54%	49%	51%	54%	32%	15%
7	43%	53%	52%	53%	67%	48%	24%
8	43%	50%	55%	64%	60%	30%	17%
11	32%	44%	58%	56%	62%	25%	30%
Total	35%	40%	43%	50%	56%		21%

When we look at CAASPP Math scores for all learners we see the same kind of steady growth and increases over time. Implementation of new programs and a consistent focus proves to be working for us at SCVi. Overall, we have made growth in Math in all grade levels, cohorts, and as a school. Showing growth of 14% overall from 2015-2019. The green cohort, again, showed the most growth with a 28% change from 3rd grade to 7th grade. This shows that the longer a student stays at SCVi the more increase we see within their state testing scores.

SCVi MATH: 5 Year Comparison							
Grade	2015	2016	2017	2018	2019	Cohorts	Change 15-19
3	12%	16%	22%	32%	49%		37%
4	22%	15%	21%	28%	35%	3%	13%
5	12%	11%	12%	21%	27%	5%	15%
6	26%	27%	35%	30%	29%	13%	3%
7	30%	44%	43%	29%	40%	28%	10%
8	25%	26%	29%	31%	44%	22%	19%
11	30%	13%	17%	22%	32%	19%	2%
Total	23%	23%	26%	28%	37%		14%

Another way to look at this CAASPP data is through growth of the achievement levels. The chart below shows the change in percent at each achievement level. The goal is for learners to move any student scoring in the lowest levels, Standard Not Met and Standard Nearly Met, up into levels 3 and 4 showing mastery for the grade level. Therefore, we want to see an increase in learners scoring at the Standard Met and Exceeded levels and a decrease in levels 1 and 2. As you can see below that over the years we have had an increase of learners taking the CAASPP assessment as our cu has grown as well as an increase in learners at level 3 and 4 and a decrease in levels 1 and 2. Both in ELA and Math you can see the signature change in percent of learners scoring at the lowest level in CAASPP. These learners are the hardest to move between achievement levels since many times these learners are working far below grade level. We are extremely proud of the growth we have made with these learners and the changes in their achievement levels over time.

Overall Change Over Time by Performance Level					
ELA	2016	2017	2018	2019	Change in %
Std Exceeded Level 4	13	15.47	18.55	20.36	7.36
Std Met Level 3	27	27.54	31.56	35.64	8.64
Std Nearly Met Level 2	25	27.12	24.31	22.73	-2.27
Std Not Met Level 1	35	29.87	25.59	21.72	-13.28
# of students with scores	446	472	469	550	Increase of 104

Overall Change Over Time by Performance Level					
Math	2016	2017	2018	2019	Change in %
Std Exceeded Level 4	9	8.86	11.93	15.2	6.2
Std Met Level 3	14	17.49	16.05	21.43	7.43
Std Nearly Met Level 2	34	28.94	29.07	30.95	-3.05
Std Not Met Level 1	44	44.71	42.95	32.42	-11.58
# of students with scores	459	463	461	546	Increase of 87

The next two charts show evidence of the mean scale score for each grade level in regards to a low, medium, and high band for each performance level. As you can see for 5th, 7th, 8th and 11th in ELA the grade level is scoring in the Standard Met band as a whole. For all other grade levels, we show scale scores in the highest band of Level 2, many just points away from moving over to Standard Met. These bands show evidence of the breakdown for scores and the small growth needed to move all grade levels into Standard Met.

18-19 SCVi ELA Threshold Scale Score Low, Medium, and High Bar

Grade	Level 1 Standard Not Met			Level 2 Standard Nearly Met			Level 3 Standard Met			Level 4 Standard Exceeded	% Standard Met or Exceeded
3	2114 to 2366			2367 to 2431		**2411**	2421 to 2489			>2490	39%
	2114 to 2198	2199 to 2283	2284 to 2366	2367 to 2387	2388 to 2408	2409 to 2431	2432 to 2450	2451 to 2469	2470 to 2489		
4	2131 to 2415			2416 to 2472		**2461**	2473 to 2532			>2533	45%
	2131 to 2225	2226 to 2320	2321 to 2415	2416 to 2433	2434 to 2452	2453 to 2472	2473 to 2491	2492 to 2511	2512 to 2532		
5	2201 to 2441			2442 to 2501			2502 to 2581 **2512**			>2582	55%
	2201 to 2281	2282 to 2362	2363 to 2441	2442 to 2461	2462 to 2480	2481 to 2501	2502 to 2527	2528 to 2554	2555 to 2581		
6	2210 to 2456			2457 to 2530		**2524**	2531 to 2617			>2618	54%
	2210 to 2292	2293 to 2375	2376 to 2456	2457 to 2480	2481 to 2505	2506 to 2530	2531 to 2559	2560 to 2587	2588 to 2617		
7	2258 to 2478			2479 to 2551			2552 to 2648 **2581**			>2649	67%
	2258 to 2331	2332 to 2405	2406 to 2478	2479 to 2502	2503 to 2526	2527 to 2551	2552 to 2583	2584 to 2615	2616 to 2648		
8	2288 to 2486			2487 to 2566			2567 to 2667 **2592**			>2668	59%
	2288 to 2354	2355 to 2420	2421 to 2486	2487 to 2512	2513 to 2539	2540 to 2566	2567 to 2599	2600 to 2633	2634 to 2667		
11	2299 to 2492			2493 to 2582			2583 to 2681 **2613**			>2682	62%
	2299 to 2363	2264 to 2328	2329 to 2392	2493 to 2522	2523 to 2551	2552 to 2582	2583 to 2615	2616 to 2647	2648 to 2681		

18-19 SCVi Math Threshold Scale Scores Low, Medium, and High Bands

| Grade	Level 1 Standard Not Met			Level 2 Standard Nearly Met			Level 3 Standard Met			Level 4 Standard Exceeded	% SBAC Standard Met or Exceeded
3	2189 to 2380			2381 to 2435		**2420**	2436 to 2500			>2501	50%
	2189 to 2252	2252 to 2316	2317 to 2380	2381 to 2398	2399 to 2416	2417 to 2435	2436 to 2456	2457 to 2478	2479 to 2500		
4	2204 to 2410			2411 to 2484	**2456**		2485 to 2548			>2549	34%
	2204 to 2272	2273 to 2340	2341 to 2410	2411 to 2434	2435 to 2459	2460 to 2484	2485 to 2505	2506 to 2526	2627 to 2548		
5	2219 to 2454			2455 to 2527	**2480**		2528 to 2578			>2579	27%
	2219 to 2297	2298 to 2375	2376 to 2454	2455 to 2478	2479 to 2502	2503 to 2627	2528 to 2544	2545 to 2560	2561 to 2578		
6	2235 to 2472			2473 to 2551			2552 to 2609			>2610	28%
	2235 to 2314	2315 to 2393	2394 to 2472	**2492** 2473 to 2498	2499 to 2524	2525 to 2551	2552 to 2570	2571 to 2589	2590 to 2609		
7	2250 to 2483			2484 to 2566			2567 to 2634			>2635	40%
	2250 to 2328	2329 to 2408	2409 to 2483	**2510** 2484 to 2510	2511 to 2538	2539 to 2566	2567 to 2588	2589 to 2611	2612 to 2634		
8	2265 to 2503			2504 to 2585		**2566**	2586 to 2652			>2653	44%
	2265 to 2344	2345 to 2425	2426 to 2503	2504 to 2530	2531 to 2557	2558 to 2585	2586 to 2607	2608 to 2629	2630 to 2652		
11	2280 to 2542			2543 to 2627			2628 to 2717			>2718	32%
	2280 to 2367	2368 to 2454	2455 to 2542	**2570** **2543 to 2570**	2571 to 2598	2599 to 2627	2628 to 2657	2658 to 2686	2687 to 2717		

These two charts below show the significant subgroup growth from 2015 to 2019. In ELA, all 6 subgroups grew over the last 5 years. With an average growth of 12%. In Math, 5 out of 6 subgroups showed growth over the 5 year period with an average growth of 12%.

SBAC by Ethnicity (Met and Exceeded)				
ELA				
Group	2015-2016	2016-2017	2017-2018	2018-2019
Hispanic or Latino	31%	33.3%	38.3%	43.1%
White	44%	48.6%	55.5%	64.7%
Two or More Races	42%	44.7%	68.4%	54.0%
English Language Learners	9%	15.6%	25%	10.5%
Socio-economically Disadvantaged	30%	29.9%	38.9%	43.1%
Special Education	12.0%	14.3%	19.0%	29.4%

SBAC by Ethnicity (Met and Exceeded)				
Math				
Group	2015-2016	2016-2017	2017-2018	2018-2019
Hispanic or Latino	16%	15.0%	16.4%	24.1%
White	25%	31.3%	32.9%	45.2%
Two or More Races	27%	36.8%	40.5%	39.0%
English Language Learners	9%	12.5%	20.8%	0%
Socio-economically Disadvantaged	18.0%	15.1%	16.0%	28.7%
Special Education	7.0%	6.6%	7.7%	17.3%

California Dashboard Accountability

The California Accountability System, the Dashboard, shows a variety of areas of strength for SCVi. Since this is a growth metric, compared against ourselves, we are very proud of the growth shown from the 2017 Dashboard. As you can see we have a green indicator in the areas of Graduation Rate, College and Career Readiness, and English Language Arts. In 2017, our ELA indicator was yellow so in one year we have jumped up one performance color. The growth for ELA was 17.4 points from 2017-2018. For Math we are in the yellow for 2018 where in 2017 we were in the orange. We showed an increase of 5.3 points which moved us into the next performance color. We also have all of our local indicators at Standard Met in all five areas. Another area that we are proud of is our English Language Learner progress on ELPAC. As you can see below, the majority of learners are performing at levels 3 and 4. We are excited to see continued growth with this new system of assessment for these learners.
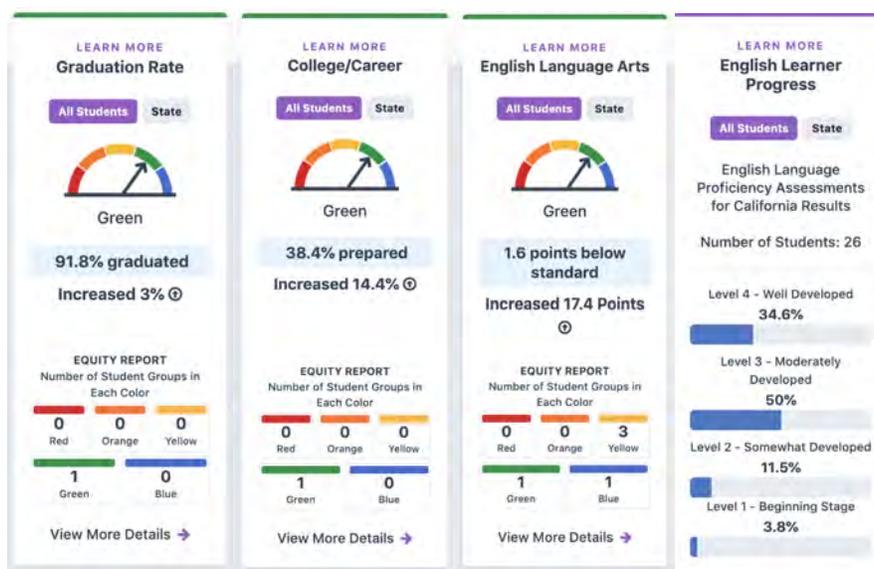

Internal Data

SCVi understands that parents, teachers, and charter authorizers want a 360-degree perspective on individual student learning in every academic subject and on the tangible and intangible skills that signal college and career readiness. Therefore, SCVi uses multiple measures including MAP NWEA and the Comprehensive Growth Card to create an in-depth portrait of each child's progress over time and a reflection of each child's exploration, discovery and confidence as a leader and learner. MAP NWEA measures growth over time, and the data helps educators project proficiency on state accountability tests, support differentiated instruction, and serve as an input for program evaluation. Computer adaptive MAP assessments help identify a learner's current academic achievement level and what they're ready to learn next, thereby creating a personalized learning path for each learner. MAP assessments are grade independent and adapt to each learner's instructional level. This assessment is given three times per year in both Reading and Math.
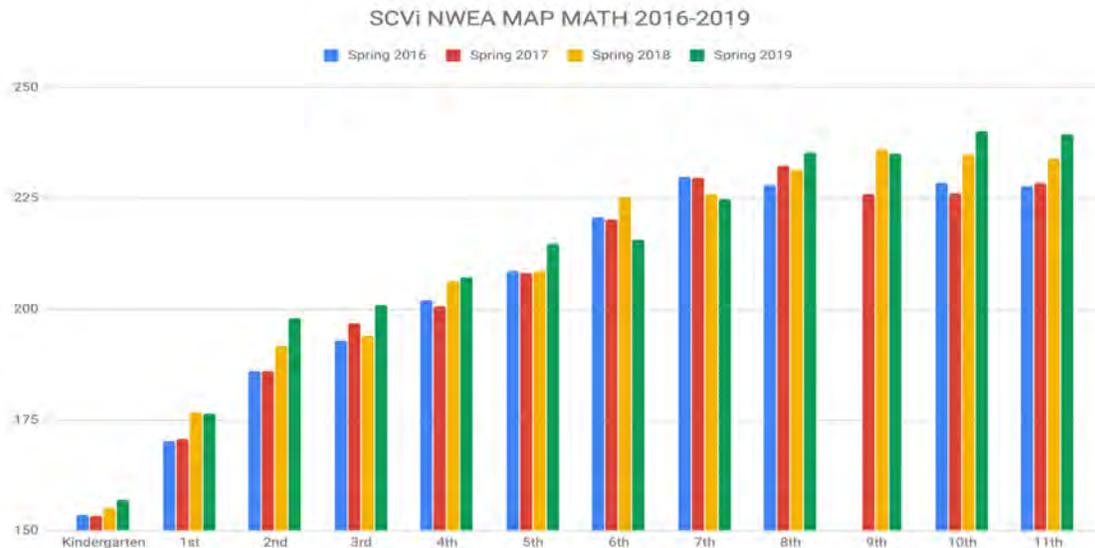
In reference to our internal data, the below graphs and charts represent the MAP NWEA assessments that are used to track learner progress at SCVi. The graph shows growth over time by grade level from 2016-2019. The score on the horizontal access is known as the RIT score in MAP.

The NWEA MAP Growth test uses a scale called RIT to measure student achievement and growth. RIT stands for **R**asch Un**IT**, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300. Learners typically start at the 180 to 200 level in the third grade and progress to the 220 to 260 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.

In the graphs below for Reading and Math you will see a visual of the upward trend of growth each year in most grade levels. You can see that the RIT score is increasing each year by grade level showing growth and progress. In addition, the charts show the increase in number form along with an analysis of percent increase for the cohorts over time. With this data it shows the growth made each year as learners move up through the grade levels. The growth in the RIT score is anywhere from 12-46% depending on the grade level and subject.

SCVi NWEA MAP ELA 2016-2019
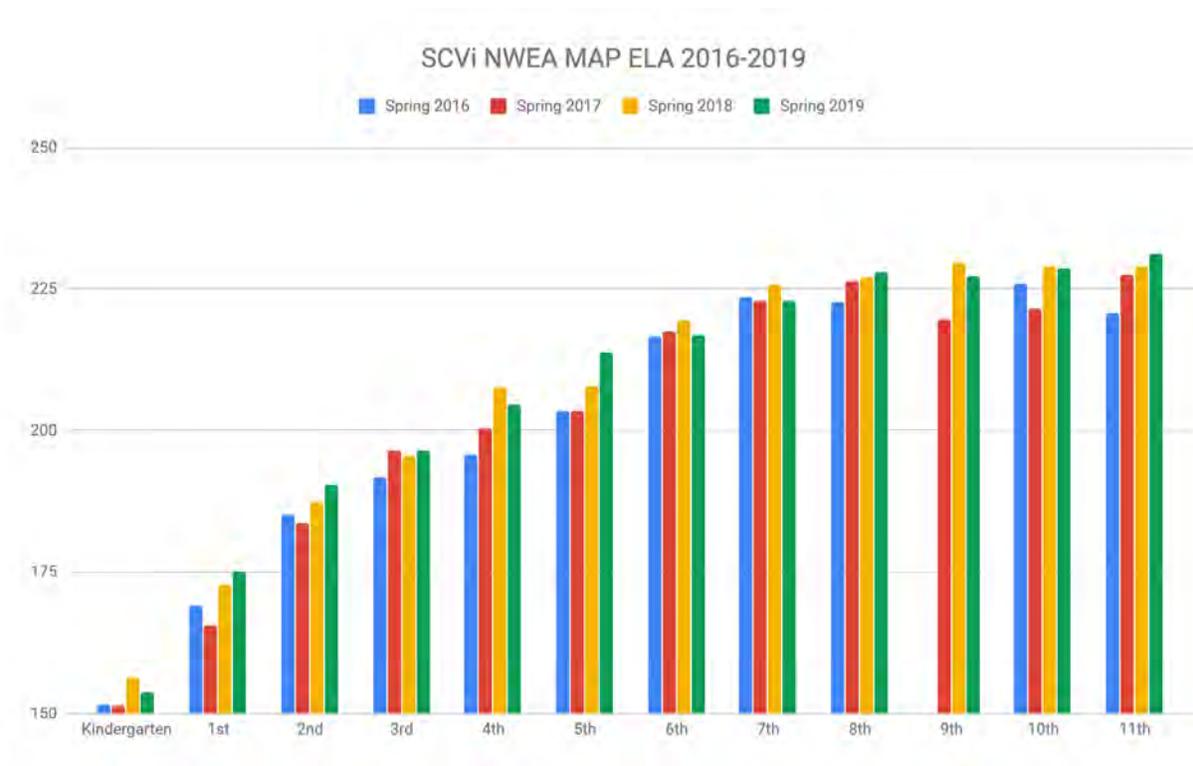
MAP NWEA Change Over Time - Reading				
	2015-2016 EOY	2016-2017 EOY	2017-2018 EOY	2018-2019 EOY	*2016-2019*
Grade	Spring 2016	Spring 2017	Spring 2018	Spring 2019	*Cohort Increase*
Kindergarten	151.8	151.4	156.4	153.7	n/a
1st	169.2	165.5	172.9	175.2	*12.0%*
2nd	185	183.7	187.3	190.4	*14.2%*
3rd	191.8	196.4	195.5	196.5	*23.4%*
4th	195.8	200.4	207.5	204.6	*22.9%*
5th	203.5	203.4	207.9	213.9	*31.6%*
6th	216.6	217.5	219.5	216.9	*43.0%*
7th	223.6	222.9	225.8	222.9	*38.7%*
8th	222.6	226.3	227.1	228.1	*32.0%*
9th	n/a	219.6	229.7	227.4	*20.8%*
10th	225.9	221.5	228.9	228.6	*13.6%*
11th	220.7	227.5	228.9	231.2	*13.5%*

SCVi NWEA MAP MATH 2016-2019

Spring 2016   Spring 2017   Spring 2018   Spring 2019

MAP NWEA Change Over Time - Math				
	2015-2016 EOY	2016-2017 EOY	2017-2018 EOY	2018-2019 EOY	*2016-2019*
Grade	Spring 2016	Spring 2017	Spring 2018	Spring 2019	*Cohort Increase*
Kindergarten	153.4	153.2	155.2	156.9	n/a
1st	170.3	170.7	176.7	176.5	*13.7%*
2nd	186	186	191.7	198	*12.1%*
3rd	193	196.7	194	200.9	*30.1%*
4th	202.1	200.8	206.3	207.1	*33.3%*
5th	208.6	208	208.4	214.8	*38.3%*
6th	220.6	220.3	225.2	215.6	*46.7%*
7th	229.9	229.7	225.9	224.8	*41.6%*
8th	227.9	232.4	231.5	235.4	*32.5%*
9th	n/a	225.9	236.1	235	*24.2%*
10th	228.4	226.1	234.8	240.2	*17.1%*
11th	227.7	228.4	233.9	239.4	*17.6%*

Growth Projections on NWEA MAP

With MAP, a learner receives a growth projection after his or her first test administration that provides an estimate of what might be considered a reasonable growth expectation for that particular student. This growth projection is based on three factors:

- The learner's grade level
- The learner's starting RIT score
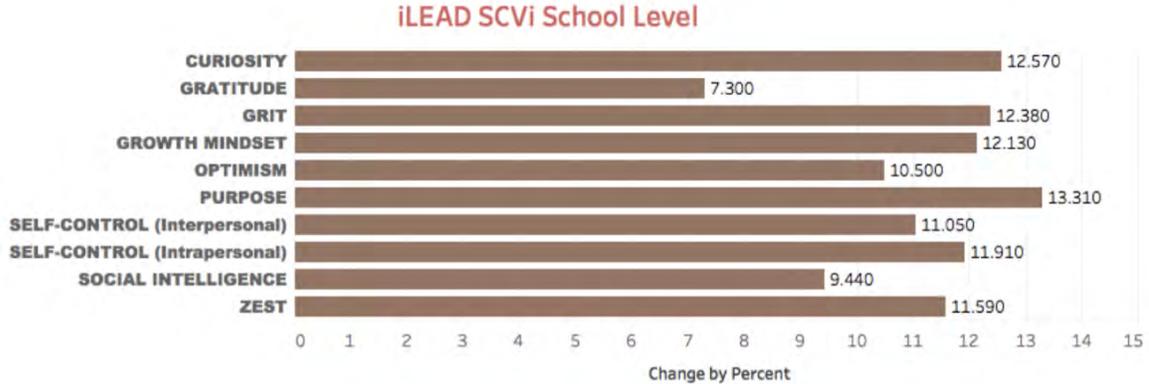- The subject in which the learner was tested

The growth projection represents NWEA's best estimate of the average or typical performance for learners in the same grade, in the same subject, and with the same starting RIT score. NWEA explicitly states that these are projections and not definitive benchmarks for where a learner should or must be at the end of the year. Furthermore, since these projections provide estimates of average performance, it is important to note that on average, not every student will meet or exceed his or her growth projection – in fact it is their observation that approximately 50-60% of learners nationwide meet or exceed their growth projections. Below are charts that indicate the percentage of learners that met their growth goal, the percentage of growth that was met and the number of learners that scored above the national norm.

SCVi MAP NWEA Achievement Status and Growth Summary - READING Spring 2014 - Spring 2019			
Year	% of Students Who Met or Exceeded Their Projected RIT	% of Projected Growth Met	% of Students at or Above National Norm
2014-2015	43.8%	76.9%	43.6%
2015-2016	49.7%	146.4%	
2016-2017	41.7%	84.1%	
2017-2018	58.5%	176.1%	
2018-2019	51.4%	95.2%	57.4%
The percentage of students who were at or above the national norm went up 32% from 2014-2019			

| SCVi MAP NWEA Achievement Status and Growth Summary - MATH Spring 2014 - Spring 2019			
Year	% of Students Who Met or Exceeded Their Projected RIT	* of Grade-Level Projected Growth Met	% of Students at or Above National Norm
2014-2015	42.5%	64.3%	32.40%
2015-2016	36.0%	76.9%	
2016-2017	40.6%	86.4%	
2017-2018	51.8%	115.2%	
2018-2019	53.9%	122.00%	45.3%
The percentage of students who were at or above the national norm went up 40% from 2014-2019			

Character Lab Growth Card

All learners' social emotional and behavioral needs are addressed and supported by caring adults and effective systems at SCVi. Love and Logic, Character Lab, 7 Habits/The Leader in Me, and Restorative Practices are in place. Learners know and are able to articulate the expectations of these systems. At SCVi we measure our social emotional growth through the Character Growth Card. This provides learners feedback on how they and their facilitators/teachers perceive their current strengths and weaknesses. They discuss differences and similarities between self-scores and teacher-scores, changes, and progress over time. Below shows the data for each area of the Character Growth Card and the change in percent from the beginning of the year to the end for 2018-2019 as well as change over time from 2016-2019.

iLEAD SCVi School Level

Category	Change by Percent
CURIOSITY	12.570
GRATITUDE	7.300
GRIT	12.380
GROWTH MINDSET	12.130
OPTIMISM	10.500
PURPOSE	13.310
SELF-CONTROL (Interpersonal)	11.050
SELF-CONTROL (Intrapersonal)	11.910
SOCIAL INTELLIGENCE	9.440
ZEST	11.590

SCVi 2016-2019 Comparing Semester 1 Social Emotional Growth
Increase in the percent for trait was observable overall for all learners in SCVi school
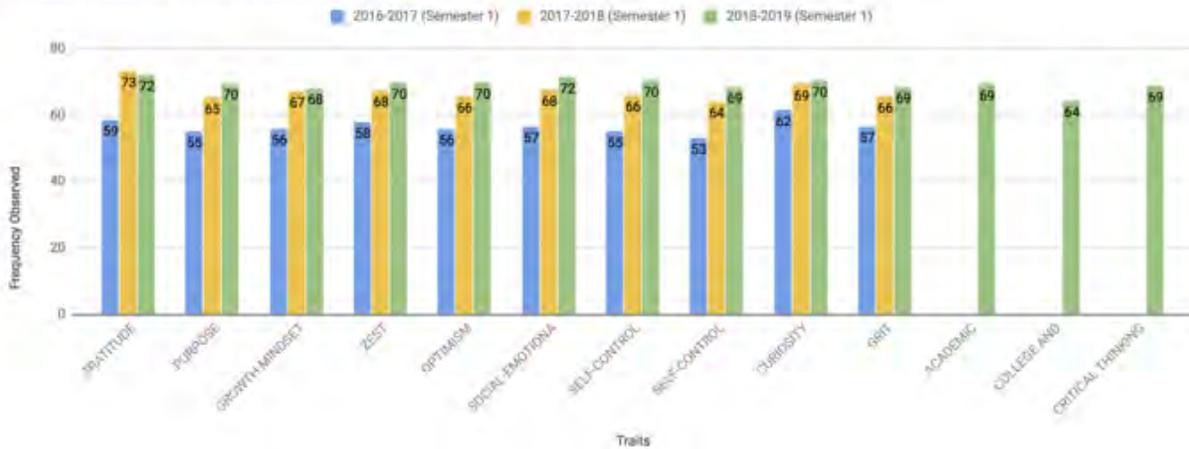
Gallup Poll

The Gallup Student Poll is a landmark survey that captures the voice of young people in the U.S., a necessary but too often missing part of the national dialogue about student performance and success. The Gallup Student Poll measures the engagement, hope, entrepreneurial aspiration and career and financial literacy of learners in fifth through 12th grade across America.

The poll's results supplies SCVi with data that we use to inform strategies for building our school engagement and student success. This also helps us to get a sense of the social emotional learning taking place at our school. Below are the charts that represent the results for grades 5-12 for the 2018-2019 school year as compared to the United States.

Engagement
The involvement in and enthusiasm for school.

ENGAGEMENT GRANDMEAN	Your School 2018	U.S. Overall 2018
OVERALL	3.89	3.85
At this school, I get to do what I do best every day.	3.50	3.53
My teachers make me feel my schoolwork is important.	3.89	4.00
I feel safe in this school.	3.87	3.81
I have fun at school.	3.87	3.44
I have a best friend at school.	4.23	3.37
In the last seven days, someone has told me I have done good work at school.	3.65	3.61
In the last seven days, I have learned something interesting at school.	3.78	3.86
The adults at my school care about me.	4.10	3.83
I have at least one teacher who makes me excited about the future.	4.15	4.08

Hope
The ideas and energy students have for the future.

HOPE GRANDMEAN	Your School 2018	U.S. Overall 2018
OVERALL	3.96	4.20
I know I will graduate from high school.	4.32	4.62
I have a great future ahead of me.	4.04	.4.36
I can think of many ways to get good grades.	3.92	4.15
I have many goals.	3.87	4.13
I can find many ways around problems.	3.44	3.87
I have a mentor who encourages my development.	3.63	3.47
I know I will find a good job in the future.	4.50	4.35

Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others

ENTREPRENEURIAL ASPIRATION GRANDMEAN	Your School 2018	U.S. Overall 2018
OVERALL	2.67	2.42
I will invent something that changes the world.	2.87	2.66
I plan to start my own business.	3.12	3.03
I am learning how to start and run a business.	2.74	2.36
I have my own business now.	1.95	1.51

Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy

CAREER/FINANCIAL LITERACY GRANDMEAN	Your School 2018	U.S. Overall 2018
OVERALL	3.28	3.28
I have a paying job now.	2.20	2.11
I am learning how to save and spend money.	3.68	3.76
I have a bank account with money in it.	3.36	3.17
I am involved in at least one activity, such as a club, music, sports or volunteering.	3.88	4.05

Enrollment

The three year enrollment of SCVi has grown over the last three years. 2018-2019 Enrollment was at 1084 learners, an increase of 23% since 2016. We have a 93.9% retention rate of learners and an 85% retention rate of teachers returning from last school year to this school year.


Suspension rates

The chart below represents the suspension rates for learners that attend At SCVi we are very intentional in developing a positive school culture and community through the use of Character Lab, The Leader in Me, Restorative Practices, and the Advisory curriculum. While learners come to school with differing backgrounds, varying levels of experience, and diverse understandings of the concepts developed therein (grit, curiosity, self-control, purpose, etc.), the foundations of these programs include the establishment of a common understanding of these concepts within the learning community, both at the classroom and school-wide level. In order for staff to be able to bridge cultural and other social differences, SCVi implements trainings on cultural proficiency, developed in close collaboration with area experts such as Dr. Randall Lindsey and Dr. Cynthia Jew, authors of *Culturally Proficient Inclusive Schools: All Means ALL!*. SCVi also implements a system of parent education that shares the established norms and understandings as a way of partnering with parents and bolstering family support. With these practices in place we look to keep our learners at school learning. In 2018-2019 the number of suspensions was reduced to a total of 12 suspensions. Once this is released with CDE it will show an improvement over last year with a decrease in suspension rate from 31 total suspensions to 12 total suspensions, cutting it more than half.

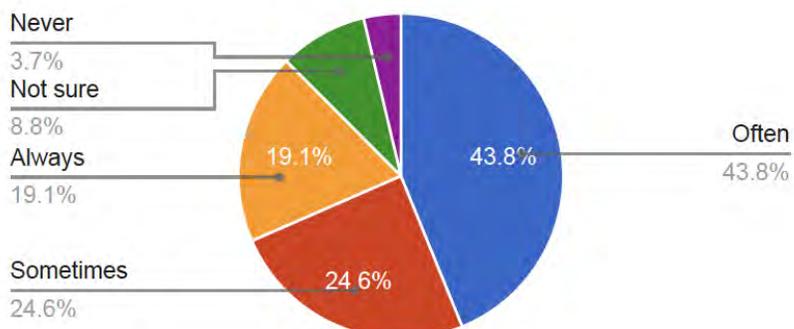| Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Santa Clarita Valley International	1,000	31	27	2.7%	88.9%	11.1%
William S. Hart Union High	28,122	533	450	1.6%	84.4%	15.6%
Los Angeles County	1,548,191	46,756	31,366	2.0%	74.0%	26.0%
Statewide	6,384,919	363,406	223,867	3.5%	69.4%	30.6%

Learner Climate Survey

It is important that we get feedback from learners with regards to the school climate. This measure should include learner perceptions about school safety, including the physical environment, and connectedness and engagement and feeling of safety with facilitators, staff, and peers. In addition, we want our learners to have purpose and make sure that their experience is meaningful. Here are some highlights:
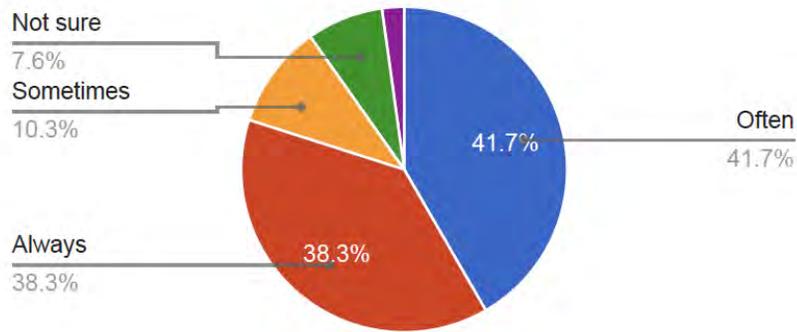
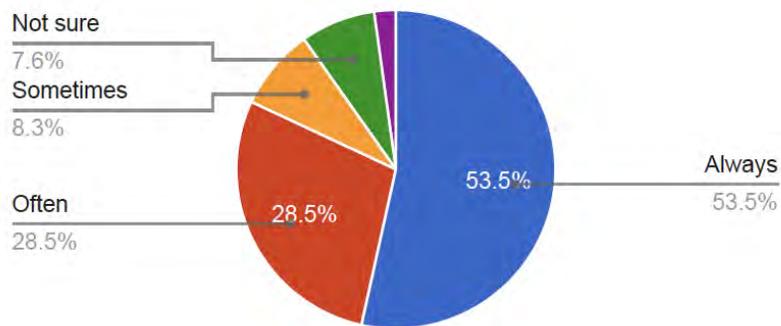### The facilitators and other adults at the school are respectful to the learners.

- Sometimes 5.1%
- Not sure 7.1%
- Often 31.9%
- Always 55%
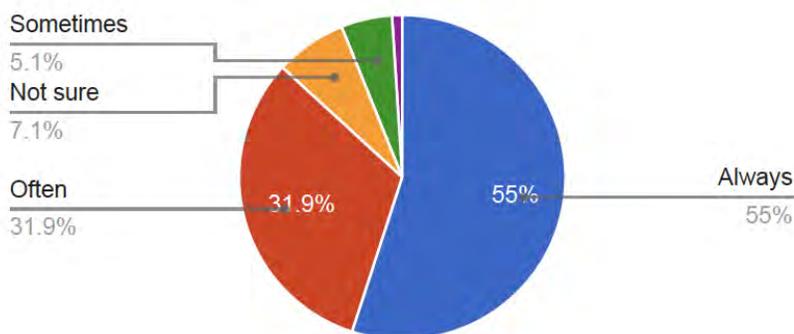
The lessons, assignments, and projects at school are interesting to me.

- Never 3.7%
- Not sure 8.8%
- Always 19.1%
- Sometimes 24.6%
- Often 43.8%

I work hard at school even when it's really hard for me.

Not sure
7.6%

Sometimes
10.3%

Often
41.7%

Always
38.3%

38.3%

41.7%

My school is a friendly and welcoming environment for learners.

Not sure
7.6%

Sometimes
8.3%

Often
28.5%

Always
53.5%

53.5%

28.5%

I am excited to go to school everyday.

Never
6.6%

Not sure
7.8%

Always
20.7%

Often
35.6%

35.6%

20.7%

Sometimes
29.3%

29.3%
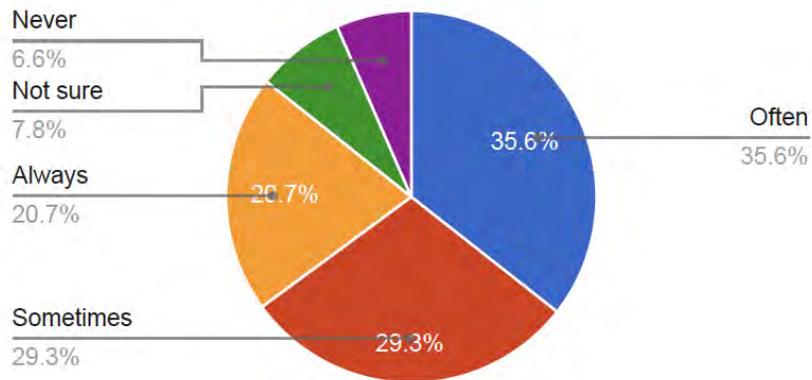
Stakeholder Survey

In addition to our learners we also want to survey our stakeholders to give feedback and indicate the success of SCVi. Below is a list of responses from families on what they feel is the most important thing their child's school does to create a positive school culture for its learners.

- Multicultural events
- Group discussions, and open and honest communication within the class
- Empowering the kids
- Interacting in a kind and accepting way to her peers
- Develops their undiscovered talents
- Engage them and make them excited about learning
- Ability to express themselves as individuals
- LGBTQ support and IEP support
- The Schools strongly supports my child's unique learning style, learning challenges and educational goals and interests.
- They are actively embracing inclusion.
- Teachers who understand my child's needs and willing to communicate to find a solution.
- Design Tech classes
- Allowing for mistakes.
- My son learns real life project applications
- Inclusivity and project based
- Lots of opportunities for family involvement.
- The teachers and staff seem genuinely interested in the learners, greet them, and engage with them.
- They embrace all cultures and races
- Values the individual perspectives and abilities of learners. Welcomes diversity of all types - including neurodiversity and integrates all different types of children into the classroom seamlessly. I feel like there are no outsiders at SCVi.
- Promoting emotional intelligence
- The open room/mixture of classes. I believe this helps students interact more as well as learn to focus.
- Allows quirky kids to be quirky. Gives opportunities for kids to think out of the box.

Criterion 2: The entity that granted the charter determines that the academic performance of the charter school is **at least equal** to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (Ed. Code, § 47607(b)(4).)

This criterion requires the District to compare SCVi to the District itself and to our learners' resident schools, i.e. their home schools.

- SCVi's reclassification rate has grown since our last charter renewal to 33.3% in 2018-19, surpassing the District's rate of 20.3%.
- SCVi's four-year cohort graduation rate is 91.8% surpassing the District, Los Angeles County and the State rates.
- SCVi's UC/CSU Eligible Graduates is 85% surpassing both the District and the State by almost over 40%.
- The gap between SCVi and the District continues to close in both ELA and Math. In ELA, both SCVi and the District are in the Level 3 Standard Met Band in all grades.
- 25% of SCVi's enrollment would attend LAUSD. In 2017-2018 SCVi exceeds LAUSD in both ELA and Math, 22% in ELA and 11% in Math.

English Language Learner Reclassification Rate
The reclassification rate for 2018-2019 was 33.3%, which is higher than the District, County and State. The rate is over 10% higher than the District.
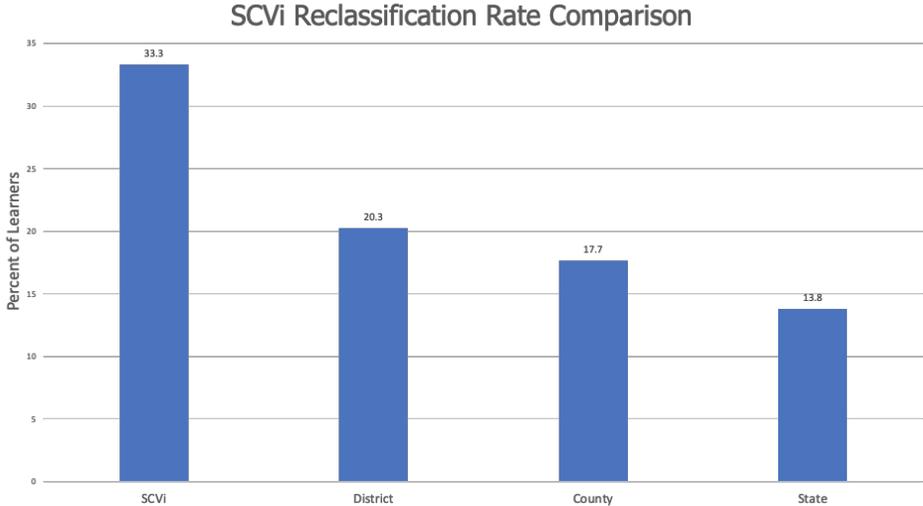
Four-Year Cohort Graduation Rate
The chart below represents the four-year Adjusted Cohort Graduation Rate for the most current CDE report of 2017-2018. This is the number of learners who graduate from high school in four years with a regular high school diploma divided by the number of learners who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of learners who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any learner from the cohort who

transfers out during that same period. SCVi shows a 91.8% rate for these learners—higher than the District, Los Angeles County and the State. Retaining our learners and keeping them on track for graduation is one of our top priorities.

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements
Santa Clarita Valley International	73	67	91.8%	58
William S. Hart Union High	4,527	3,827	84.5%	1,948
Los Angeles County	122,987	100,319	81.6%	56,353
Statewide Total	504,073	418,205	83.0%	208,769

UC/CSU Eligible Graduates
Out of three different graduation paths, the preferred graduation path for SCVi learners is the A-G course path. Our facilitators and counselors encourage our learners to follow this path from early on in their education and help them to build schedules with this in mind. The chart below represents the number of learners leaving SCVi as graduates that are UC/CSU Eligible. The data shows the high rates of completion of our learners for this path of graduation.

SCVi UC/CSU Eligible Graduates		
Change Over Time 2016-2018		
Institution	UC/CSU Eligible 16-17	UC/CSU Eligible 17-18
SCVi	100%	85%
Hart	50%	48%
State	45%	47%

CAASPP Scale Score Comparison with the District
The next two charts below reflect the overall percentage of Standard Met and Standard Exceeded for English Language Arts and Math as compared to the District. This shows the overall percentages as well as for 7th, 8th and 11th grades as well as the mean scale score within the low, medium and high bands. As you can see with ELA, SCVi has made great gains closing the gap between SCVi and the District. The scale scores for SCVi all fall within the Level 3 Standard Met band and are just 2 to 7 points away from moving to the medium band. In Math, the gap continues to close as well. Both 7th and 11th grades' scale scores are at the cut off for the low band and at the brink of moving into the medium band of Level 2. We will continue to make improvements in our program to show growth in the area of Mathematics.

2018-2019 SCVi ELA Threshold Scale Score Comparison to District
7th-11th Low, Medium, and High Bands
Black = SCVi   Blue = William S. Hart District

Grade	Level 1 Standard Not Met			Level 2 Standard Nearly Met			Level 3 Standard Met			Level 4 Standard Exceeded	SCVi % Standard Met or Exceeded	Hart % SBAC Standard Met or Exceeded
7	2258 to 2478			2479 to 2551			2552 to 2648			>2649	67%	71%
							2581 2593					
	2258 to 2331	2332 to 2405	2406 to 2478	2479 to 2502	2503 to 2526	2527 to 2551	2552 to 2583	2584 to 2615	2616 to 2648			
8	2288 to 2486			2487 to 2566			2567 to 2667			>2668	59%	69%
							2592 2607					
	2288 to 2354	2355 to 2420	2421 to 2486	2487 to 2512	2513 to 2539	2540 to 2566	2567 to 2599	2600 to 2633	2634 to 2667			
11	2299 to 2492			2493 to 2582			2583 to 2681			>2682	62%	80%
							2613		**2663**			
	2299 to 2363	2264 to 2328	2329 to 2392	2493 to 2522	2523 to 2551	2552 to 2582	2583 to 2615	2616 to 2647	2648 to 2681			

2018-2019 SCVi Math Threshold Scale Score Comparison to District
7th-11th Low, Medium, and High Bands
Black = SCVi Blue = William S. Hart District

Grade	Level 1 Standard Not Met			Level 2 Standard Nearly Met			Level 3 Standard Met			Level 4 Standard Exceeded	% Standard Met or Exceeded	Hart % Standard Met or Exceeded
7	2250 to 2483			2484 to 2566			2567 to 2634			>2635	40%	54%
	2250 to 2328	2329 to 2408	2409 to 2483	2484 to 2510 (**2510**)	2511 to 2538	2539 to 2566	2567 to 2588 (**2572**)	2589 to 2611	2612 to 2634			
8	2265 to 2503			2504 to 2585			2586 to 2652			>2653	44%	54%
	2265 to 2344	2345 to 2425	2426 to 2503	2504 to 2530	2531 to 2557	2558 to 2585 (**2566**)	2586 to 2607 (**2589**)	2608 to 2629	2630 to 2652			
11	2280 to 2542			2543 to 2627			2628 to 2717			>2718	32%	51%
	2280 to 2367	2368 to 2454	2455 to 2542	2543 to 2570 (**2570**)	2571 to 2598	2599 to 2627 (**2627**)	2628 to 2657	2658 to 2686	2687 to 2717			

CAASPP Comparisons with LAUSD

SCVi services learners from 21 different school districts. The top two districts that SCVi serves are LAUSD and the District. The charts below represent the 2017-2018 CAASPP comparison between SCVi and LAUSD. As you can see SCVi out performs LAUSD in ELA and Math by 11 to 22 %.

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17/18 SBAC ELA Scores		
Grade	LAUSD	SCVi
3	42%	30%
4	42%	57%
5	42%	70%
6	39%	42%
7	41%	81%
8	40%	66%
11	51%	50%
Overall	42%	64%

17/18 SBAC Math Scores		
Grade	LAUSD	SCVi
3	42%	31%
4	36%	27%
5	29%	47%
6	14%	43%
7	29%	61%
8	28%	50%
11	23%	50%
Overall	32%	43%

ELEMENT A (1): EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii)

Mission and Vision

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

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

iLEAD stands for:

- iNTERNATIONAL: Learning foreign languages and cultures makes our learners compassionate, open-minded world citizens.

- LEADERSHIP: Practicing leadership from a young age prepares our learners for a lifetime of listening, collaborating, inspiring, and leading.

- ENTREPRENEURIAL DEVELOPMENT: Encouraging learners to work in teams, take risks and learn from failure nurtures the ability to innovate and ignites their entrepreneurial spirit.

- ARTS: Creating and exploring the world through the artistic experience enhances all subject areas for our learners.

- DESIGN THINKING: Participating in project-based learning leads to more meaningful experiences and a deeper understanding for our learners.

SCVi will provide a rigorous, relevant, and attainable education program based on the Common Core State Standards. SCVi will accomplish its mission and vision through the following best practices:

Constructivist Methods and Project-based learning: SCVi's curriculum implements the California Common Core State Standards through relevant learning experiences that engage learners' interest as they discover underlying concepts and develop a deep understanding of subject matter. Learners are active participants in meaningful learning, as they engage in hands-on activities and experiences that build on their prior knowledge. A key instructional approach is project-based learning (PBL), which is conducive to teaching higher order thinking and real-world skills. PBL closely resembles real world work, so learners develop skills for success in careers and life. Learners apply their understanding in projects that gradually introduce greater levels of complexity, allow for more learner autonomy and increased choice of topics and products, as learners develop. These powerful learning experiences foster self-motivation and self-directedness, as they discover and develop their uniqueness, while striving to become competent lifelong learners. In this constructivist relationship, teachers are facilitators of learning and students are learners. For this reason, we call our teachers "facilitators" and we call our students "learners."

An International Focus*:* Learners in the 21st century are faced with the challenge of learning in an increasingly interdependent world where knowledge is constantly developing and evolving. In 2013, SCVi attained authorization as an International Baccalaureate Diploma Programme school. Rigorous curriculum on global connectivity, empathy, compassion and equity give learners a sense of belonging in the changing world, and prepare them to fit in the global marketplace, upon graduation and after college. Exploring the world's cultures gives learners a positive attitude toward learning and greater understanding of diverse cultures, both in the U.S. and abroad.

Individualized learning plans (ILPs) for all learners: Each year, learners and facilitators create ILPs to guide instruction. Each learner, along with his/her family and his/her facilitator, works together to monitor the ILP and make adjustments as needed. The primary goal of the ILP is to ensure that each child is treated as an individual and therefore will be working toward attainable goals appropriate to his individual development.

Multiage groupings: Multiage classroom environments with two or more grades allow learners the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between facilitator and learner provide for deeper knowledge of a learner's needs to guide instructional decisions and familiarity with the social-emotional health of a learner.

Connections to Real World Experiences: SCVi's curriculum integrates the Common Core standards through relevant learning experiences that engage learners' interests as they discover underlying concepts and develop deep understanding of subject matter. Learners have opportunities for independent learning, small group learning, field trips, apprenticeships and online learning. Learners are active participants in meaningful learning, not passive receptacles, as they engage in hands-on activities and experiences that build on learners' prior knowledge. Another

key instructional approach is experiential learning, where learners are involved in opportunities to connect their skills to real-life situations, which are conducive to teaching higher order thinking skills that support successful careers and living. These powerful learning experiences foster self-motivation and self-directedness, as learners discover and develop their uniqueness while striving to reach their full potential.

Attention to the whole child: A developmentally appropriate educational program focuses on social and emotional wellbeing as well as promotes adaptability, self-confidence, autonomy and creativity for all children. Learners develop social and emotional skills, as they learn to communicate and problem-solve to effectively work and learn in small work groups. The educational program promotes respect, understanding, and appreciation of diversity in the school's multicultural environment.

Building a strong partnership with home and community: Parents and community partners are key resources to supporting learners' success. SCVi actively involves parents at school and works with them to support and extend their learners' learning at home. SCVi seeks ways to involve community partners and provide learning experiences that broaden learners' perspectives.

SCVi's Independent Study Program: SCVi offers a long-term independent study program with a "hybrid" approach that has been very successful in meeting diverse individual learners' needs. In addition to home-study, coordinated by SCVi's home study coordinators and the learners' parents/guardians, independent study students are eligible to participate in a variety of optional site-based activities such as: art classes, math classes, book clubs, and participation in holiday programs, field trips and lunch for socialization opportunities.

At SCVi, we are committed to establishing a new paradigm for education. We are a caring culture that values community, which contributes to a better society. Our focus on developing empathy fosters an engaging, positive, rich environment. We believe people are natural born leaders. We provide opportunities for discovery and wonder to nurture a lifelong love of learning. Success is demonstrated through leadership, self-direction, problem-solving skills, creativity, collaboration, innovation, and service. We embrace stepping out of our comfort zone. And, we value joy, fun, choice, and voice, and we celebrate that our differences contribute to our common humanity. In addition, at SCVi, we value 21st Century skills such as those promoted in the Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS; see also http://www.academicinnovations.com/report.html).

The SCANS skills include:

- Personal and social responsibility
- Planning, critical thinking, reasoning, and creativity
- Strong communication skills, both for interpersonal and presentation needs
- Cross-cultural understanding
- Visualizing and decision-making
- Knowing how and when to use technology and choosing the most appropriate tool for the task

SCVi's graduates will be well-equipped to succeed in post-secondary school and meaningful careers in the 21st century workplace.

Educational Philosophy
Whom the Charter School is Attempting to Continue to Educate and Serve
SCVi serves a student population similar to that of schools in the District, encompassing a growing spectrum of ethnic, cultural and linguistic heritages. SCVi serves learners who are gifted or advanced, learners who struggle academically, learners who have special needs, English Learners, and learners who have a variety of learning styles. SCVi serves learners from all social and economic groups throughout the Santa Clarita Valley and surrounding areas. Given its instructional approach, SCVi attracts and is successful with youth whose educational experience to date has not resulted in optimal academic and personal success, such as learners whose learning style may limit their ability to achieve their learning potential in a conventional classroom employing traditional methods. SCVi also attracts learners that want to be on the forefront of change with an entrepreneurial spirit.

What it Means to be an Educated Person in the 21st Century
The world has become a global marketplace with ever-expanding sources of information, technology and advancement. We have evolved from a performance-based society, where the adult practiced what was learned in school, to a learning society. Children need to develop flexible sets of abstract learning and coping tools and skills. It is vital that learners "learn how to learn" in our dynamically changing nation and world. Successful workers will possess more than rote skills and factual information; they will be creators who can plan, problem-solve and achieve multi-step goals. To be an "educated person" in the 21st century, learners will be able to think critically and apply their understandings in novel contexts. They will have awareness and skills to navigate an ever more politically and economically interdependent world. Given the high stakes, there is a crucial need for open-minded, tolerant citizens who are good communicators in at least two languages. Learners will need to work cooperatively and to value their individuality as well as other people's differences.

An educated person in the 21st century will require a solid grounding in the fundamental skills and their application: language arts, mathematics, science, and social sciences. They will need critical thinking skills to search for solutions to a wide variety of problems. They will need to be willing to expose themselves to success and failure by taking risks. They will need practical ability to define problems, determine steps to find solutions, and then implement these solutions.

An educated person in the 21st century will be mentally and physically healthy, with an awareness of their value and the value of others. They will have the necessary skills to connect with and meaningfully contribute to their community and society.

An educated person in the 21st century will know that learning and life are meaningful and joyful. They will understand the value of participating in the community around them to improve it. They will understand civic duties and the glorious opportunities afforded to us under democracy. 21st century students will need to be leaders who demonstrate honesty, courage, integrity, respect, kindness, and persistence.

An educated person in the 21st century must be proficient in using technology. All learners will need to be successful in the information-rich, global society that has emerged. Our aim is the empowerment of all children to function effectively in their future, a future marked increasingly with change, information growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving high- speed highways and learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life.

At SCVi, we have defined the following Learner Outcomes, aligned with our definition of what it means to be an educated person for the 21st century global economy:

College and Career Readiness
- Possessing the knowledge and skills to continue learning beyond secondary school in both postsecondary settings and the workplace
- Having an open mind, while seeking to understand cultural norms and expectations for others
- Possessing leverage-gained knowledge and skills to interact, communicate and work effectively outside one's environment
- Exhibiting the confidence and courage to take on new and challenging endeavors
- Understanding the depth and breadth of college choice, and how it can apply as a cornerstone to achieving any given learner's educational and career-preparatory goals

Critical Thinking
- Analyzing and evaluating evidence, arguments, claims and beliefs
- Acknowledging his/her own biases, considering other points of view, and synthesizing multiple perspectives
- Understanding and applying rhetorical strategies by demonstrating a deep understanding and value of people, places and cultures
- Thinking critically and working creatively in both digital and non-digital environments to develop authentic and useful solutions

Academic Engagement
- Taking full ownership of learning activities
- Displaying high levels of interest and energy
- Demonstrating a willingness to ask questions, pursue answers, and consider alternatives
- Taking risks in pursuit of quality

Zest
- Actively participating in his/her learning
- Showing enthusiasm and invigorating others
- Approaching new situations with excitement and energy

Grit
- Finishing whatever task and/or project that has been started
- Sticking with a project or activity for more than a few weeks

- Persevering even after experiencing failure
- Working independently with focus

Self-Control - Interpersonal and Intrapersonal
- Remaining focused and resisting distractions
- Remembering and following directions
- Getting to work right away rather than procrastinating
- Remaining calm even when criticized or otherwise provoke
- Handling interpersonal situations effectively

Optimism
- Quickly getting over frustrations and setbacks
- Believing that effort will improve one's future
- Articulating positive aspirations
- Staying motivated, even when things don't go well

Gratitude
- Demonstrating appreciation for the benefits received from others
- Recognizing and showing appreciation for his/her opportunities

Social Intelligence
- Finding solutions during conflicts with others
- Demonstrating respect for feelings of others
- Knowing when and how to include others

Intellectual Curiosity
- Exploring new experiences with openness
- Asking and answering questions to deepen understanding
- Actively listening to others
- Asking appropriately probing questions

Purpose
- Focusing and working towards a stated future outcome
- Articulate an interest, along with the "why" behind the interest

Growth Mindset
- Believing that s/he will become more intelligent, and/or capable, with hard work and practice
- Taking on new challenges with optimism
- Confidently discussing what s/he is learning

All of the above, while speaking directly to school climate, also reflects SCVi's overarching educational philosophy and mission.

How Learning Best Occurs

SCVi's unique design reflects our beliefs about how learning best occurs. The commitment to constructivism and project-based learning is based on a commitment to a student- centered learning environment in which learning is presented with a meaningful context that is relevant to learners' lives and the diverse experiences they bring with them to school. We believe that learning occurs when learners are encouraged to explore the world around them and are encouraged to take risks. "Real-life" learning experiences enable learners to capitalize on their natural curiosity and creativity, and as a result develop self- motivation and an intrinsic love for learning. Instruction is active and engaging, and requires students to produce original work that they revise, polish, and perfect. We believe that true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge. (Freire, 1972.)

We believe that learning must "invite students to experience the world's richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world's complexities" (Brooks and Brooks, 1999) through instruction that:

- Is culturally relevant with authentic meaning for the learner, incorporating language learning, multicultural education and relevant reflection on cultural and individual diversity;
- Is rigorous and demanding, promoting depth of learning and high level thinking within students' Zone of Proximal Development as determined by ongoing assessments;
- Offers students autonomy to self-select reading, writing and other learning, and simultaneously demands student's responsibility for their own learning and their community via self-reflection and self-assessment; and
- Is conducted in a psychologically and emotionally safe community where parents/families are integral partners in the educational process.

We believe that in order to support all students, including those with disabilities, English Learners or students who struggle to succeed in school, we must clearly communicate our high expectations for their success, and then provide targeted support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes (Resnick, 2008). Students best learn when intensive individualized academic interventions and scaffolding to allow them to retain concepts and skills that are delineated in the state standards, and even more importantly, be equipped to handle the challenges of the future.

Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent Life-Long Learners

Through our student-centered, differentiated, hands-on instruction, learners come to understand that they can achieve and thereby develop confidence in their learning, and motivation to learn. SCVi faculty utilizes "backwards design" and focus on student achievement data to ensure that learning objectives are met. Learners reflect on their own learning, helping them gain an understanding of the way they learn best, developing critical competencies in their own learning processes as well as outcomes. Learners also actively participate in their own learning, seeing the relevance and applications of their education and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, learners develop a lifelong ability to continue to learn.

Teaching Methodologies

SCVi's educational design and philosophy are consistent with the school's vision, mission and target population. SCVi's school design begins with a solid research base. SCVi draws upon the following instructional theories and methods:

A. Constructivist Learning: Learners who attend SCVi are educated through carefully designed educational experiences which will incorporate constructivist methods based on research about how people learn. Research shows that each individual constructs knowledge rather than receiving it from others (Brooks and Brooks, 1993). Constructive teaching is based on the belief that learners learn best when they gain knowledge through exploration and active learning. Hands-on materials may supplement or replace textbooks, and learners are encouraged to think and explain their reasoning instead of memorizing and reciting facts. Education is centered on knowledge frameworks, concepts, themes and the connections between them, rather than isolated information. According to brain-based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include manipulatives, active learning, field trips, guest speakers, and real-life projects that allow learners to use many learning styles and multiple intelligences. (The Language of Learning: A Guide to Education Terms, by J. L. McBrien & R. S. Brandt, 1997, Alexandria, VA: Association for Supervision and Curriculum Development)

B. Project-based Learning: SCVi uses project based learning to equip learners critical thinking and problem solving skills, so that they may solve complex problems using fundamental skills (reading, writing, listening, speaking and calculating), and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilization of high-tech tools). As noted by the current California Science Standards Framework: "Effective science programs use standards-based connections with other core subjects to reinforce science teaching and learning. Reading, writing, mathematics, and speaking skills are all needed to learn to do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics (CA Science Framework, p. 13.)." Narrative and expository literature and high interest trade books serve as key resources for instruction. Extensive research documents the power of reading and writing across the curriculum to create "active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994)."

According to research conducted by a leading entity in Project Based Learning, the Buck Institute for Learning, Project Based Learning supports education in the following ways:

- Academic achievement: Students learning through PBL retain content longer and have a deeper understanding of what they are learning (Penuel &

Means, 2000; Stepien, Gallagher & Workman, 1993).

- 21st century competencies: Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations (Finkelstein et al., 2010) PBL students also show improved critical thinking. (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995).
- Equity: PBL shows promise as a strategy for closing the achievement gap by engaging lower achieving students (Boaler, 2002; Penuel & Means, 2000).
- Motivation: In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings (Thomas, 2000; Walker & Leary, 2009).
- Teacher satisfaction: Teachers may need time and professional development to become familiar with PBL methods, but those who will make this shift in the classroom practice will likely report increased job satisfaction (Hixson, Ravitz, & Whisman, 2012; Strobel & van Barneveld, 2009).

C. <u>Individualized Learning Plan</u>: At the start of each school year, learners and their facilitator, together, with parents/guardians, create an Individualized Learning Plan (ILP) for each learner that includes individual academic goals (aligned to Common Core State Standards), social and emotional goals, major learning activities, and the means by which outcomes will be reviewed. Each learner then learns to evaluate their progress toward those outcomes, starting at a basic level when they are younger and improving their ability to self-assess over time. At least twice each school year they meet with their facilitator and their parent to look critically at what they have accomplished, examining a portfolio that showcases what they have learned throughout the school year. The learner helps lead a discussion of their strengths and areas of growth. Facilitators coach learners through this process and practice with learners while they are learning how to help lead and ultimately to direct these discussions. The group works together to develop goals and strategies to overcome challenges. The portfolio-based Learner Led Conferences help ensure that learners are accountable to their families, their facilitators, and the school community as a whole. In addition, the experience creates a powerful incentive for learners to develop their skills, through the communication of high expectations, public display of meaningful work, and opportunities to showcase talents in modalities that best suit learners' distinct learning styles.

D. <u>Multiage Groupings</u>: Research supports educational environments with two or more grades that allow students the flexibility to progress at their own pace along a continuum of learning. Multi-year relationships between teacher and student provide for deeper knowledge to guide instructional decisions and familiarity with the social-emotional health of a student (Anderson and Pavan, 1993). Classrooms in grades TK-8 may be a mix of two (and occasionally more than two) grades to allow students to progress and to be grouped with others, rather than to be limited by age-based groupings. Facilitators' work is complicated by the presence of a wide

range of instructional needs within a single classroom. In many schools, facilitators must try to differentiate as best they can, but when the levels are too varied, multiple needs are very rarely met. Most facilitators and the school directors can describe what needs to be done in theory, but practice often does not match the ideal. Multiage groupings increase opportunities for instruction that matches need, especially at a small school like SCVi, because they allow for large enough sub-groups of learners with like needs while retaining homogenous groupings. Learners get the benefits of a smaller, more personal learning environment, and at the same time, their academic needs are met. Multiage groupings also enhance the culture of learning as older learners model expected behaviors for learners entering the class or the school, also reducing social stratification across grade level groups and reducing the chance of bullying and other harmful behaviors.

While multiage groupings are common in elementary school, research also supports multiage groupings for the middle grades. The National Middle School Association (1997) has identified multiage grouping, cooperative learning, heterogeneous grouping, developmentally appropriate learning tasks, cross-age tutoring, flexible scheduling, and positive evaluations as important instructional strategies for older children. In addition, several middle schools have achieved great gains in academic achievement using such groupings. Crabapple Middle School in Roswell, Georgia, for example, has reported significant gains in students who participated in the multi-age courses, opposed to their students who followed the traditional model (*Evaluation of Multi-Age Team (MAT) Implementation at Crabapple Middle School: Report for 1994- 1995* ERIC Digest [Online]). Scarborough Middle School in Maine earned a similar schools ranking of 9 using multi-age groupings and East Lyme Middle School in Connecticut has achieved National Blue Ribbon status using multi-age grouping as well.

E. Technology Integration: An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for learners to apply conceptual understanding in new contexts. There are interactive programs, such as simulations, where learners act as architects, to design a playground, teach core content standards and develop critical thinking skills. Facilitators access video, photos, text, audio tracks and other real-world material online to support California Common Core State Standards being taught. These resources engage learners' interest, provide up-to-date content and accommodate diverse learning styles. In addition to having access to software and the internet, our SCVi learners may also be able to access other resources such as flight simulators, both Lego and Vex robotics, and creative applications such as Adobe software, Google products, and Apple Apps to explore the different aspects of math, science, and art. Whether discovering the scientific method, potential vs kinetic energy, or geometry, these opportunities move knowledge from the textbook into real life. Technology at SCVi also expands opportunities for facilitator feedback, learner revision and parent involvement. Basic word processing makes learner revision of work much more efficient. Web-based programs can greatly increase learner, facilitator and parent interaction around learning, including communication about progress toward learning goals and the instant updating of information through information systems and classroom tools such as School

Pathways, Google Classroom and Echo.

F. <u>The Whole Child:</u> SCVi's educational program facilitates the academic, social, and emotional development of all learners with developmentally appropriate curriculum as they move through the school's program. SCVi provides supports to ease transitions between SCVi's campus(es) and the educational settings in which learners enroll. Older learners are teamed up with younger learners as a way to create a family environment where the younger youth have older "sponsors" to look up to and the older youth are mentors for the younger learners. Older learners reinforce their studies and subject mastery by tutoring the younger learners in their studies.

Grades TK-5 In TK-5 classrooms, facilitators build strong relationships to create a safe learning environment that makes learners feel comfortable as active participants. Learners' primary classrooms are a place for social-emotional skill-building, for participation in democratic decision-making and for solving problems between individuals, as a class and as a school. In the earliest grades, learning activities resemble play and allow self-directed exploration. Curriculum that develops social and emotional skills are developmentally appropriate as well.

Grades 6-12 The advisory program is a key strategy for developing the whole child, for individualizing the educational program and for creating a supportive school environment. Through advisory, learners and facilitators develop closer relationships, creating a safe space for activities such as social-emotional and personal and academic skill building and goal- setting, monitoring and problem-solving. Advisory provides the learners and facilitators a space to connect and discuss their school community, working collaboratively to address any challenges that individual learners, the classroom, or the school community as a whole is facing. Advisories are used to facilitate every child's participation in the school's decision-making process. The meetings provide time for facilitators to announce upcoming activities and classroom guests. Advisories are multi-aged "school families" that foster strong connections between all members of the SCVi community.

G. <u>Parent Involvement:</u> At SCVi, parents play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. Parents continue to be involved in the school not only through participation on the governing board, but through volunteering and attending school events. Parents are encouraged to volunteer on campus, but parental involvement is not a requirement for acceptance to, or continued enrollment at, SCVi.

SCVi communicates with parents about learner progress on an ongoing basis as parents interact with facilitators, counselors and administrators informally and by request, and using web-based technology. Additionally, SCVi holds student-led conferences and issues report cards at least two times a year and sends annual reports to stakeholders. SCVi emails a weekly newsletter to families and staff. SCVi developed policies to promote effective communication between parents, facilitators, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

SCVi's educational design and philosophy are consistent with the school's vision, mission and target population. SCVi's school design begins with a solid research base. SCVi draws upon the following instructional theories and methods:

A. Leadership: Learning occurs best when the school culture and environment have a significant impact on learning. SCVi has been recognized as a LIM (Leader in Me) school and follows The Leader in Me model by Stephen Covey as a guide to create a school culture with a positive learning environment aligning shared values. *The Leader in Me* is collaborative, ongoing and based on leadership, character and learner achievement. This model, which teaches T*he 7 Habits of Highly Effective People*, is dedicated to increasing leadership skills in all learners. *The Leader in Me* improves academic achievement and raises levels of accountability and engagement among learners, parents and staff.

B. Entrepreneurial Development: Entrepreneurship is an essential skill in the 21st century job market. Entrepreneurial skills are required not only for future entrepreneurs; modern jobs require employees to be entrepreneurial   as   well. Entrepreneurial development is a multidisciplinary form of education: it teaches multiple subjects at once. Solving business problems requires knowledge of subjects such as math, language, and arts. Entrepreneurship is not something you do alone. Learners learn to work together with their teams and also with customers. Being an entrepreneur requires many different skills. Therefore, even learners who are usually underperforming can rise to the top. It can bring out the best in everyone. Selling, talking to customers, and marketing are everyday business skills that are taught. At SCVi, we also encourage social entrepreneurship-- businesses that generate income but can support social change at the same time. In addition, at SCVi we use entrepreneurship as a way to provide financial literacy education. Innovation and creativity are at the heart of entrepreneurial development. SCVi instructional program reinforces the intrinsic motivations of play, passion, and purpose, while teaching learners to work in teams, take risks, and learn from failure. These are keys to nurturing our learners' natural curiosity, creativity, and ability to innovate. Our SCVi presentations of learning will bring this instructional theory to life as our learners design, develop, execute and present their projects to the community and relevant as well as authentic audience.

C. Arts: Years of research show that the arts are closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools also help close a gap that has left many a child behind: "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education. At SCVi we believe that the arts are the

cornerstone for all learning. In addition to offering such classes as Visual Arts, Music, and Theatre, the arts processes are woven into all subject areas and we encourage our learners to utilize artistic innovation, creation and exploration in their project learning and presentations.

D. <u>Design</u>: SCVi believes that learners learn best by participating in project-based learning where they design projects/products to convey their learning. Learners learn to take charge of their own learning by actively designing, researching and developing in-depth study on a topic of interest. As they develop skills, learners are increasingly responsible for deciding the topic, what the project consists of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to achieve the project, according to their individual learning styles. It is the role of the facilitator to guide the learners, set expectations, facilitate questions, and encourage learners to use multiple intelligences (Newell, 2003). Passive, out of context learning is not adequate to prepare students to work in today's world. SCVi uses project based learning to equip learners to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research, time management, information synthesizing, utilization of high-tech tools). According to the leading PBL authority, The Buck Institute for Education (BIE), Project Based Learning is a research driven approach to developing deeper learning and required competencies for success in college and careers. There is a growing body of research that supports the use of project based learning. Schools where project based learning is practiced find a decline in absenteeism, an increase in cooperative learning skills, and an improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced.

E. <u>Social Emotional Learning</u>: Learning occurs best through the development of character, where learners learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom and school are model communities where learners learn the skills and practices they need to live as productive citizens of the greater community. Learners learn to take full responsibility for their own learning (Nelson, 2000; Kohn, 1993).

At SCVi, we maintain a unique emphasis on using methods that foster our learners' social-emotional development and personal strengths. We are committed to ensuring our learners learn to lead, be self-directed, and develop their emotional IQ in a way that inspires creativity and engagement in their coursework. We believe it's vital to help learners develop skills like social awareness, self-management, regulation of emotions, and early self-awareness early so they can begin to weave these abilities through every facet of their lives.

As an integral part of our approach to teaching, implementation and evaluation of Social-Emotional Learning (SEL) principles is inseparable from our project-based learning model, which requires learners to research, collaborate, and carefully weigh information and evidence in a nuanced problem-solving context and teaches them to accept feedback, create solutions, and present their findings in a high-performance context.

To accomplish this vital mission, we measure and report SEL progress as part of every project, individualized learning plan goal, and Report of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to academics and reflective practice for facilitators, learners, parents, and administrators. Other elements of our SEL implementation could include, practice and assessment include Learner Led Conferences (LLCs), Presentations of Learning (POLs), Passion Projects, Individualized Learning Plans (ILPs), Advisory Program, learner-driven ambassador groups, morning meetings, and restorative approaches to discipline, among others.

Passive, out-of-context learning is not adequate to prepare learners to work in today's world. SCVi will use project-based learning to equip learners with the knowledge and skills to solve complex problems using fundamental skills (reading, writing, and math) and workplace skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high-tech tools).

There is a growing body of research that supports the use of project-based learning. Schools where project-based learning is practiced find a decline in absenteeism, an increase in cooperative learning skills, and improvement in student achievement. When technology is used to promote critical thinking and communication, these benefits are enhanced. According to Ed Week, September 27, 2006 a new report, "Compendium Study of Promising Practices: Innovations in Charter Schools", available from the Center on Educational Governance at the University of Southern California, highlights what it sees as effective practices in 20 charter schools in California, including efforts such as project-based learning, parent involvement, and the infusion of arts in the curriculum." The California Department of Education has given a large portion of Dissemination Grant awards to schools for their use of project-based learning to achieve high academic achievement among secondary learners, including High Tech High, the International School of Monterey, the Alameda Community Learning Center, and Guajome Park Academy. Many educational research institutions also advocate this trend: "One strategy for linking the curriculum to real-world learning is project-based learning, where students are engaged in challenging tasks that usually involve knowledge and skills from more than one academic discipline." – Redesigning Schools: What Matters and What Works, School Redesign Network at Stanford University, 2002.
https://edpolicy.stanford.edu/sites/default/files/10-features-good-small-schools-redesigning-high-schools-what-matters-and-what-works_0.pdf

Research shows that each individual constructs knowledge rather than receiving it from others. Constructivist teaching is based on the belief that learners learn best when they gain knowledge through exploration and active learning. Hands-on materials may supplement or replace textbooks, such a manipulatives in math at the lowest grades, or science labs in upper grades. At SCVi, learners are encouraged to think and explain their understanding and processes, instead of simply memorizing and reciting facts. For example, a learner may choose to construct a skateboard ramp or redesign a building's wheelchair ramps to learn and demonstrate mastery of algebraic reasoning skills. According to brain- based research, authentic learning situations increase the brain's ability to make connections and retain new information. Teaching strategies that enhance brain-based learning include active learning, field trips, guest speakers, and real-life, authentic projects that allow learners to use many learning styles.

Throughout each grade level, learners take charge of their own learning by actively planning, researching and developing in-depth study on a topic of interest through PBL. Some projects are collaborative with one or more peers, while others are solo, yet each requires depth and breadth over time. As learners develop knowledge and skills, they are increasingly responsible for deciding the topic, what the project will consist of, how to implement the project, and reflection on the project. Where possible, learners decide what processes they will use to complete the project, according to their individual learning styles. The facilitators help the learners, set expectations, facilitate questions, and encourage learners to use different approaches to accessing, mastering and exhibiting mastery of content.

Through project-based learning, learners are motivated, challenged, and, as a result, actually look forward to their next assignment. They apply what they have learned in one subject area to newly encountered situations in another. They can see how their classwork relates to real life while gaining indispensable knowledge, skills and beliefs, including critical thinking, collaboration, grit, and communication.

SCVi follows the Buck Institute for Education (BIE) processes for "Gold Standard PBL" (Buck Institute for Education, 2015) and implement:

- iLEAD Project Design Guide for planning projects
- iLEAD Rubrics for assessing social emotional learning and academic rigor
- Project tuning protocols for calibrating projects by providing administrative and peer feedback to facilitators
- Critical Friends protocols for providing feedback to facilitators and learners
- Data Protocols to use existing data from formative and summative assessments to plan and scaffold projects.

Throughout the PBL process, facilitators will act as metacognitive coaches, serving as models, thinking aloud with learners and practicing behavior they want their learners to use. They facilitate a learning process that includes learners' interests and aspirations and is, therefore, learner-driven.

The facilitator is most active in planning instruction in a project-based classroom and educational model. This role entails content knowledge and sequencing of projects; knowledge of each learner in order to provide timely and effective scaffolding, differentiation and support; providing timely feedback on learners' work and discussion; and evaluating learners. The facilitator's main goal is to understand the learner's strengths, challenges, passions and interests. By building strong relationships with learners, facilitators are better able to design effective educational experiences. These may include, but are not limited to, providing targeted instruction or support to learners with common needs during various phases of PBL; planning whole class activities in preparation for project introduction; working individually with learners to address specific needs; collaborating with resource specialists and other peers to appropriately scaffold PBL for learners with special needs; pre-teaching or re-teaching skills essential to the successful completion of the project.

The following framework is based on the BIE's publication, *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction* (Larmer, Mergendoller, & Boss, 2015), and *Deeper Learning competencies* (William and Flora Hewlett Foundation).

Essential PBL Design Elements	Facilitator and Learner Tools	The Nature of Learning
Challenging Problem or Question Problems or questions with the right level of challenge, structure, and actionable steps that ignite learners' interest and helps learners Achieve project through sustained inquiry goals	Facilitators and learners use pictures, videos or photos that provoke interest in a topic and can be useful to ignite learners' curiosity and frame a problem or question in a way that moves learners to action. Facilitators consider programs such as : TeacherTube, TED Ed, Skype, Google Hangouts or a guest speaker as an "Entry Event" to a project.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Sustained Inquiry Carefully scaffold structures promote learner engagement in responding to a challenging problem or question over the course of a project	Facilitators use different tools to sustain inquiry, such as using Newsela, which offers daily news articles from major publications in English and Spanish at five different reading levels for learners in grades 2-12.	Master Core Content Critical Thinking Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Authenticity Creating learning experiences that are rooted in real contexts and have impact or personal relevance	Facilitators design authentic projects using the iLEAD PBL Design Guide to identify and select K-12 challenging standards and matching learner's interests.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"

Voice & Choice Opportunities for learners to participate in the decision-making process about how to resolve the problem, voice their ideas, and make choices about their learning	Facilitators use learning management portals such as (Google classroom, EdModo, Echo, NOVARE etc.) to help learners manage, archive, and showcase projects. Learner and facilitators use Google accounts to create Google Docs to work collaboratively on their projects, archive project documents, and manage their work.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Reflection Opportunities for learners to develop metacognitive skills aligned to specific subject-appropriate use	Learners use blogging platforms, such as KidBlog, Edublogs, and Weebly that offer learners virtual spaces to reflect on their projects. Learners can also comment on one another's posts.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset"
Critical Feedback & Revision Built in checkpoints for learners to receive feedback from facilitators or peers and opportunities to improve their work.	Facilitators have regular individual and team check ins. Facilitators use face-to face time or tools such as Screencast-O-Matic to provide oral feedback on learners writing or work products, which is a useful strategy for English learners, learners with disabilities, or struggling reading. Also, tools such as Educurious which offers learners access to project and career experts who can provide real- world feedback	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset

Authentic Audience/ Product Public displays of learner work that demonstrate acquisition of knowledge and skills along with application in authentic contexts	In person or virtual presentations by learners are opportunities that help showcase the PBL process. For example, Biz Movie is a fun and engaging way to demonstrate learning in a project. Learners show what they know and can do by creating animated movies. Learners create and run movie companies, learning about entrepreneurship and business.	Master Core Content Critical Thinking Problem-Solving Collaboration Effective Communication Self-directed Learning An "Academic Mindset

As illustrated in the framework above, elements of our PBL model include:

The Lens of the PBL Process

An effective PBL process prepares the learner for real life experience - College and Career Readiness. College and Career Readiness or 21st Century skills are embedded in every step of the project and combined with all knowledge, concepts and understandings. Universal themes/concepts are the process roadmap for key knowledge, ideas, and concepts. The PBL process helps learners and facilitators design projects that are built upon CA CCSS, NGSS and other rigorous standards, concepts, and in-depth understandings fundamental to subject areas and academic disciplines. In a BIE described Gold Standard projects, learners learn how to apply knowledge to the real world, and use it to solve problems, answer complex questions, and create high-quality products. PBL equips learners with an educational experience where they learn how to attain and implement critical thinking skills not in an abstract and isolated way, but through cross-disciplinary and meaningful inquiry. They learn how all subjects are interconnected and codependent in the authentic PBL environment that is directly and purposefully linked to real-world experiences. All projects include a focus on: meaningful, challenging and inquiry-based question, problem or a challenge, engaging entry event, authentic performance tasks and benchmarks, academic rigor and cross-disciplinary experiences, as well as critical thinking, meaningful collaboration and teaming, social-emotional development and regulation. Projects also incorporate scaffolding to accommodate an individual learner's level of performance. Scaffolding also fosters the development of other skills, concepts, intellectual capacities, and individual qualities such as persistence, organizational skills, and inventiveness.

Challenge/Problem or Question

This is the essence of the project and defines what the project is about. It is the beginning quest of every project trajectory. Projects begin with a universal theme or concept that leads to a problem to investigate and solve, or a question to explore and answer. It supports the process rather than the product. It could be something real and tangible (the school needs better furniture that would support group collaboration) or complex and puzzling (deciding who needs better education and why). The key is in the "meaningful engagement" that brings learners and communities together in the pursuit of answering a question or developing a project that allows for personal and professional

connection. Learners don't just "remember" because they must. They do so because they inquire and question. They learn because they have a real need to know something, so they can use this knowledge concepts and skills to solve a problem or answer a question that matters to them. The Challenge/Problem or Question is introduced at an "entry level" where all learners understand and can get engaged. When facilitators plan and implement a project they (sometimes with learners) write the universal theme or essential question that is open-ended and learner-friendly. This is done so that the learners along with the facilitators can formulate one or more meaningful "driving questions" that focuses the "next steps" and defines different projects, pursuits, and action plans.

Meaningful and Sustained Inquiry

Engaging in meaningful and sustained inquiry is a more dynamic, complex and multi layered practice than simply "finding the right answer" or "Googling the answer." The meaningful and sustained inquiry practice requires some serious energy and engagement, which implies a good project endures more than a couple of days or a week. In PBL, the inquiry practice is complex and puzzling. Faced with a real challenge or problem, learners are stimulated to ask questions. They seek answers through ongoing research, collaboration, and workshops that help them "dive deeper" and find the necessary tools to come to a creative solution or process. Projects can join distinctive data sources, blending the conventional thought of "exploration" – perusing a book or looking at a site – with field-based methods such as connecting with experts and study trips. Additionally, learners may interview or collaborate with the authentic audience and/or consumers of the project for meaningful and constructive feedback and help.

Ingenuity/Authenticity

The moving force for SCVi PBL process is ingenuity/authenticity. In a PBL sense, the idea of ingenuity and authenticity reflects the genuine connection of the project with the real-world. This is the time when we pause and ask the learners:

- What does the project/solution/process mean to you?
- What does it mean to the community/authentic audience/partners/team(s)?
- How does your project initiate an action in your community or wider parameters?
- Does your project/problem/process/solution solve/respond to. . . . ?

The connection with the real-world stimulates learners' inspiration and learning. The ingenuity and authenticity of a project can be developed through several aspects. It can have a real connection, for example, when learners take care of issues like those confronted by individuals in fields outside of school (e. g. , scientists designing new wing shapes for maximizing aircraft flight time; bankers creating new investment plans; legislators preparing new proposals for education…). This would include real-world steps and procedures, well balanced with rigor (academic and college readiness standards). For example, learners may respond to sustainability issues through scientific reports, project proposals and authentic products which address current needs and incorporates ELA, math, sciences & art. Authenticity can reflect on a situation surrounding the learners and their environment, such as rearranging their learning space or creating a better schedule. It could also evolve from responding to local, national or current world problems/needs. Most importantly, the lens of authenticity allows learners to find or build personal and meaningful reflection in their project by drawing on their values, cultures, traditions, norms, interests, passion, and backgrounds.

Learner Voice and Choice

PBL means learning through experiences along with learner-driven and engagement in sustained inquiry. For these experiences to be meaningful, learners are given the freedom to "voice their opinion, preference, passion" and choose a personalized path for developing a project. Learners must feel a personal connection with the project question(s) and the freedom to develop their own project. Facilitators act as the partners in the project process, and plan, create, and collaborate with the learners throughout the whole process. A project should never feel like a "locked box" with definite steps and answers. On the contrary, learners should have the freedom to navigate the process, learning from mistakes/failures and constructive feedback. "Voice and choice" means that learners have control and input over every step of the project from development to implementation, creation, innovation, collaboration and presentation. When allowed to choose, learners respond by generating meaningful questions that help them research and build a set of tools for use with their project. Some learners and groups may even collaborate with facilitators in the initial stages of planning and scaffolding a project that includes close connection and meaningful outcomes.

Reflection

According to John Dewey, "Education is a social process; education is growth; education is not preparation for life but is life itself. " As such, it is vital for the PBL process to include reflective practice because "We do not learn from experience. . . we learn from reflecting on experience. " Effective PBL includes reflective practice that is purposefully scaffolded and multilayered. Facilitators, learners, teams, and stakeholders engage in multiple reflective cycles before, during, and after every project. Reflection includes aspects such as: Trust and Support, Communication, Making Decisions, Cooperating, Teamwork, Problem Solving, Leadership Roles, Respecting Others, Giving and Receiving Feedback, Respecting Personal Differences, Relationship with Audience, Project Ideas, and Process Work. The format of reflection can vary from an individual or team discussion to project benchmarks, journals, professional panels, and Presentations of Learning (POLs). Reflection should always have a clear goal and objective.

Setting specific goals for reflection helps learners use reflective practice as an opportunity to grow/revise/improve their work, further their knowledge/understanding/practice and experience real-world opportunities where reflection is a routine part of a professional endeavor.

Feedback and Revision

The next step after reflection is feedback and revision. The reflection serves as a map for revision, based on the feedback. During the initial stages of feedback and revision, participants learn the norms and sets of behavior related to revision and feedback. From constructive criticism to peer feedback, learners become equipped with the necessary tools for engaged and sustained feedback through rubrics, modeling, formal and informal feedback, and protocols. Also, the most meaningful feedback for effective revision is the one that comes from authentic audience or experts in the field. Facilitators are mindful of this process and include opportunities for professional feedback where appropriate.

Authentic Audience/Product

One of the main reasons for choosing PBL is the opportunity for using and choosing authentic audience and developing an authentic process/product. Authentic PBL involves complex challenges that require judgments and a full array of tasks. At the same time, it requires an authentic

assessment that is seamlessly integrated within the process. Learners exhibit various interests, passion, and performance scope/engagement based on the environment. So, when developing the project, including learners is essential in targeting authentic audiences and choices for authentic product/process. The process provides focus on learner's abilities to define, analyze, and assume various roles in projects. The authentic audience and product are vital for social emotional growth, which adds greatly to PBL's motivating power and encourages high-quality work. Learners tend to respond better when their audience is wider than the classroom/school parameter. Finding the right balance between stimulating external motivation and fearful authoritative performance anxiety is important in this process. In addition, when learners understand they are the "engineers and designers" of the PBL process and/or product versus the consumer, they tend to get excited about sharing the project with the targeted audience. This sense of teamwork and process-oriented collaboration helps develop a healthy learning community where learners and facilitators work together for a common cause.

Finally, at SCVi we include an emphasis on "**Beautiful Work**," a term from Ron Berger, Chief Academic Officer at Expeditionary Learning and referenced by the Buck Institute of Education (BIE). It refers to the emphasis on projects in which learners are expected to create high quality products through a process involving critique protocols, public audiences, and models of excellence that takes place through multiple drafts and rehearsals. Berger provides a starting point for discussion on how to engage learners in high quality work in a project through a shift in school-wide culture and a sharp contrast from a traditional school setting where the focus is generally on quantity rather than quality.

The term applies as much to original scientific research and math solutions as to the eloquence of writing or the precision of architectural drafting. Always, in all subjects, there is a quest for beauty, for quality, and we critique all that we do for its level of care, craftsmanship and value. In PBL, learners create original, beautiful work. The school itself is a gallery: elegant work is displayed everywhere — on walls and on shelves — and learners take pride in the beauty of their product. All work is brought through multiple drafts or rehearsals to refine and improve it. In this process of revision, learners engage in formal and informal critique sessions, and invite critique from "masters"— experts from outside the school. Work is posted publicly in draft form and in final form for public comment. Sometimes the sharing of work is through gallery exhibitions and other times through publications, presentations, performances or projects for the community.

Learning occurs best through the development of character, where learners will learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. The classroom, home and school are model communities where learners learn the skills and practices they need to live as productive citizens of the greater community. Learners learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993) SCVi's flexible learning environment gives learners the opportunity to develop the character and skills necessary to be successful in our 21st Century society.

Curriculum and Instruction
Backwards Design
SCVi's instructional staff approach curriculum planning using a standards-based backwards mapping design process, a key part of Grant Wiggins' and Jay McTighe's acclaimed

Understanding By Design model. First, facilitators identify rigorous, relevant and attainable overarching learning outcomes, going beyond simple facts and skills to include larger concepts, principles or processes ("What should learners know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?"). Next, they determine acceptable evidence of learning for those outcomes; that is, the means of authentic assessment ("How will we know if learners have achieved the desired results and met the standards? What will we accept as evidence of learner understanding and proficiency?). Finally, they plan meaningful learning experiences and instruction. This includes definition of knowledge (know-that), skills and procedures (know-how) that learners ought to master, definition of materials, and definition of learning /teaching activities (scenarios). Through this planning process they will develop a curriculum map based on the California Common Core State Standards and other outcomes specific to SCVi.

Learners at SCVi will participate in a standards-aligned education program that is academically rigorous and social-emotionally balanced. The following chart briefly summarizes SCVi Education' TK/K-8 Learning Targets per grade level in each core subject, based on the requirements of the CA CCSS, NGSS and other state content standards. This chart is followed by descriptions of each subject across the different grade level spans, including middle and high school course descriptions.

Grade	Language Arts	Mathematics	Science	Social Studies
TK/K	Kindergarten standards introduce foundational skills in reading, writing, listening, and speaking. Emphasis is on sound patterns, letter and word recognition, phonological awareness, and sound patterns, as well as story retelling, identifying key details, vocabulary acquisition, recognition of genre, and identifying characters and setting.	In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.	Kindergarteners explore concepts of ecosystems: animals, plants, and their environment, weather and climate, and forces and interactions: pushes and pulls through hands-on, inquiry-based activities.	Learners explore their world and community learning to work together, what it means to be American, how their lives are the same or different from those who lived in the past, and exploring their neighborhood and its geography.

1	First graders should be able to ask about and answer key details, identify a central message, use details to describe character and setting, craft narratives, focus on a topic, make connections between two ideas or events, clarify meanings of words, distinguish long and short vowel sounds, blending, and digraphs and other spelling patterns.	In Grade 1, instructional time should focus on four critical areas: (1) addition, subtraction, and strategies for addition and subtraction within 20; (2) whole number relationships and place value, including grouping in tens and ones; (3) linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.	First graders explore concepts of structure, function, and information processing; patterns and cycles in space systems; and light and sound waves through hands-on, inquiry based activities.	In grade 1, learners are exploring their place in time and space, including concepts of community and citizenship. They explore who is responsible for enforcing rules, consequences, what their community is like, how life is different from those who lived in the past, and how many people comprise one nation.
2	By second grade students can speak about language elements, recount stories from diverse cultures, identify morals and lessons within stories, compare and contrast types of literature, identify a main topic and details in a text, decode multi-syllable words and words with Latin suffixes and prefixes, produce complete sentences, and create audio recordings.	In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.	Second graders explore ecosystems, the structure and properties of matter, processes that shape the Earth, and engineering design.	In grade 2, learners focus on people who make or made a difference in their communities, in the past, and in other parts of the world. They explore how families remember their past, why people move or migrate, how to describe California, how government works, and what makes someone heroic.

3	Third graders can pre-read material and be prepared to speak about it, ask clarifying questions, determine main ideas and details, report on a topic or text, demonstrate fluid reading, determine meaning of words from context, understand point of view, use linking words, provide a concluding statement, and group related information together.	In Grade 3, instructional time should focus on four critical areas: (1) multiplication and division and strategies for multiplication and division within 100; (2) fractions, especially unit fractions (fractions with numerator 1); (3) the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.	Third graders expand their understanding of forces and interactions, ecosystems and how the environment impacts organisms, life cycles and traits of organisms, weather and climate, and engineering design.	In grade 3, learners study the universal concept of continuity and change. This includes why people settled in California, who the first people in their community were, why people moved there, how it has changed over time, how they can help, and what issues are important to their community. They also explore the US Constitution and why it is important.
4	Fourth graders can clearly introduce with details, quotations, and definitions, use domain specific vocabulary, refer to details, describe structure of literary texts, compare and contrast, discuss cause and effect, and differentiate between formal and informal settings for language use.	In Grade 4, instructional time should focus on three critical areas: (1) fluency with multi-digit multiplication, and dividing to find quotients involving multi-digit dividends; (2) fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.	Fourth graders expand their understanding of types of energy, light, sound and water waves, the structures of organisms, processes that shape the Earth, and engineering design.	In grade 4, learners study how California has changed over time. They discover who the first people of California were, when and why different groups of people moved to California, what their life experiences were like, how the region became a state, and how the state has since grown.

5	In fifth grade, learners can sequence ideas logically, include multimedia components, summarize a written text or media, link opinions and words using reasoning, develop topics with facts and details from a text, explain how a series of chapters fits together, describe how a narrator's point of view influences how events are portrayed, and analyze how visual media contribute to the meaning and tone of a story.	In Grade 5, instructional time should focus on three critical areas: (1) fluency with addition and subtraction of fractions, the multiplication of fractions and of division of fractions in limited cases; (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) understanding volume.	Fifth graders explore deeper concepts in states of matter in the structure and properties of matter, how energy flows through organisms and ecosystems, Earth's systems and functions, stars and the solar system, and engineering design.	In grade 5, learners expand to United States history and geography, and the formation of a new nation. Learners study different groups of people who settled in the colonies, how different regions affected the future economy, politics, and social organization of the nation, what it meant to become an independent nation, and why it expanded.
6	By the end of sixth grade, learners can cite textual evidence to support ideas explicitly and as inferences, determine theme, describe how a plot unfolds and changes, compare and contrast stories in different media, write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, and delineate a speaker's argument and specific claims.	In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	Sixth graders explore cells and cell structure, and the processing of energy through cells; body systems and the structure of organisms; basic genes and traits; Earth's systems, weather and climate, and human impacts on the Earth; as well as engineering design.	In sixth grade learners explore world history and geography through ancient civilizations. They study how the environment influenced human migration, ancient ways of life, societies, how they changed over time, and how the major religious and philosophical systems supported individuals, rulers, and societies.

7	Seventh graders can present claims and findings, emphasizing salient points in a focused, coherent manner, engage effectively in a range of collaborative discussions, analyze interactions, form, and structure within stories and poems, identify types of poems and poetic vocabulary, and use precise language and appropriate transitions in writing.	In Grade 7, instructional time should focus on four critical areas: (1) applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.	Seventh graders study the flow of energy and resources through ecosystems, the growth, development, and reproduction of organisms, the interdependence of organisms in the environment, the atomic structure and function of matter, and the history of Earth.	Seventh graders explore world history and geography around medieval and early modern history, including how the distant regions of the world became more interconnected through trade and conquest, the many ways different cultures interacted and adapted, and the effects of those interactions, and how environmental and technological innovations affected the expansion of cities and populations.
8	8th graders can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors, and analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	Eighth graders expand their understanding to molecules and compounds, and the reactions of chemicals; the interactions of forces and energy, types of energy including waves and electromagnetic radiation; natural selection and adaptations of organisms; space systems and gravity; human impacts; and engineering design.	In eighth grade, learners return to US History and Geography to learn about what freedom meant to the nation's founders, and how it has changed over time, how and why the United States expanded, who is considered an American, more depth into the US Constitution, and the many ideas, attitudes, economic needs, issues, and events including the Civil War, that shaped the founding and early expansion of the nation. Learners explore deeper questions such as how much power the federal government should have, what the government should do, and how government changes over time.

English Language Arts– Core and College Preparatory

As recognized in the content standards, developing strong literacy skills is critical to learners' success in school and for becoming productive, fulfilled individuals. The ELA curriculum at SCVi is based on CA CCSS for English Language Arts, along with the ELA/ELD Frameworks. Facilitators will engage in vertical articulation and in upper grades, collaborate closely with their peers to integrate ELA strands into learning in other subjects. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum is based on state adopted textbooks, online interactive learning, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning. Our ELA curricula and Learning Targets at each grade level include daily opportunities for learners to:

- Write effectively for a variety of purposes addressing different audiences
- Write using grammatically acceptable English
- Read critically and extensively for both pleasure and information
- Speak clearly and with confidence in formal and informal settings
- Listen actively and attentively to comprehend information and others' points of view
- Possess critical thinking and problem-solving skills

Grades TK-5

SCVi will take a balanced approach to literacy in grades TK-5, utilizing a Reader's and Writer's Workshop framework as depicted in Nancie Atwell's book, *In the Middle*. Learners read and respond to significant works of literature and examine how various works of fiction draw on traditional themes and characters. Given informational text, learners will read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Learners, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Learners connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. They engage in collaborative discussions to probe and reflect on discussion topics and can justify their own views considering evidence presented by others. Learners continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word to comprehend a text and call upon a range of strategies to determine word meanings. The study of literature and informational text, as well as writing instruction occur not only within the language arts block, but are authentically integrated into the project-based units of study across the disciplines.

SCVi will use Zoo-phonics® a Multisensory Language Arts Program, which is a kinesthetic, multi-modal approach to learning how to read, including vocabulary development and articulation, based on phonics and phonemic awareness. Our facilitators align this program with the CA CCSSS using a multi-sensory approach maximizes understanding, memory, utilization and transference to all areas of reading, spelling and writing process in a playful and concrete manner. "Rohwer (1966) investigated various kinds of associative mnemonics in young children and found that the best connective for remembering words were meaningful "actor-action-object" relationships." [1] Further research supports, "The tactile-receptive systems of the hands provide for another access to the hemispheres … The consistent results of the various investigations may warrant recommendation that the right hemisphere … should be directly stimulated in order to improve

(student's) accuracy and efficiency in reading and spelling."[2] This method will enable learners to become strong readers and spellers using a "phono" (hearing), "oral" (speaking), "visual" (seeing), "kinesthetic" (moving), and "tactile" (touching)— whole brain approach.

Reading instruction is accomplished through learner participation in a Reading Workshop format through *Daily 5™ Units of Study for Teaching Reading K-5*, which fosters literacy independence in the elementary grades. These reading workshop formats are not curriculum or basal programs, but a research based instructional model for reading which integrates explicit instruction in reading strategies with opportunities for learners to practice each reading strategy independently, with peers, in small groups, and with a facilitator. Reading workshop engages every learner in meaningful literacy tasks proven to have the greatest impact on reading and writing achievement.

Learners will receive explicit whole group reading instruction through a daily read-aloud of poetry, literature or informational text. During this time, the facilitator models best practices in reading. Strategies and practices are chosen from the Literacy CAFE Menu, which is aligned to the CA CCSS. CAFE is an acronym that stands for Comprehension, Accuracy, Fluency, and Expanding Vocabulary.

Learners are then given independent practice time to read and write while the facilitator provides focused, intense instruction to individuals and small groups. During reading conferences with individuals and groups, the facilitator gains valuable information about the learner's strengths and greatest needs as a reader, which helps the facilitator to better guide their instruction. Conferring with learners is a powerful tool for discovering what they are thinking, as well as understanding what reading strategies they are employing.

Learners are engaged in a choice of different literacy activities designed to build their stamina as readers and writers. These activities may be comprised of Read to Self, Read with Someone, Listen to Reading, Work on Words, and Work on Writing. During Read to Self, learners are building stamina as readers, choosing and reading books at their "just right" reading level. While participating in Read with Someone, they are practicing and sharing reading strategies, working on fluency and expression and checking for understanding. In Listen to Reading, learners hear examples of good literature and fluent reading. They expand their listening and reading vocabulary, thus becoming better readers and writers. While they Work on Writing, learners continue the work they have been doing during writer's workshop, producing a piece of writing based on a strategy or genre being taught during mini-lessons. Lastly, Work on Words allows learners to practice spelling patterns, memorize high-frequency words, and add to their knowledge and curiosity of unique and interesting vocabulary. Learners will also be introduced to literature circles and begin with chapter books beginning in 2nd grade.

Writer's Workshop based on the *Write from the Beginning* program is the framework for writing instruction and practice in the SCVi classroom. Write from the Beginning is developed by Thinking Maps, Inc. and is aligned with CA CCSS. Using a curriculum like the Write from the Beginning units in Opinion, Information, and Narrative Writing, learners write frequently, for extended periods of time and on topics of their own choosing. Writing instruction at SCVi will includes the following components:

- Direct instruction/Mini-lesson
- Independent Writing
- Individual facilitator-learner conferences (during independent writing)
- Shared writing experiences, particularly in the primary grades
- Partner and small group work
- Sharing

Trade books are often used during Writer's Workshop to model effective writing techniques, encourage learners to read as writers, and provide background knowledge. Facilitators access prior knowledge through a connection, articulate and model the teaching point, engage the learners in the opportunity to practice, provide an opportunity for writers to share their work with each other, confer individually or in small groups, and differentiate instruction to meet the needs of each learner.

Grades 6-8
English Language Arts 6
Learners in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CA CCSS-based goal for all learners. Learners' understanding of the precise meaning of words develops through study and context. English instruction is critical to understanding language conventions, structural features of informational text and materials, and to developing fundamental elements of literature that support greater comprehension. Literature in the 6th grade will include: The Cay, Boy in the Striped Pajamas, The City of Ember, The People of Sparks, Coraline, Princess Academy, The Adventures of Tom Sawyer, Hoot, A Series of Unfortunate Events, Little Prince, Fever 1793, The View from Saturday, and Treasure Island.

English Language Arts 7
In seventh grade, the English Language Arts CA CCSS establish a higher level of communication skills and comprehension strategies. Learners demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade learners build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they can acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Learners continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in speaking and writing. Literature in the 7th grade will include novels such as Persepolis, Julius Caesar, Jackaroo, Dealing with Dragons, The Pearl, Harry Potter and the Sorcerer's Stone and Percy Jackson and the Lightning Thief.

English Language Arts 8

In preparation for high school and beyond, learners in eighth grade must have a firm grasp of skills to be a literate person in the 21st century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, learners read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Learners, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Learners connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade learners build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and can justify their own views considering evidence presented by others. Learners continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word to comprehend a text and call upon a range of strategies to determine word meanings. Literature in the 8th grade will include novels such as The Hobbit, The Absolutely True Diary of a Part Time Indian, The Martian, Of Mice and Men, Fahrenheit 451, The Outsiders, To Be a Slave and The United States Constitution: A Round Table Comic.

<u>Grades 9-12</u>
Grades 9-12 builds on the previous work in reading and writing and focus more on application and critical thinking at a deeper level. Learners determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. They analyze a point of view by distinguishing what is directly stated in a text from what is meant. Learners cite textual evidence to support an analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. They integrate and evaluate multiple sources of information presented in different media or formats (such as visually or through numbers), as well as in words to address a question or solve a problem. In writing, learners introduce a topic and develop it thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Learners provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic). They will organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative.

Learners use appropriate and varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Learners use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic. The study of literature and informational text, as well as writing instruction occur not only within the Language Arts block, but are authentically integrated into the project-based units of study across the disciplines. In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for English Language Arts as outlined in the SCVi Course catalog, Appendix A.

<u>Mathematics – Core/College-Preparatory</u>

Developing mathematical understanding and skills is crucial to academic success for learners in all grade levels. Facilitators will begin with where each learner is "at" and focus on growth from that point. SCVi uses a mathematics curriculum that will emphasize conceptual understanding of important mathematical ideas and mathematical reasoning, incorporating hands-on activities that help learners see the connection between concepts and real-life applications. Instruction will emphasize the use of mathematical language and reasoning while involved in problem solving. SCVi will design a comprehensive mathematics curriculum incorporating the California State Standards and Learning Targets that will include daily opportunities for learners to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Grades TK-5
SCVi's mathematics curriculum is based on California Common Core Standards and Frameworks, and develops quantitative thinking through a combination of skills practice, application in real world scenarios, and activities to develop conceptual understanding. Activities to develop conceptual understanding include hands-on learning and experiences that help students "discover" underlying concepts. Facilitators supplement core content materials with more complex problem-solving activities that provide a performance-based assessment (this is a practice that may unfold over time, as facilitators develop the skill to facilitate performance-based assessment in mathematics). The *Balanced Assessment in Mathematics Project*, developed at the Harvard Graduate School of Education, and *Math Exemplars* are key resources for innovative, performance-based assessments for TK-12 learners.

SCVi will continue to use the most current and relevant curriculum to meet the needs of the learners. Facilitators will draw from curriculum such as Engage New York, Georgia Math, and San Francisco Math. The SCVi approach to math in grades TK-5 includes:

- Using a concrete-pictorial-abstract learning progression
- Anchoring learning in real-world, hands-on experiences
- Establishing foundational independent, problem-solving skills
- Ensuring mastery of more complex math concepts
- Developing the ability for students to monitor their own thinking

Facilitators will adapt instruction to the needs of individual learners through scaffolding, the systematic sequencing of prompted content and support to optimize learning. The ultimate goal of scaffolding is to gradually remove the support as the learner masters the task.

Word problems and problem-solving are an integral part of elementary Math, beginning in Kindergarten. As children progress through school, they are introduced to new visual models to solve word problems. By fifth grade, students use various models to solve complex problems.

Grades 6-8

SCVi will use CPM, a CA CCSS aligned math curriculum, which prepares all learners for College & Career Readiness. SCVi will continue to use problem-based instructional materials and incorporate teaching strategies that focus on how learners best learn and retain mathematics. Teaching strategies are based solidly on the methodological research in teaching mathematics. The research-based principles that will guide the math curriculum are:

- Learners should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, learners should interact in groups to foster mathematical discourse.

Mathematics 6 (CPM Course 1)

In Grade 6, learning focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics 7 (CPM Course 2)

In Grade 7, learning focuses on these four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics 8 (CPM Course 3)

In Grade 8, learning emphasizes three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Grades 9-12

In grades 9-12, SCVi will continue to use problem-based instructional materials including the CPM textbook and incorporate teaching strategies that focus on how learners best learn and retain mathematics. Teaching strategies are based solidly on the methodological research in teaching mathematics. The research based principles that will guide the math curriculum are:

- Learners should engage in problem-based lessons structured around a core idea
- Guided by a knowledgeable teacher, learners should interact in groups to foster mathematical discourse

In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for English Language Arts as outlined in the SCVi Course catalog, Appendix A.

History and Social Sciences– Core and College Preparatory

The History/Social Sciences curriculum will build learners' knowledge through the investigation of big ideas and essential questions while connecting to learners' interests and experiences through project-based learning. Instruction will develop learners' growing understanding of their community and the world. The curriculum will include the four main social science disciplines: history, geography, civics, and economics. SCVi will implement a comprehensive project-based social studies curriculum incorporating the CA ELA/ELD standards, the new 2016 History/Social Science Frameworks, and SCVi grade level Learning Targets that will include opportunities for learners to:

- Distinguish fact from opinion
- Connect cause and effect
- Analyze relationships
- Examine history through a variety of perspectives
- Critically interpret historical events

Grades TK-5

The Social Studies curriculum for TK-5 is centered in the California standards with emphasis on developing learners' sense of identity and citizenship within incrementally larger social groups. Facilitators utilize stories, literature, informational media, and primary sources to expand a learner's sense of self, space, culture, and time. Project based instruction allows learners opportunities to explore and celebrate history, diversity, and community within their own heritage to understand their relationship within a larger, multicultural community. Project themes are formed around California standards for each grade level, and include components of geography to anchor an expanding sense of place.

Kindergarten	Our Classroom Community, Teamwork, Community Workers, My Family History, My Neighborhood
1st Grade	Our School Community, Good Citizenship, Our City Past & Present, Many Cultures/One Nation
2nd Grade	My Family History, People of the Past, People of the World, Our Golden State, Everyone's a Hero, Governing for Diversity
3rd Grade	The Community Pyramid, Early Californians, The Grass is Greener, Being a Good Citizen, Community Issues, The Law of the Land
4th Grade	The First Californians, the Spanish Missions, the Gold Rush, Dawn of the Golden State, Timeline of California

5th Grade	Early Americans, Discovery of the "New World," Colonial Life, George vs. George, Founders of Freedom, The War for Independence, How the West was Won

Projects include many resources, media, and activities that integrate historical texts, maps, charts, timelines, and other media from which to draw information about the people, places, events, and issues in history as well as present. Instructional methods include games, graphic organizers, and visual aids to support literacy, critical thinking, analytical, and problem-solving skills and to assist English language learners. Learners have access to print and digital resources including technological means to prepare and communicate learning.

Early levels of social science focus on the self, as learners at this age are self-oriented and developmentally aware of their own families, the places their family takes them, and their school community. Although they learn to think analytically about their closely related selves, they begin to expand that thinking to an awareness and understanding of how their actions, behaviors, words, and thoughts affect those around them as part of a larger community. By fifth grade, learners can relate to peoples' issues and cultures of past and present and understand how and why America has developed its diverse set of values and attitudes.

Project based learning enables higher order thinking (Blooms) by empowering learners to not just understand concepts but to apply them to solve problems and create solutions, art, or other works that represent the themes they are focused on. PBL also fosters cross-curricular integration. Literacy skills are essential to success in PBL, and math concepts are incorporated to bring real-world value to learning both core subjects. When possible, topics and practices of science are also explored within historical or social contexts. PBL allows incredible opportunities for learners to find an angle with which to approach and identify with the content, so that learning is always relevant and applied in meaningful ways that foster deeper learning and self-directed extended interest.

Grades 6-8
History/Social Science 6
Learners in sixth-grade world history and geography classes learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their facilitators, learners review the geography of ancient and contemporary worlds and recognize that these civilizations were not static societies, but continually experienced change. In addition to developing basic geography skills, learners are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, learners can explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.

History/Social Science 7
The medieval period provides learners with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products.

Learners trace the development of medieval civilizations and make connections with regional and present day world maps. Learners identify several major changes that took place during medieval and early modern times. Learners explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Learners use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.

History/Social Science 8
The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Learners concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, learners view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Learners confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

Grades 9-12
Facilitators develop interdisciplinary projects, which include social studies and history concepts based on the California History/ Social Science Standards. Learners learn content in depth and have an opportunity to demonstrate understanding through Learner Presentations of Learning. These projects are shared with parents and the wider community through exhibitions and are assessed through facilitator created school-wide rubrics that measure understanding, presentation and skill proficiency. In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for English Language Arts as outlined in the SCVi Course catalog, Appendix A.

Science – Core and College Preparatory
At SCVi, learners will develop knowledge and understanding of scientific concepts and practices. Learners will be involved in inquiry-oriented investigations that incorporate real-life applications. They will develop an understanding of the nature and process of scientific investigation. The science curriculum, aligned to the NGSS, will be integrated within project-based units of study. SCVi will implement a comprehensive science curriculum incorporating the Next Generation Science and Engineering Practices and grade level SCVi Learning Targets that will include daily opportunities for learners to:

- Ask questions and define problems
- Develop and use models
- Plan and carry out an investigation
- Analyze and interpret data
- Engage in argument from evidence
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Use mathematics and computational thinking

Grades TK-5

Learners in elementary and middle school will use a Next Generation Science Standards aligned curriculum, TCI Bring Science Alive! SCVi will use the proven tools and strategies of project-based learning as a framework. Learners and facilitators will engage in enduring experiences that lead to deeper understanding of the natural and designed world while integrating the following three dimensions: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.

FOSS Science Kits will be a primary curricula source for our faculty in elementary science. Full Option Science Systems (FOSS) is an inquiry-based hands-on science curriculum, with 3-5 units that align to the new NGSS standards for each elementary grade level. FOSS integrates all three dimensions of the NGSS noted above, leading to enduring experiences that lead to deeper understanding of the natural and designed world. FOSS builds understanding of the core ideas of science. Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.

Our teachers also will embed science into interdisciplinary projects (using Buck Institute of Education processes and templates) to help deepen the authenticity of the learning.

Grades 6-8

Science 6

In Grade 6, learning emphasizes the importance of the process, perspective and inspection. In addition to forensics, critical thinking and logical reasoning, learners dive into the world of cells and DNA in order to take a bite out of biology. The course then moves into human impact and climate change, discussing the direct relationship between the two spheres. From there, learners discuss water systems with a special focus on energy, drought and conservation. Next the course move into Darwinism, adaptations, growth, development and reproduction. The final theme is engineering design, specifically focused through an entrepreneurial lens.

Science 7

The California NGSS standards provide opportunities for learners to explore a variety of scientific and engineering practices. Learners will use real-world geologic and oceanic data to develop and use models of geological and biological systems. Learners connect living and nonliving systems to explain the cause and effect of changes in the Earth's energy and resources. Learners partake in projects that explore and engage in argument based on evidence for human impact on local and global ecosystems and organisms, as well as how organisms have evolved, adapted, and reproduced to create and change the biosphere, atmosphere, and other Earth systems.

Science 8

The California NGSS standards provide opportunities for learners to explore a variety of scientific and engineering practices while using models and experimentation to construct explanations for physical and natural phenomena. Learners will engage in projects that test and demonstrate the forces and energy involved in motion, resistance, and gravity. Learners also collect and use real-world evidence to explain atomic structures, chemical changes, and the properties of thermal and wave energy. Learners also develop models and produce simulations and programs to sense and collect data related to microgravity, gravity, and space sciences.

Grades 9-12

In grades 9-12, the scientific thinking process continues in a developmental sequence involving the following cognitions: observing (using the senses to gather information), communicating (talking, drawing, acting), comparing (pairing, making one to one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing). One example of Science instruction at SCVi is our Science Accelerator project which is an international collaboration asking our learners as entrepreneurs envision, design, and pitch products to help us colonize the moon and beyond. Learners from both SCVi and partner schools in other countries are working together with support from scientists at NASA Ames and JPL to research and design their products. In grades 9-12, learners will take a grade and skill appropriate A-G approved course option for English Language Arts as outlined in the SCVi Course catalog, Appendix A.

World Language – Non-Core and College Preparatory

INTERNATIONAL: The "i" in SCVi

Learners will be able to speak, comprehend, read and write a world language and will be familiar with the major features of the specific cultures. SCVi will offer Spanish in grades TK-12 and Mandarin in grades 8-12. As a school focusing on entrepreneurial learning our community feels strongly that learning world languages is essential.

Visual and Performing Arts – Non-Core and College Preparatory

We believe the arts are critical to learning, and through our project-based approach, arts instruction and experiences are interwoven into all subject areas. SCVi learners are encouraged to innovate, create and explore the world through the artistic experience. A learner's individual artistic talent is celebrated and developed. The power of the arts to touch the whole human being - mind, body, spirit - makes it the most consequential tool we have for reaching all children. That makes arts integration a powerful tool for teaching learners in the curricular areas that are tested. At SCVi, the integration of the arts is aimed to:

- Stimulate and develop the imagination and critical thinking, and refine cognitive and creative skills.
- Impact the developmental growth of every child and help level the "learning field" across socio- economic boundaries.
- Strengthen problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
- Develop a sense of craftsmanship, quality task performance, and goal-setting-skills needed to succeed in the classroom and beyond.
- Teach children life skills such as developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.
- Nurture important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions.
- Play a central role in cognitive, motor, language, and social-emotional development.

- Motivate and engage children in learning, stimulate memory, facilitate understanding, enhance symbolic communication, promote relationships, and provide an avenue for building competence.

Health and Physical Education
SCVi will deploy a holistic approach to wellness that is a safe, non-judgmental, and supportive process which allows learners to explore aspects of physical and mental wellbeing.

Grades TK-8
SCVi will provide Physical Education for all students in grades TK-8 at or exceeding the required 200 minutes for every 10 school days. The physical activity portion of our PE curriculum will consist of strength training as well as game playing. Playing games in PE makes the exercise fun but also teaches important concepts such as teamwork, good sportsmanship and problem-solving skills. In addition, we will integrate lessons about anatomy and healthy eating throughout the PE curriculum.

Grades 9-12
In high school, students are required to complete 1 year of P.E.

Advisory Program – Non-Core/Non-College-Preparatory
Morning Meetings (grades TK-3) and Advisory (4-12) provide essential support systems in a variety of areas including academic achievement, social/emotional growth, portfolio development, Leadership development through Leader in Me and Ways of Council.

In grades TK-3, Morning Meeting is an engaging way to start a day, build a strong sense of community, and set learners up for success socially and academically. Morning Meetings are a scaffolded predecessor to our advisory program that serves grades 4-12. Morning Meetings are more guided and focus on building community through Way of Council and other group activities. During the Morning Meetings, learners and facilitators gather together in a circle for approximately 30 minutes and interact with one another during four purposeful components:

- Greeting: Learners and facilitators greet one another by name and practice offering hospitality.
- Sharing: Learners share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- Group Activity: Everyone participates in a brief, lively activity that fosters group cohesion and helps learners practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
- Morning Message: Learners read and interact with a short message written by their teacher. The message is crafted to help learners focus on the work they'll complete in school that day.

Advisory begins in 4th grade for all learners. A focus on social and emotional learning combined with unique morning meeting, advisory topics and seminars empower learners (and family) to receive the information and skills they need to make healthy evidence-based choices for themselves, their children, and their family as a unit. Beginning in the 2018-19 school year, the

high school class will also include instruction in performing CPR. Programs are built upon the "educating the whole child" approach to health and wellness through daily programs and routines such as:

- *The Strengths of Heart, Mind and Will* (Character Lab, 2016) used for developing learner outcomes, assessment rubrics, project development process etc.;
- *The 7 Habits of Successful Kids and Teens* (Sean Covey, 2009-2015);
- Mindfulness and meditation programs (such as kid yoga and meditation, MindUP)
- Love and Logic (Foster W. Cline) (empathy- based approach to discipline)
- Way of Council

Advisory will serve as a safe place to build trusting relationships, academic mindset, health and wellness, and 21st-Century skills. SCVi's advisory program fosters personalization for each learner and aims to teach social-emotional skills as in the following:

- Advise learners about academic decisions while monitoring academic achievement
- Provide developmental guidance (both formal and informal)
- Foster communication between the home and school
- Encourage supportive peer relationships
- Practice conflict resolution
- Promote an awareness of diversity and tolerance
- Undertake community service within and outside the school
- Facilitate community governance and conversations
- Prepare learners for life transitions including career development and post-secondary opportunities
- Promote character development
- Explore moral dilemmas
- Explore the process of group development and have fun

Other topics covered in advisory will include social media awareness and cyberbullying awareness. Learners gain an understanding on how to act responsibly in the digital world. Focus areas include appropriate cell phone use, social media postings and interactions, use of search engines and reporting problems or inappropriate messages.

Cyberbullying occurs when someone uses technology (usually a computer) to harass, intimidate, embarrass, or demean others. People who might not act mean offline sometimes bully others online because they can't see or be seen by the people they are hurting. Learners develop strategies to protect themselves and others from this dangerous type of behavior.

Advisory will also serve as a means towards college preparedness. Beginning in 9th grade, advisory will give learners tools such as college planning, choosing the right type of school, narrowing their passion to focus on possible college and career plans and how to write college essays.

Technology

SCVi implements the ISTE Standards for Students to promote future ready learning. Our learners must be prepared to thrive in a constantly evolving technological landscape. The ISTE Standards

for Students are designed to empower student voice and ensure that learning is a student-driven process of exploration, creativity, and discovery, regardless of where they or their facilitators are engaged in the thoughtful integration of educational technology. These standards are based on four themes: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision-making. At SCVi, we will integrate these standards and strive to have our learners become:

- Empowered Learners: Learners leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences

- Digital Citizens: Learners recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world. They act in and model ways that are safe, legal and ethical

- Knowledge Constructors: Learners critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others

- Innovative Designers: Learners use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions

- Computational Thinkers: Learners develop and employ strategies for understanding and solving problems in ways that leverage the power of technology methods to develop and test solutions

- Creative Communicators: Learners communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

- Global Collaborators: Learners use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

SCVi leverages technological and human resources to create an educational environment in which learners choose their method of engagement with course material. Every learner has access to technology devices which are used throughout the day in various settings.

iLEAD uses technology to serve several purposes:

- To develop learners' basic technology proficiency
- To incorporate exciting, real world curricula
- To provide scaffolds for learning
- To enhance learners' and facilitators' channels for feedback, reflection and revision
- To connect learners and facilitators with other learners and resources around the

globe
- To expand opportunities for facilitator learning and parent involvement

Learners learn safe, responsible usage of the internet, as well as effective internet research skills. Facilitators also introduce Word, Excel, PowerPoint, Adobe software, iOS platforms, audio and visual engineering and all Google products to develop students' basic technology proficiency for projects and real-world work.

An exciting selection of software and internet resources now exists to engage learners in real world content, to teach new concepts, and to provide opportunities for learners to apply conceptual understanding in new contexts. There are many interactive programs, such as simulations where learners act as architects to design a playground, teach core content standards and develop critical thinking skills. Facilitators use the internet to access video, photos, text, audio tracks and other real-world material to support content standards being taught. These resources engage learners' interest, provide up-to-date content and accommodate diverse learning styles.

SCVi also takes advantage of research based software and web based applications that scaffold learning. For example, Spelling City, Newsela, StoryBird, and Starfall may be used to support language learning. Khan Academy, Discovery Math Techbook and Khan Academy may be used to support math lessons. For mathematics and science applications, inquiry based learning modules are increasingly available, which use dynamic models as learners learn to detect patterns and understand data. To further personalize learning, some learners may also participate in iLEAD Online, iLEAD's own online coursework with an emphasis on PBL.

Technology also expands opportunities for facilitator feedback, learner revision and parent involvement. Computer software reduces the time facilitators must spend to provide individual feedback; facilitators can scan the understanding of all learners in the room at a glance through their input in handheld devices, and note-posting on a networked or web based system allows multiple viewers to see and respond to facilitator or peer feedback. Basic word processing makes learner revision of work much more efficient. Web based programs such as google classroom and ECHO can greatly increase learner, facilitator and parent interaction around student learning, including communication about progress toward learning goals.

SCVi uses technology to connect learner learning to communities in multiple ways. In many applications, technology can create communities of learners or facilitators learning about content. Computer-based learning is often a social activity, where facilitator and peers are active participants in a learner's learning. Learners and facilitators utilize blogs, wikis, Twitter, YouTube, and Facebook to research and communicate learning. Research shows that learner motivation to learn is increased when learners perceive real world relevance, and when they collaborate with peers and practitioners (How People Learn: Brain, Mind, Experience, and School, National Research Council 2000)

Independent Study Program
As noted earlier, SCVi offers a small Independent Study program. SCVi adheres to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3. For purposes of calculating Average Daily

Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and SCVi shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If SCVi offers non-classroom based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then SCVi is subject to the determination for funding requirement of §47634.2. SCVi shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non- classroom based instructional minutes.

Learners between the ages of 19 and 21 years old will not be directly enrolled into the IS Program, however, a learner may turn 19 years old while already in the Program. In this event, the learner would continue on working and following the IS Program just as they had since inception.

SCVi shall not charge any fees for learners to enroll or participate in the Independent Study Program.

Description of learners who are eligible to participate in the Program
The Independent Study (IS) program provides a high quality program to learners for whom the daily requirements of a traditional school setting are less appropriate or not feasible. For the non-traditional learner, the IS Program provides an opportunity for comprehensive resources, offering core academics tailored for the individual. The same high academic standards and expectations of all SCVi classrooms are in place for each IS course. All standards-based academic courses focus on college-preparedness, with the ultimate goal of preparing each learner for success beyond high school.

All IS classes are taught by credentialed facilitators that are part of the SCVi teaching staff. SCVi will comply with pupils-to-certificated-employee ratio, with consideration of IS learners as part of the general population, and ensure that these facilitators are qualified.

The IS Program allows for flexible and individualized pacing, as determined by the facilitator. It is believed that academic success will result through establishing course benchmarks, monitoring and communicating weekly between learner, facilitator and parent. Learners are expected to meet with Facilitators once a month and turn in all assignments on time. Learners understand they are responsible for viewing assignments on the SCVi website. In between class time, learners communicate with teachers and staff via email.

In accordance with EC 51747, a learner's completed assignments are submitted in conjunction with the due dates posted by the IS facilitators. Graded assignments are kept in each IS learner's individual file. Grades and progress, emails and behavior comments are entered in the student information system by the IS teachers and are available to parents/guardians and learners on an ongoing basis via this internet-based system.

The SCVi Board of Directors monitors and reviews the IS Program just as it does the site-based program.

Attendance and Absences

Learners are accountable to meet with facilitators to turn in work and take quizzes and/or tests. For purposes of attendance accounting, SCVi will comply with all Independent Study requirements of the California Department of Education to assign attendance credit. SCVi shall use the time value method of attendance accounting prescribed in EC 51747.5(b).

Instructional Materials

SCVi selects instructional materials based on alignment with the school's standards-based learning outcomes and educational philosophy and that are consistent with the school's rigorous, relevant and attainable student outcomes. Some possible materials are listed in the preceding sections, but the actual materials used may differ as instructional staff learns more about how well different options work. Materials are chosen to promote active, purposeful engagement with content where learners learn and show what they know "by doing." Materials are selected to enhance curricular integration, for example, where learners read a work of historical fiction to enhance their understanding of History/Social Science content they are studying. Supplemental materials are used to develop international themes, to differentiate for learner needs and as needed for projects. Learners have opportunities to select materials appropriate to sub-topics they have chosen, as appropriate.

SCVi also takes advantage of software that scaffolds learning. For example, the research- based The Little Planet Literacy Series provides video support as early readers begin a story and guides learners through the writing process as they create their own books; in one module, first and second graders write books to solve challenges at the end of adventure stories. For mathematics and science applications, inquiry-based learning modules are increasingly available, which use dynamic models as learners learn to detect patterns and understand data. In the GenScope project, biology learners move through a hierarchy of six genetic concepts. Research on Geometry Tutor shows how such software can help close the achievement gap, as low-performing learners gain more from their use of the program. SCVi uses interactive educational software to provide skills practice.

WASC Accreditation

SCVi is fully accredited by the Western Association of Schools and Colleges (WASC) and will be applying for renewal in the fall of 2020. SCVi will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Parents of high school students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of SCVi's courses to meet college entrance requirements. Thus, all of our high school courses will be transferable to other local high schools.

As noted earlier, SCVi also has received authorization as an International Baccalaureate World School for the Diploma Programme, a rigorous review and accreditation process. These classes, also A-G approved, are offered to all learners interested in pursuing this option.

Graduation Requirements

All of SCVi's site-based high school courses have been designed in alignment with the state standards including Common Core State Standards. Graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown here:

SCVi: Graduation Path Requirements

Subject Area	Customized Path (Independent and Home Study Programs only) Graduation Requirements	Essential (UC) Path Graduation Requirements	IB Diploma Program Path Graduation Requirements
Social Science	3 years (30 credits) a. One year of World History b. One year of U.S. History c. One semester of American Government & one of Economics	a. 3 years (30 credits) ~1 yr of World History; 1 yr of U.S. History, 1 semester of American Gov. and 1 semester of Economics	a. 5 courses over 4 years (50 credits) ~1 yr of World History/Modern Civ; 1 yr of U.S. History; IB History of the Americas Yr 1 and 2; U.S. Government & Civics (1 sem); Economics (1 sem)
English	4 years (40 credits)	b. 4 years (40 credits)	b. 4 years (40 credits) including HL Yr 1 and 2
Mathematics	2 years (20 credits) Algebra 1 required	c. 3 years (30 credits) ~Algebra or Integrated Math II required to be one of the three years	c. 4 years (40 credits) including Math Studies SL Yr 1 and 2
Science	2 years (20 credits) ~one year of a biological and one year of a physical	d. 2 years / 3 years recommended (20 credits) -one year of biology with lab component; and one year of physical science with lab component	d. 4 years (40 credits) including Biology HL Yr 1 and 2 or Chemistry HL Yr 1 and 2
World Language	1 year (10 credits)	e. 2 years / 3 years recommended (20 credits) ~must be the same language	e. 4 years (40 credits) including SL Yr 1 and 2
Visual and Performing Arts	1 year (10 credits) visual or performing arts, foreign language, or, commencing with the 2012–13 school year, career technical education. (CA EDUC CODE § 51225.3)	f. 2 years (20 credits)	f. 4 years (40 credits) including HL Yr 1 and 2
Physical Education	1 years (10 credits)	1 year (10 credits)	1 year (10 credits)
Electives	Choice Electives (50 credits)	Design Tech (40 credits) *	Design Tech (40 credits) *
Foundational Requirements	Foundational Requirements (20 credits) Personal Project Service Learning (5 credits) Internship (10 credits)**** College and Career Prep (5 credits) Advisory***	Foundational Requirements (40 credits) Personal Project ** Service Learning (5 credits, year long course) Internal SCVi Internship (5 credits, year long course) External Internship (5 credits, year long course) College and Career Prep (5 credits) Advisory (4 years - 20 credits)	Foundational Requirements (40 credits) Personal Project ** Extended Essay CAS (Creative Action Service) TOK (Theory of Knowledge - 7.5 credits) College and Career Prep (5 credits) Advisory (4 years - 20 credits)
	Min. credit requirement - 210 credits	Min. credit requirement - 250 credits	Total Credit Requirements=340

*Learners must be enrolled in a minimum of 20 credits each semester on either site-based path.   rev 10/22/15 mv

* See course catalog for course offerings and descriptions
**Personal Project is completed independently. A Design Tech course is offered but not required
*** Required 20 units for Innovation Studios
****Innovation Studios requires Internship for all grades

Credit Recovery Opportunities
SCVi makes credit recovery options available for students in order to ensure that all students graduate on time having completed A-G and graduation requirements. Each student has an Individualized Learning Plan that is continuously reviewed with his/her advisor. If a student is not making adequate progress, the advisor will meet with the student and discuss options such as: summer school, online classes, and adult school. Credit can also be earned through community college.

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements
Upon enrollment, advisors work with individual students to create a 4-year learning plan to meet the requirements for graduation. This plan is monitored and updated during the school year. Advisors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Our college-going culture encourages all students to complete the A-G requirements.

SCHOOL CALENDAR & INSTRUCTIONAL MINUTES
SCVi's school year, complying with the requirements set forth in CA Education Code, is 175 days long. We have added extra minutes to the day Monday-Thursday, so that we can provide half and pupil-free days for staff development. SCVi observes all federal holidays and will closely align winter break, spring break and other pupil-free days to the District's calendar. The daily schedule allows SCVi to offer, at a minimum, the following number of minutes of instruction:

(A) To pupils in kindergarten, 36,000 minutes.

(B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.
(C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.
(D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

SCVi Charter School Instructional Time Verification Calculation

	TK-Kinder	Grades 1-3	Grades 4-5	Grades 6-8	Grades 9-12
Year:2020-2021					
Required Minutes	**36,000**	**50,400**	**54,000**	**54,000**	**64,800**
Regular Days					
Total Daily Minutes					
Daily Start Time	8:45	8:45	8:45	8:30	8:25
Daily End Time (use 24 hour clock)	12:15	15:15	15:15	15:15	15:45
Subtotal Minutes	210	390	390	405	440
Non-Instructional Minutues					
Recess		30	15	15	10
Lunch	0	40	30	30	30
Subtotal Non-Instructional Minutes	0	70	45	45	40
Subtotal Minutes Per Regular Day	210	320	345	360	400
Regular Days Per Year	175	136	136	138	138
Subtotal Annual Minutes on Regular Days	36,750	43,520	46,920	49,680	55,200
Shortened Days					
Total Daily Minutes					
Daily Start Time		8:45	8:45	8:30	8:25
Daily End Time		12:30	12:30	12:30	12:45
Subtotal Minutes	0	225	225	240	260
Non-Instructional Minutues					
Recess		30	15	15	0
Lunch	0	0	0	0	0
Subtotal Non-Instructional Minutes	0	30	15	15	0
Total Minutes Per Shortened Day	0	195	210	225	260
Shortened Days Per Year	0	39	39	37	37
Subtotal Annual Minutes on Shortened Days	0	7,605	8,190	8,325	9,620
Total Annual Instructional Mintues	36,750	51,125	55,110	58,005	64,820
Amount Above (Below) Minimum	**750**	**725**	**1,110**	**4,005**	**20**
Total Number of Days	175	175	175	175	175

SCVi publishes copies of its school calendar and daily schedule once they are complete on its website.

Teacher Quality and Professional Development

Recruitment, hiring and retention of high quality teachers/facilitators

SCVi recognizes that high learner achievement depends on instructional capacity. The school will use multiple strategies to attract and keep qualified facilitators with subject area knowledge that is likely to support learner achievement and collaborative learning for all students. Facilitator job descriptions will list specific facilitator characteristics that best support learner achievement and individual needs of all learners at SCVi. The school will also announce openings on education listservs and websites, and, if needed, will contact teacher education programs, place

announcements in education publications, and so on.

SCVi will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with the school's instructional approach. A paper screening will be the first step to check that candidates meet basic qualifications and for evidence of alignment with SCVi's approach. Ideal candidates will value an emphasis on the whole child in teaching, will commit to building relationships and will have interest and experience in guiding families in building a standards-based curriculum that engages learners in active, meaningful learning project-based learning. This may include familiarity with constructivist methods, project-based learning, personalized learning, homeschooling, development of real world skills and engaging students' interests. Ideal candidates will also have the organizational skills necessary to process the student contracts and paperwork, and the communication skills needed to work with the diverse needs of each family and learner. Teaching candidates will understand the bigger context of the school's progress in meeting the expectations of the California Accountability Model and School Dashboard growth goals as related to the California Assessment of Academic Performance and Progress (CAASPP). Candidates will participate in the iLEAD "Star Search", a full-day hiring experience which includes; an orientation, an interview, demonstrated teaching skills through an in-class lesson, and a collaboration experience. This process includes parents, learners and facilitators in the hiring process with the School Director finalizing all hiring decisions.

SCVi will attract and retain facilitators by offering an appropriate compensation package and by creating an attractive work environment. This includes involving teachers in decision-making to a greater extent than is typical at non-charter public schools. They will have opportunities to collaborate with colleagues and to participate in professional development that meets their needs. SCVi will attract teachers who are interested in working in an innovative, child-centered environment.

Facilitator Professional Development and Collaboration for Ongoing Improvement
SCVi's yearly schedule includes several days of pre-service professional development trainings and support. SCVi's weekly schedule provides time for collaborative facilitator planning. Facilitators share curriculum and exchange ideas about what is working and how to address challenges. Professional development is planned to meet facilitators' needs, keeping in mind the ultimate goal of helping all learners to succeed. Facilitator collaboration and professional development begins each summer prior to the start of school and continues throughout the school year.

SCVi's mission and vision involve sophisticated educational practices that take time to develop, as individual facilitators develop the needed skills and as the school incrementally develops the capacity to implement the vision fully. Facilitator in-services develop facilitator understanding of the theory and practice of SCVi's instructional and assessment approaches and covers such topics as standards-based curriculum development and lesson- planning; instructional methodology, such as project-based learning and inquiry-based teaching; and authentic assessment.

Professional development will include comprehensive two to three weeks of training prior to the start of the school year (new staff attend three weeks; returning staff attend two weeks), "early release" weekly for almost three hours of PD and collaborative planning, and four pupil-free PD days specified throughout the year devoted to review of student achievement data, facilitator

growth, collaboration and professional development. Professional learning experiences will develop facilitator understanding of the theory and practice of SCVi's instructional approaches, as well as administrative policies and procedures and mandated teacher training.

Proposed Professional Development Plan 2020-2021	
Mandated Trainings *(August prior to school year commencement)*	Mandated Reporting Blood borne pathogens Sexual harassment Child abuse SCVi policies and procedures (Health and Safety, attendance reporting, suspension/expulsion, etc.) CPR/First Aid Training
Data Analysis	Mid-Semester and Semester Grades Interim Progress Reports Report Cards Grade calibration Stakeholder survey results NWEA scores SBAC scores ELPAC scores Behavior data (referrals, analysis of student misbehaviors) SpEd students (Understanding and implementing accommodations) EL students (Understanding EL levels, reclassification criteria, and appropriate supports)
Classroom Management	Leader in Me character development Restorative Justice Circles (Circle Ways) Promoting Supportive Classroom communities Team building (staff) Love and Logic

Instruction	CA CCSS/NGSS aligned curriculum planning, backwards design
	Buck Institute PBL
	GoogleDocs
	ILP design and tracking
	Effective instruction strategies and differentiation for ELs, SpEd and GATE students
	Online/blended learning programs
	Naviance (college/career lessons)
	Vertical alignment of curriculum by departments
	SST and IEP Processes and Compliance Issues
	EL Reclassification, LTELs

SCVi will continue to have facilitators begin with two weeks of professional development and planning at the beginning of August (prior to the start of the school year), with new facilitator on-boarding process for an additional week (one week of "Camp Make" professional development). Summer PD includes team building programs, administrator-initiated activities, team and individual coaching and facilitator-initiated activities.

This proposed calendar supports the needs of the academic plan as it provides facilitators with the training and collaboration time that is imperative to ensure effective implementation of a project-based learning instructional program. The calendar will allow for sufficient time to allow this process to take place.

SCVi will continue to cultivate a professional culture at the school that thrives on the same principles as other schools implementing the iLEAD educational model. This culture is collaborative in nature, encourages ongoing professional dialogue, and is a positive, fun environment. The SCVi professional culture begins with the initial professional development and is maintained throughout the year in Professional Learning Communities (PLC). The agreements that are arrived at in these contexts will be implemented by each responsible member and supported by the School Director. SCVi's program utilizes practices outlined by Kim Farris-Berg's work on Teacher-Powered Schools that encourages teachers to make decisions that influence the success of a school, project, or professional.

Facilitators take an active role in policy, hiring, dismissal and other aspects of school leadership. Each facilitator is a member of a school team ensuring that the culture of collaboration not only exists amongst learners but also with staff. As a result of this positive professional culture, facilitators will be motivated to remain with the SCVi, ensuring teacher retention. Success of building a positive professional culture will be assessed through the use of annual surveys designed specifically for each stakeholder (teachers, staff, learners, and parents/guardians).

Meeting the Needs of All Students
Plan for Learners Who Are Academically Low Achieving
To directly support low achieving learners, SCVi believes that the facilitators, parents and learner must collaborate to design the optimal individualized learning plan. The structure of SCVi's flexible learning environment will be set up to help academically low achieving learners succeed through the use of active learning methods that engage learners with different needs, small class

size, supportive school structure, accessibility to facilitators for extra help when needed, and regularly scheduled times for the facilitator and family to meet and address individual learner needs. The learning experiences will be monitored and adjusted, and learners will be given time and resources necessary to achieve the essential academic standards for each grade level. Additionally, facilitators participate in professional development on differentiation to address the learners' multiple learning styles and special needs, including those of low achievers, and use a curriculum planning process such as Wiggins and McTighe's Teaching for Understanding approach (which forms the Backwards Design process) to reach all the children in their classes. SCVi identifies learners who are performing below grade level through the results of the MAP and CAASPP Tests as well as school-wide benchmark assessments, and classroom assessments. SCVi makes facilitators aware that raising the academic achievement of these learners is both a moral imperative and a factor in the success of the school.

All learners will be assessed upon admission to SCVi for purposes of placement. Facilitators are trained to use various educational resources as well as other internet resources to help with developing individualized learning plans. With the creation of the learner's learning plan, which includes the initial assessment and the learner's learning style and interests, the success rate for the low achiever will be greatly enhanced. SCVi believes that both the confidence and the motivation to learn begins by meeting the learner at the current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage the learner's full potential. Learners will be reassessed quarterly by the facilitators to document progress and make necessary changes to the learner's learning plan.

Instructional staff monitors progress of academically low achieving learners throughout the year to ensure that they are on track for meeting growth goals. Services for academically low achieving learners begin with an assessment of each learner's abilities and needs. Individualized learning plans are updated as needed to address their specific needs. SCVi's core instructional approach in English Language Arts is highly differentiated and helps academically low performing students make the most progress through continuous use of activities and instructional materials at each learner's "just right" level of challenge. This highly personalized instruction reduces the role of supplemental interventions by serving each learner at his or her level. Facilitators, trained assistants and volunteers may provide additional reading practice outside core classroom instruction to learners reading below grade level utilizing programs such as Read Naturally and Read 180. These researched-validated programs have been documented to help millions of students become fluent readers and make solid gains in fluency, phonics, vocabulary, spelling, and assessment.

Instruction in math is delivered at the learner's instructional level. Though most learners make progress using the core mathematics instructional materials and strategies for differentiation, some learners may benefit from supplemental programs. Learners may also have the opportunity to use computerized learning such as ALEKS. ALEKS is adaptive software that continually adjusts instruction to a child's strengths and weaknesses and provides information to facilitators about what elements of math need to be re-taught or reinforced. Academy uses a variety of learning modes, not just multiple-choice questions, to provide effective supplemental instruction and early anecdotal evidence is extremely promising. Another program that is implemented is Touch Math. Touch Math is a research-based Math instruction strategy aligned with the Common Core State Standards (CCSS).

SCVi implements a Response to Instruction and Intervention (RtI2) Model. Response to Intervention is emerging nationally as an effective strategy to support every student. California is "squaring" the term RtI to Response to Instruction and Intervention (RtI2) to define a general education approach to high quality instruction, early intervention, and prevention and behavioral strategies. RtI2 is an integrated approach to service delivery that encompasses general and special education (Batsche, et al., 2006). RtI2 is an individualized, comprehensive, learners centered assessment and intervention delivery system to identify and address learner academic and social, emotional, and behavioral challenges.

The cornerstone of the SCVi RtI2 model is the belief that all children and youth can learn. The model is a three tiered approach to instruction and intervention that includes core, strategic/targeted, and intensive instruction to support the academic as well as the social, emotional, and behavioral needs of students. The model embraces the creation of a culture and climate that provide high quality research-validated instruction and interventions that are matched to learner need, that employ continuous progress monitoring, and that utilize team decisions to intentionally inform instruction. Parents/guardians are an essential component of the RtI2 process. The model establishes procedures for informing and involving parents/guardians about interventions and frequent monitoring of student progress.

Tier 1: Core/Benchmark/Universal (Core+ Differentiation)
Instruction
The general education facilitator uses research-validated core curriculum materials with differentiated instruction and universal access to address grade level standards in the areas of reading, writing, math, and English language development. The reading approach emphasizes all five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The arithmetic approach incorporates the three components of math instruction: conceptual knowledge and number sense; problem solving and mathematical reasoning; basic computational and procedural skills. The school uses universal screening measures to provide a clear picture of student learning and to identify those who are not making academic or behavioral progress.

Universal Screening
Research by Fuchs and Fuchs (2005) defines universal screening as an assessment to be used with all students. Universal screening is a way to assess and diagnose students who appear to have reading problems based on facilitator observation, running records, benchmarks, CAASPP and other student data. The assessment should consider all students, including all student subgroups, unduplicated students, and students with exceptional needs. The assessment data should be used to determine differentiation and universal access activities in Tier 1. Further diagnostic assessments help the facilitator direct interventions to the specific needs of students in Tiers 2 and 3. Progress monitoring (Tiers 1, 2 and 3) helps determine if the academic or behavioral supports are producing desired results. The screening data are organized for review of individual and group performance on essential measures of instruction. The classroom wide behavior support model is based on the school's overall research based model of positive behavior support. All strategies are implemented with fidelity and are preventive and proactive.

The facilitator uses data collection and analysis tools for progress monitoring. Data is collected

during key points in the curriculum and may include benchmark assessments, theme/quarter tests, statewide standardized achievement tests, behavior data, etc., on all children. The facilitator uses the data to gauge the effectiveness of the instruction, to plan re-teaching, and to consider instructional methodology and research based strategies.

Underperforming students are monitored closely with more intentional analysis of ongoing systematic progress monitoring for a specified period of time (six to eight weeks is recommended). Some learners may be identified as needing additional instruction. This process of monitoring is used as formative feedback to constantly observe, assess and differentiate learning based on learners' individual needs.

Collaboration And Progress Monitoring
The RtI2 framework supports a collaborative process whereby educators meet to discuss learner data and the integrity and fidelity of research based instructional strategies. Facilitators bring the names of learners who are performing below grade level standards to the Student Success Team. The facilitator summarizes the area(s) of academic and/or behavioral concern, frequency of strategies attempted, student strengths and assets, and other information on the Initial Student Referral. The FIT decides either to make additional recommendations for Tier 1 strategies or to develop a plan for Tier 2 interventions.

Through collaboration between the faculty, parents and school leaders, SCVi will work to identify any learners who do not currently have an IEP but may be in need of pre-referral interventions. The Student Success Team will review all referred learners as well as learner data across subgroups, classrooms and more.

SCVi shall have the responsibility to identify, refer, and work cooperatively in locating school learners who have or may have exceptional needs that qualify them to receive special education services. SCVi will implement procedures to ensure; timely identification, referral, modification, accommodations, considerations of language proficiency, progress monitoring, special educational assessment and services for learners who have, or may have, such exceptional needs. A learner shall be referred for special education only after the resources of the regular education program have been considered and strategic researched-validated interventions are appropriately implemented.

Student Success Team
SCVi also will incorporate a "Student Success Team" (SST) model to strategize ways to meet learners' needs within the regular instructional setting. Learners who are not demonstrating success in academic classes are referred to the SST process. The team typically consists of the learner's facilitator(s), a school administrator, the learner's parent/guardian (if possible), a member of student support, and others. As a part of the parent/school agreement, learners identified as "at risk" in one or more subject areas are encouraged to seek and participate in academic support. Learners in need of additional support are identified using multiple assessments such as Fountas and Pinnell, Words Their Way, Quick Phonics Screener, MAP testing, math assessments, portfolios, benchmarks, and state tests scores. Any targeted learner is put on a progress monitoring plan. Parents receive frequent and specific feedback on their learner's progress. The SST may also include the site administrator, psychologist, and education specialists. Occupational therapists,

speech-language pathologists, school nurses, and other staff may participate in the SST as appropriate. If a learner is being considered for referral for a learning disability assessment, the SST must be expanded to include a special education team member.

Tier 2: Strategic/Targeted/Selective (In Addition to Tier 1)
At a Tier 2 level, supplemental instruction is provided to learners who exhibit limited response to the targeted instruction provided through Tier 1 strategies (Batsche et al., 2006). Tier 2 is provided in addition to Tier 1 strategies and can be delivered through an individualized Problem-Solving Approach (Bergan, 1997) and/or through a Standard Protocol Model/Standard Treatment Protocol (Deno & Mirkin, 1997). Research suggests a merger of the two approaches at Tier 2 is most effective (Batsche et al., 2006).

- A Problem Solving Approach allows the SST to design individualized interventions to address the specific academic or behavioral needs of each learner.

- A Standard Treatment Protocol Approach uses research based practices to provide operationalized, highly structured and systematic interventions with cut points, and includes participating learners who have similar needs.

The SST, including the facilitator, determine which specific curricular strands or behaviors to address. Baseline and methods for measuring progress are established using data provided by the facilitator, parent and multiple sources for generating student demographic data. The team recommends interventions to be provided on the Intervention Plan.

Intervention is typically provided by general education facilitators or trained care team interventions supplement and enhance the research based core curriculum, provided on a daily basis for a period of six to eight weeks. Academic groups are made up of learners who share similar instructional and skill needs. When working with English Learners, the SST must consider the learner's level of English language proficiency.

For learners exhibiting behavioral concerns, the team may recommend completion of Behavior Analysis Worksheet prior to recommending a Behavior Intervention Plan. A Behavior Intervention Plan may be implemented with data collected on an ongoing basis. Further evaluation assessments such as Functional Behavior Assessment with parent's approval are also explored in terms of creating plans for a learner's success.

Determining Long Range Goal (LRG)
The long range goal (LRG) defines the achievement level the team expects the learner to reach at the end of the intervention period (usually six to eight weeks). The team establishes the LRG for expected learner progress. The aimline is the line that connects the baseline and the LRG. The intervention staff plots the baseline and aimline. Additionally, the team collects data on a frequent basis to monitor the learner's response to ongoing intervention. After a period of intervention, the team may establish a new LRG based on learner performance for a subsequent intervention cycle.

Determining Effectiveness of Intervention
The SST documents the interventions used and their level of effectiveness on the Intervention

Report.

- If the LRG is achieved, then the team decides to continue to offer another round of Tier 2 interventions or reintroduce Tier 1 strategies. (A new Intervention Plan is developed and a new baseline and LRG are plotted.)

- If the LRG is not achieved, then the team may decide to offer another round of Tier 2 interventions or refer to Tier 3 for further assessments.

Tier 3: Intensive/Indicated (Core Plus Differentiation or Intensive Intervention Program/Curriculum)

The SST establishes a new LRG and plans interventions. Intervention Plan is used to document interventions and their effectiveness.

In Tier 3, the general education facilitator(s), special education specialist, speech-language pathologist, school nurse, school psychologist or other itinerant service providers may use a specially designed, researched-validated intervention program. The intervention is implemented with fidelity. Tier 3 represents an increase of intensity in terms of frequency, duration, and/or decrease in learner-facilitator ratio.

Continuous Progress Monitoring

Progress is monitored on a continuous (at least weekly) basis and collected for presentation to the SST at scheduled intervals. The team decides if the learner is making adequate progress toward the LRG (as defined above). Research suggests approximately 5% of the student population should achieve proficiency in Tier 3. Determining Effectiveness of Intervention, the SST documents the interventions and effectiveness on the Intervention Report.

- If the LRG is achieved, then the team may decide to either offer another round of Tier 3 interventions or refer back to Tiers 2 or 1.

- If the LRG is not achieved, then the team may decide to offer another round of Tier 3 interventions or initiate a referral for a learning disability assessment. If special education is being considered, the expanded SST team must include appropriate representation from special education.

- If the area of concern is reading, one or more of the five elements of reading— phonemic awareness, phonics, fluency, vocabulary, comprehension—are emphasized in a small group setting, usually consisting of one to three learners with similar skill needs with frequency level ranging from 3 to 5 days weekly for a consistent period of time. Math or writing may be addressed with similar intensity.

- If the area of concern is behavior, a behavioral assessment may be conducted in order to develop a more comprehensive intervention plan. Data collection on both the occurrence of the undesired behavior and the socially appropriate replacement behavior may be beneficial information for development of the intervention plan. Multiply tiered leveled intervention program such as; school based counseling

and/or community based therapeutic services.

RtI2, Section 504 and Special Education
The SCVi RtI2 Model is designed to be an intentional, thoughtful, and effective tiered intervention framework to address academic, social, emotional, and behavioral concerns for all learners. This model may also be used to establish a pattern of strengths and weaknesses and to document interventions for learners who are being assessed for eligibility of Specific Learning Disability (SLD). This model may also be used for documenting pre-referral interventions for learners who may be referred for suspected Other Health Impairment (e.g., Attention Deficit Disorder and Tourette Syndrome); Emotional Disturbance; Autism (e.g., Asperger's or High Functioning Autism); Speech-Language Impairments (Language or speech disorders); Intellectual Disability (ID); or Physical Disabilities and Section 504 eligibility.

A variety of intervention programs and strategies are employed to foster success for a learner in the RtI2 process. Below is a list of interventions, which is by no means exhaustive.

- After school intervention classes
- Mentoring and tutoring program
- Parent Intervention Tutor Crew to provide one to one and small group intervention support
- Small group instruction and one to one support from the facilitator
- Instructional software program and online resource sites for use at school and home
- "Parent University" classes to train parents in how to help their struggling learner in both English and Spanish
- In-class instructional strategies such as visual aids, guided reading, textbooks on tape and a variety of other methods
- List of resources for tutoring services and local tutor programs in the community

Plan for Students Who Are Academically High Achieving
SCVi is also an ideal environment for high achieving students. At SCVi, learners are not constrained by grade level. Learners are encouraged to reach beyond the grade- appropriate state standards to pursue their own interests and learn at their own pace. SCVi's approach of self-directed, hands-on, project-based approach, allows exceptional flexibility for high achieving learners to approach learning according to their unique skills, abilities, talents with a rigorous and engaging curriculum. Facilitators will modify learners' individualized learning plans and differentiate instruction to engage and challenge each learner at his or her level. Facilitators will also guide learners to extracurricular education and enrichment programs that happen throughout the year.

The process for identifying learners who are academically high achieving is similar to the process for identifying academically low-performing students, using the results of the state CAASPP assessments, Measures of Academic Progress (MAP) and regular benchmark formative and informative assessments as well as project-based generated portfolios of learners. Modifications for academically high achieving learners begins with collection and analysis of various assessments in determining abilities, talents and needs. Individualized learning plans will be updated as needed to address their specific needs. Depending on identified needs, learners will receive one or more of

the following interventions: workshops, online course work, differentiated instruction, learning activities above grade level, mentoring, peer tutoring etc.

Plan for English Language Learners
SCVi will offer a rigorous, data-driven, and research-based program to all English Learners aligned to the Four Principles of the California English Learner Roadmap.

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions That Support Effectiveness
- Alignment and Articulation Within and Across Systems

The ultimate goal is for all English Learners to have equitable access to curriculum and define their own success.

SCVi is committed to meeting the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. SCVi facilitators, staff and school leaders communicate to parents in their primary language as needed. SCVi will continue to provide ELD to English Learners across all subjects. SCVi facilitators use the California English Language Development Standards in tandem with the California Common Core State Standards for ELA/Literacy and other content standards, as well as implement SIOP methods and SDAIE strategies, to ensure learners strengthen their abilities to use English as they simultaneously learn content.

Identification of English Learners
SCVi's English Learner program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials, curriculum and supports in order to demonstrate grade-level California Common Core State Standards mastery and English language proficiency in the areas of listening, speaking, reading, and writing.

In order to identify English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey upon enrollment. Learners whose primary language is not English will be assessed using the English Language Proficiency Assessments for California (ELPAC) assessment aligned to the California English Language Development Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC initial assessment will take place within 30 calendar days of the student's enrollment or, if administered prior to the learner's enrollment, up to 60 calendar days prior to enrollment but not before July 1 of the school year of initial enrollment.

The School Director or designee will assess English language proficiency of all currently enrolled English Learners in accordance with California Education Code guidelines. Learners with disabilities will be permitted to take the assessment with the accommodations listed in the Education Code if they are specified in the learner's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to learners who are unable to participate in the ELPAC, according to the guidelines set forth in the learner's IEP. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of

ELPAC assessment results within 30 calendar days following receipt of reports from the state.

Learners will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Parents are notified of their child's ELPAC scores each year via email, a letter sent home with their child, or a letter mailed to their residence. The same process will occur when a learner is being

considered for Reclassification and again when they are officially reclassified. Annual assessments for learners already identified as EL are administered within the Annual Assessment window.

Educational Program for English Language Acquisition
In addition to the major program design features at SCVi that support learners who are ELs (hands-on learning, multi-age grouping, differentiated instruction, etc.), facilitators at SCVi employ the Sheltered Instruction Observation Protocol (SIOP) model and Specially Designed Academic Instruction in English (SDAIE) strategies in their classrooms. SIOP and SDAIE include a variety of specific learning and teaching strategies to shelter instruction towards language acquisition and help take learners into, through and beyond the topics covered. Facilitators will engage in the following practices, among others, to support universal access of subject matter content for all learners.

- During lesson planning and preparation, facilitators will identify lesson objectives aligned with state and local standards.

- Facilitators link new content to learners' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.

- Facilitators use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.

- Facilitators provide learners with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.

- Facilitators provide learners with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.

- Facilitators provide learners with regular opportunities to use new language skills in context.

- Facilitators pace lessons appropriately to allow for the participation and active engagement of all learners.

- Facilitators utilize language-based as well as content-based assessments.

Additional research-based strategies that are utilized with English Learners are highlighted below:

A. Learner Engagement: SCVi will continue to consistently challenge ourselves to achieve high levels of learner engagement. Learners are engaged in learning when they have goals for schooling. They participate and ask questions. They actively incorporate new information with prior knowledge. They are held accountable by staff and peers, as well as themselves, for learning.

B. <u>High Quality, Learner-to-Learner Interaction:</u> A critical element of language development is providing time and space for learners to use language in writing, reading, listening, and speaking. SCVi will continue to provide opportunities throughout each project for learners to collaborate, discuss ideas and process information. Facilitators spend time explicitly teaching "partner talk": what it looks like, sounds like and feels like.

C. <u>Non-Linguistic Representation</u>: Nonlinguistic representations help English Learners associate meaning with academic language through sensory and mental images. They include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. The purpose of non-linguistic representation is to enhance learners' abilities to use mental images to represent and elaborate on knowledge.

D. <u>Informal Assessment and Immediate Feedback</u>: English Learners require immediate, realistic feedback in order to know how they are doing in the classroom. When provided feedback, learners are given information about how well they are doing relative to a particular learning goal so that they can improve their performance. Informal assessment and feedback support learners in self-assessing their understanding. It also informs instruction so that the facilitator can adjust "on the spot" as necessary. Practices that informally assess learners and provide feedback on their understanding include, but are not limited to:

- Allowing learners to self-assess: thumbs check, first of five

- Using Project Rubrics to assess academic and presentation skills

- Posing questions that require answers in visual form: thumbs up/down, hold up fingers to represent an answer choice

- Completing work on whiteboards and showing answer

- Using exit slips at the end of the workshops to check if learners have mastered the objective and share results with learners the next day

- Checking in with learners during individual and collaborative work

- Assigning a "temperature monitor" who frequently informs the facilitator of group concerns, needs, level of understanding, etc.

- Redirecting learners to follow the procedure and ask their peers for help first

E. <u>Systematic ELD Instruction and Programming</u>: In addition to integrating SIOP, SDAIE and EL strategies throughout the curriculum, SCVi is devoted to providing designated ELD instruction for English language learners. Learners are taught at

their assessed ELD proficiency level during the academic session. In addition, facilitators ensure that ELD lessons include:

- A clear and stated language objective based on a scope and sequence of language skills and focus on the language function or purpose

- Language patterns and vocabulary

- Structured language practice

- Engaging topics and instructional practices

Learners in the elementary grades (TK-5) are provided with a model of instruction based upon their ELD levels. Learners at ELD levels 1-3 are taught using Structured English Immersion to support them as they develop greater proficiency in English while still providing them access to the core grade-level curriculum. The core subjects are differentiated and scaffolded according to the learners' linguistic needs. Learners at ELD levels 3-4, as well as recently reclassified learners, are taught through the Mainstream English Instructional Program designed to increase their social and academic English fluency to approach that of native English-speaking peers. However, when needed, instruction for EL learners in a Mainstream English Instructional Program is still differentiated and scaffolded in order to ensure full access to the core curriculum.

Learners in the secondary grades (6-12) are provided with a similar model of instruction to the one outlined above. However, the more advanced nature of the academic content in these grades may lead to significant challenges for learners who are not yet proficient in English. For this reason, interventions are provided to support these learners in the mastery of content. In order to ensure adequate progress toward English fluency as well as content mastery, facilitators, the EL Coordinator, and school leaders will monitor the growth of EL learners, monitoring and evaluating the success of the individual interventions, making adjustments as needed.

How The Program Will Meet ELD Standards And Use The Results Of The ELPAC
SCVi bases its English Learner support program on the California ELD Standards. As guided by the California English Learner Roadmap and ELD Standards, SCVi facilitators provide instruction grounded in the best available research on supporting ELs in the learning environment. Learners will be expected to advance in their ELPAC Proficiency Levels, annually. An EL Coordinator will partner with the facilitators to include ELD goals on learners' individual plans. Facilitators will monitor learner progress toward language goals.

If learners are not making sufficient academic progress as indicated through ELPAC data, the EL program will be modified as needed.

SCVi will ensure that facilitators are qualified and supported to meet the needs of English Learners. Minimum qualifications for facilitators will include graduation from an accredited four-year university, possession of/in the process of receiving a California teaching credential for the subject they are teaching, as well as undergoing an interview process, which may include a teaching demonstration. Additionally, we will hire facilitators that have CLAD/BCLAD or ELD

endorsement, and will place a priority on hiring facilitator(s) that speak Spanish and English and can provide strong instruction for English Learners. SCVi also supports facilitators by providing professional development on SIOP, SDAIE, language development, progress monitoring, and assessment of ELs. SCVi complies with all applicable laws regarding teacher credentialing, including Education Code section 47605(l), as amended from time to time.

Services and Supports For English Learners, Including Instructional Strategies and Intervention
Facilitators have access to ELD assessment results to inform program placement, reclassification, and instruction. SCVi uses assessment interpretation resources to help facilitators and administrators use learner results to inform English learners and their parents or guardians about learner progress.

SCVi will provide quality professional learning opportunities for all its educators to ensure that every English Learner has access to facilitators who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing facilitator's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the California ELD Standards. All facilitators authorized to teach English Learners receive training in the effective implementation of techniques such as SIOP, SDAIE, and scaffolding. Some examples of strategies used are front-loading content, realia, visuals, graphic organizers, and cooperative learning when applicable.

Process for Annual Evaluation of The School's English Learner Program
Facilitators are expected to regularly evaluate learner progress by reviewing EL data from formative and summative assessments. Facilitators use the results of this data to change their instructional practices to better serve each learner. In order to document progress, all facilitators will receive an ELD folder for each of their EL learners that is used to monitor individual progress at their targeted ELD level. Facilitators use these folders to collect learner work samples and check of mastery towards each ELD standards.

Process and Specific Criteria for Reclassification
EL learner classification uses the recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels

ELPAC	ELD Standards
Level 1	Emerging
Level 2	Expanding - low
Level 2	Expanding - mid
Level 3	Expanding - upper
Level 3	Bridge - low
Level 4	Bridge - upper

The three proficiency levels below represent the stages of English language development, describing expectations for how well learners can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.

A. **Emerging:** Learners at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

B. **Expanding:** Learners at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

C. **Bridging:** Learners at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas

without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Facilitators will continue to monitor the progress and performance of each learner identified as an English Learner with the goal of helping these learners reclassify to Redesignated Fluent English Proficient (RFEP) status. Once SCVi receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each learner within 30 days of receiving the scores. The re-designation criteria are as follows:

- ELPAC scores: between levels 3-4
- NWEA Benchmark scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards
- Grades: K-5 (Meets or Exceeds Standards) 6-12 (A or B) in ELA
- Facilitator recommendation
- Parent approval

The EL Coordinator monitors classroom instruction, updates ELD levels in the Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that learners and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the facilitators and School Director, working with them to make the final decision regarding progression to the next ELD Proficiency Level.

Process for Monitoring Progress of English Learners and Reclassified (RFEP) Learners
In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors learner performance on assignments, benchmark and common assessments and standardized testing. Learners scoring at the lowest levels of the ELPAC will be provided supplemental English instruction, focusing on skills, vocabulary and information that support English language acquisition. The goal is to accelerate all areas of their English language acquisition.

Learners are monitored in conjunction with the following California ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe learner knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide SCVi's Language Assessment Team (LAT) as they determine a need for more targeted instruction in English language development as well as differentiated instruction in academic content areas.

SCVi believes that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the learner's English language proficiency level.

English learners will continue to be re-evaluated annually by the (Language Acquisition Team) LAT using the ELPAC assessment until such time as they have demonstrated that they have continued to adequately master academic content over time. The LAT meets to discuss the progress of English learners toward mastery of the California ELD standards. They continue to monitor learners who are re-designated as RFEP during a period of two years.

Process for monitoring progress and supports for Long Term English Learners (LTELs)
LTELs participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Because the needs of LTELs are varied, SCVi's EL Coordinator and classroom facilitators collaborate to identify the reasons why a learner has not acquired English at a rate of one level to the next annually (i.e. ELD 1 to ELD 2) and determine the best support system for that learner. Learners are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

Socioeconomically Disadvantaged Learners
SCVi will identify SED learners based on information provided at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED students throughout the year by disaggregating test and other assessment data. In addition to learner-centered, data-driven and wellness-focused approach to educating the whole child, particular frameworks are specifically targeted to support SED learners and families.

SCVi recognizes that learners may face tremendous challenges outside of the school day, and therefore social-emotional needs often supersede academic interventions. The SST (Student Success Team) process may be initiated if issues are identified that negatively impact a learner's progress. Concerns about safety, nutrition, wellness, or housing may be addressed through the SST process and/or referrals and follow-ups with local agencies.

Facilitators and staff receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. The Student Success Team will be responsible for identifying learners and families who might need additional resources or supports, including referrals to community service organizations.

In high school, counselors and advisors provide comprehensive information to all learners and their families about A-G requirements, financial aid, college application processes, SAT and ACT test prep, and career exploration. Learners who will be the first in their families to attend college receive extra support as they navigate the complex college application process.

Plan for Serving Students with Disabilities
Overview
SCVi understands that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education (FAPE). SCVi shall comply with all applicable state and federal laws in serving learners with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), the

Individuals with Disabilities in Education Improvement Act ("IDEA") and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR"). Furthermore, SCVi will comply with all California laws pertaining to special education students. To the maximum extent appropriate, all learners with disabilities will be fully integrated into the programs of SCVi, with the necessary materials, services, and equipment to support their learning. The school will ensure that any learner with a disability attending SCVi is properly identified, assessed and provided with necessary services and supports. SCVi shall be solely responsible for its compliance with Section 504 and the IDEA.

SCVi is a current member of the El Dorado Charter SELPA, in conformity with Education Code Section 47641(a).

SCVi shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

SCVi shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by SCVi shall be accessible for all students with disabilities.

Facilitators at SCVi will implement a wide range of accommodations for learners with disabilities. All facilitators will receive ongoing professional development regarding special education policies, strategies for working with disabled learners, and practices that support learners with diverse learning styles and abilities. Among the topics that will be discussed during professional development sessions will be:

- Early identification and symptoms of learning disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a facilitator or parent suspects a child may be learning disabled

All instructional staff, as well as other appropriate staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by SCVi or the El Dorado Charter SELPA.

All learners with disabilities will be integrated into the programs of SCVi to the maximum extent practicable and placed in the least restrictive environment appropriate for their needs, with the necessary materials, services, and equipment to support their learning. SCVi will meet all the requirements within a learner's Individualized Education Program ("IEP"). SCVi will include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Modified Inclusion Model
It is the intent of SCVi to provide a continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the SELPA. It is SCVi's intention to provide special education services within a modified inclusion model, for students with exceptional needs for whom SCVi's distinctive educational program is determined as the least restrictive environment. Appropriate

designated instructional services and related services are provided, consistent with the student's IEP.

SCVi believes that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model. SCVi's Education Specialists will work in a collaborative model with all facilitators and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student's IEP. SCVi staff will monitor student progress toward the goals specified in the IEP and the IEP team will formally review goals and progress towards goals on an annual and triennial basis.

Child Find

SCVi will plan to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. SCVi will seek to participate in the "child find" systems of the SELPA. These systems will include various policies and practices, including, but not limited to the following:

- Post matriculation intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs

- Efforts to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion

- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to serve students who may have exceptional needs

- Review of student assessment data, including but not limited to state mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services

Development, Implementation, And Review Of IEP

SCVi, in collaboration with the El Dorado Charter SELPA pursuant to its policies, will ensure that all aspects of the IEP and school site implementation are maintained. Every learner who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. SCVi will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. SCVi shall obtain parent/guardian consent to assess the learner.

The referral process is a formal, ongoing review of information related to learners who are suspected of having special needs and show potential signs of needing special education and related services. SCVi's primary internal method for referral for assessment will be the Student Success Team. When a parent/guardian suspects that a child has a disability, the parent will be advised by the school to notify the school in writing in order to arrange for possible testing and evaluation

(parents who make the request orally will be provided assistance, if needed, in making a written request). Parent notification and request for special education testing and evaluation will trigger legal timelines, and SCVi will follow all legal mandates for a timely response.

After a learner is referred for assessment of a learning disability, SCVi will provide the learner's parent or guardian with a proposed assessment plan within 15 days of the referral. The case manager will inform parents that special education and related services are provided at no cost to them. SCVi will obtain informed consent from the parent/guardian before conducting the assessment. Once consent is given by the parents, all mutually agreed assessment(s) will be completed within the legal 60-day timeline.

The case manager will be responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered will be used as tools to determine the learner's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter will be provided for the parent or guardian during the assessment. A facilitator or SCVi staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by SCVi, in collaboration with any hired service providers, and will generally be performed by a qualified school psychologist, education specialist and a nurse if applicable. Those assessments could include, but are not limited to:

- Individual academic testing
- Facilitator observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Unless conflicting with SELPA policies and procedures, SCVi will follow the below assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern, and SCVi will revise these guidelines accordingly:

- Parents or guardians of any learner referred for assessment must give their written consent for the school to administer the assessment;

- The learner must be evaluated in all areas related to his/her suspected disability;

- A professional with knowledge of the suspected disability will conduct the assessment.

- Multiple assessments will be delivered by qualified professionals to measure the learner's strengths and needs;

- Assessments will be delivered without cultural, racial or gender bias;

- Assessment results will be delivered to the parent/guardian in their primary language,

and an interpreter will be provided if needed;

- Assessments will be adapted as necessary for learners with impaired sensory, physical or speaking skills; and a multidisciplinary team will be assembled to assess the learner.

Once the assessment is completed, SCVi will hold a meeting to review the results of the assessment and determine whether the learner qualifies for special education. This meeting is the initial IEP meeting described in detail below, and SCVi will give the learner's parent/guardian the opportunity to participate. SCVi will be responsible for scheduling, coordinating and facilitating the IEP meeting with all team members to include the parent as an essential team member.

If a learner enrolls at SCVi with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the learner's present levels of performance and needs, and offer appropriate placement and services within our full inclusion program. Prior to such meeting and pending agreement on a new IEP, if needed, SCVi shall work to implement the existing IEP or as otherwise agreed upon by the parent/guardian.

Each learner with an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the learner. All decisions concerning the learner's special education program are made by the IEP team. The IEP team at SCVi will consist of the following individuals:

- School Director or designee
- The parent or guardian of the learner for whom the IEP was developed;
- The learner, if appropriate
- At least one core classroom facilitator who is familiar with the curriculum or progress appropriate to that learner
- The specialists providing special education services to the learner
- If the learner was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the learner may be invited as needed. SCVi will view the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. If the parent(s) cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or meeting at the parent's home. A copy of the IEP will be given to the parent in accordance with the law and SELPA policies, as applicable.

Upon the parent or guardian's written consent, SCVi will implement the IEP, in cooperation with the SELPA. The IEP will include all required components and be written on SELPA approved forms. The elements of the IEP will include:

- Assessments used to determine present levels, identify needs, and developmental goals and objectives

- A statement of the learner's present levels of academic achievement and functional performance

- The rationale for placement decisions

- The services the learner will receive and the means for delivering those services;

- A description of when services will begin, how often the learner will receive them, who will provide them, and where they will be delivered

- Measurable annual goals/objectives focusing on the learner's current level of performance

- A description of how the learner's progress will be measured and monitored

- An explanation of the extent, if any, to which the learner will not participate in general education

- Any accommodations necessary to measure the academic achievement and functional performance of the learner on state and district assessments

- Transition goals for work-related skills

IEP meetings will be held according to the following schedule:

- Yearly to review the learner's progress and make any necessary changes

- Every three years to review the results of a mandatory comprehensive reevaluation of the learner's progress
- After the learner has received a formal assessment or reassessment

- When a parent or facilitator feels that the learner has demonstrated significant educational growth or a lack of anticipated progress

- When an Individual Transition Plan is ("ITP") required at the appropriate age

- When a special education learner has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior

- Prior to the expulsion of a learner with an IEP, to determine if the learner's misconduct was a manifestation of his/her disability

- If the parent/guardian, an SCVi staff member, the SELPA, hired service providers, or the learner has communicated a concern about the learner's progress

The IEP team will formally review each learner's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the learner is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the learner's progress.

If a parent or faculty member feels the learner's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting. The school will encourage open communication between the parents and the SELPA for any items related to the special education services. Learners at SCVi who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

Parents will be informed approximately three times a year of the learner's progress toward meeting annual goals and whether the learner is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the learner's progress toward achieving the annual goal is measured, the learner's progress during the relevant period, the extent to which it is anticipated the learner will achieve the annual goal prior to the next annual review, and where needed, the reasons the learner did not meet the goal.

SCVi will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education facilitator. Learners at the school who have IEPs will be served in the Least Restrictive Environment ("LRE"). However, should a learner's IEP team determine that the learner requires an alternative placement, the school will work with the learners' home district to ensure an appropriate placement and services.

Special Education Strategies For Instruction And Services
As detailed throughout this petition, SCVi employs a highly individualized model of instruction for all learners, which benefits all learners with learning challenges. SCVi utilizes a Response to Intervention ("RtI") model and will also comply with the federal mandate of the least restrictive environment ("LRE"). SCVi will mainstream all of its learners as much as is appropriate according to each individual IEP. Each learner's IEP will require different kinds of modifications for instruction and services, therefore, the educational strategies of the IEP will be built around the learner's needs and how these fit within the general educational program of the school.

SCVi will provide several programs for learners with special needs, whereby the academic program is structured in one or several of the following ways: Education Specialist may provide support services in the classroom or in a small group, an on-site Education Specialist coordinates programs and services for students who are fully included in regular education classroom, or a Modified Inclusion model, where classes have learners with identified special needs, a regular education facilitator, and a special education paraprofessional. An on-site education specialist collaborates with regular education facilitators and oversees implementation of each learner's IEP.

SCVi may also contract with outside special education service providers depending on operational needs or specific requirements of the learners' IEPs. Some of the potential contracted services may

include, but are not limited to nurses, speech language pathologists, school psychologists, Adaptive Physical Education Facilitator (APE), autism behavioral or occupational therapists, visually impaired and orientation mobility, deaf and hearing impaired and counselors. SCVi will reassess its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

SCVi will retain the option, based on operational evaluation and program needs, to employ a high quality Special Education service provider who can coordinate and facilitate some or all of the special education related services and instruction for our learners. These types of special education service providers could provide SCVi with the following staff:

- Credentialed special education facilitators/Resource specialists/Education specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech language pathologists
- Visually Impaired Provider
- Orientation and Mobility Provider
- Deaf and Hard of Hearing
- School nurses
- Interpreters for students who are deaf or hard of hearing

Reporting
SCVi, in collaboration with the SELPA and the SCVi service providers, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school age learners with disabilities being provided special education services by age, grade, category of disability and the number of learners with disabilities who are English Learners;

- The number of learners provided with test modifications and the types and the number of learners exempted from assessments;

- The settings in which learners with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;

- The number of learners with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and

- The basis of exit from SCVi of learners with disabilities (i.e., attainment of diploma and type, moved, change of eligibility, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will

be the responsibility of the case manager (or his/her designee), who will ensure that a central file with all special education evaluation material and IEPs is properly maintained.

Records will be maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The case manager for each learner will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a learner's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Non-Public Placements/Non-Public Agencies
SCVi shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination
It is understood and agreed that all children will have access to SCVi and no learner shall be denied admission nor counseled out of SCVi due to the nature, extent, or severity of his/her disability or due to the learner's request for, or actual need for special education services.

Due Process And Procedural Safeguards
Parents or guardians of learners with IEPs at SCVi will need to give written consent for the evaluation and placement of their child, which will be included in the decision-making process when change in placement is under consideration, and will be invited, along with facilitators, to all conferences and meetings to develop their child's IEP. If a learner with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP team will meet to determine whether the student's misconduct was a manifestation of his or her disability. Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

SCVi will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions. In the event that a parent/guardian files a request for a due process hearing or request for mediation, SCVi shall defend the case. Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 Of The Rehabilitation Act
SCVi will recognize its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SCVi. Any learner, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the School Director and shall include the School Director (or

his/her designee), parent/guardian, the student if appropriate, a qualified faculty member, and other qualified persons knowledgeable about the learner, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the learner's existing records including academic, social and behavioral and pertinent health records shared by parents. The 504 team is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the learner has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The learner evaluation shall be carried out by the 504 team who will evaluate the nature of the learner's disability and the impact upon the learner's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient

- Tests are selected and administered to ensure that when a test is administered to a learner with impaired sensory, manual or speaking skills, the test results accurately reflect the learner's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the learner's impaired sensory, manual or speaking skills

The final determination of whether the learner will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the learner in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the learner for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, facilitators and any other participants in the learner's education, including substitutes and tutors, must have a copy of each learner's 504 Plan. The iLEADership Resident will ensure that facilitators include 504 Plans with lesson plans for short-

term substitutes and that he/she review the 504 Plan with any long term substitutes. A copy of the 504 Plan shall be maintained in the learner's file. Each learner's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Annual Goals and Actions to Achieve State Priorities
Pursuant to Education Code Section 47605(b)(5)(A)(ii), attached as Appendix C is SCVi's 2019-20 LCAP, which identifies the school's annual goals for all learners and for each subgroup of learners, to be achieved in the state priorities that apply for the grade levels served by SCVi, and specific annual actions to achieve those goals. SCVi will annually update its goals and annual actions using the LCAP template adopted by the State Board of Education. SCVi shall comply with all requirements of Education Code section 47606.5, including, but not limited to, the requirement to hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, and to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP and annual update.

ELEMENT B (2): MEASURABLE PUPIL OUTCOMES AND ASSESSMENTS

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B)

Measurable Pupil Outcomes: Alignment with the Eight State Priorities
Attached as Appendix C are the measurable pupil outcomes (Local Control Accountability Plan, LCAP) identified for use by SCVi, in accordance with Education Code section 47605(b)(5)(B), and which are aligned with the state priorities as described in Education Code section 52060(d). These outcomes address increases in pupil academic achievement both school wide and for all groups of pupils served by the SCVi, as that term is defined in Education Code section 47607(a)(3)(B).

SCVi has set rigorous, relevant and attainable academic, social, and ethical expectations that directly aligns with our mission and vision, for its learners, and will continue to pursue the following standards-based student outcomes:

- Learners will demonstrate mastery of key grade-level California content standards in English/Language Arts, History/ Social Studies, Mathematics and Science.

- Learners will demonstrate social and emotional skills, critical thinking skills and creativity.

- Learners will demonstrate qualities of competent, self-motivated, "lifelong learners".

SCVi will be committed to ensuring that all learners demonstrate growth in: mastery of common core standards through Project Based Learning, and social emotional development through 21st century skills based on the 7 Habits. These learning outcomes are aligned with the California Common Core State Standards (CA CCSS) and directly reflect the school's unique educational program. These outcomes represent the skills, knowledge, and qualities that form the building blocks for competent, self-motivated, "lifelong learning."

To ensure that SCVi's primary goal of increased academic growth and achievement for all learners is met, learner achievement data obtained from both state assessments and local standardized assessments will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

ELEMENT C (3): METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C)

SCVi uses multiple assessment measures to get an accurate picture of learners learning, as learning styles and instructional methods vary greatly and no single measure tells the entire story. SCVi's methods of assessment will align with learner outcomes and instructional methods. The data will not be a stand-alone summation of achievement but part of a feedback loop that is integral to facilitating and learning. We use assessment methods to do the following:

- Plan learning and instruction

- Evaluate teaching strategies for continuous improvement

- Identify learner's strengths, weaknesses and learning styles

- Provide learners, facilitators and parents with information useful in promoting learning and development

Mandated State Assessments

As is required by California law, SCVi will meet all statewide standards and conduct the state pupil assessments required pursuant to Section 60605, including the California Assessment of Academic Performance and Progress (CAASPP) and other mandated state assessments. SCVi will administer tests that are required by grade level, including the Smarter Balanced Assessments (SBAC) or California Alternate Assessment (CAA), California Science Test (CAST), Physical Fitness Test, and the English Language Proficiency Assessment for California (ELPAC). These test results will be one of multiple assessment methods used to document and monitor student performance and assessment. The California Accountability Model and School Dashboard will serve as a tool for SCVi and will report the school's data to stakeholders annually as described above.

Growth Measures: Pre- and Post-Tests

To effectively assess learners' academic growth over time, SCVi utilizes value-added growth measures, including school year pre-, mid, and post-formative assessments. At the beginning of each academic year, SCVi administers a formative pre-assessment to measure each learner's strengths and weaknesses in reading and mathematics.

Throughout the school year, SCVi monitors learner progress using a variety of methods (described below). SCVi administers another formative mid-year-assessment, and then another at the end of the year. In this manner, we are able to assess learners' initial skills upon their enrollment at the school and at the beginning of each academic year, during key "check-in" points throughout the year, and at the end of each year to ensure that learners are making progress toward achieving SCVi's pupil outcomes.

Classroom Assessments

SCVi uses of a range of assessment strategies that may include, but are not limited to the following:

Authentic assessments: SCVi uses authentic assessments to assess skills best observed in holistic application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). As described in the school's mission and vision, SCVi seeks to develop real world skills and self-directedness that prepare learners for successful careers and fulfilling lives. Authentic assessments align best with many of the learning outcomes and instructional modes associated with these goals. Possible assessments include a learner-designed science experiment, a benchmark writing assignment, participation in a historical debate, complex mathematical problem solving from a real world context, or creation of a flyer to inform community members about an important social issue or program. These 'performances' also provide opportunities to shine, especially for learners who perform better in these circumstances than in 'test' situations. Expectations are communicated clearly to learners at the start of each assignment using facilitator-developed rubrics and, where possible, sample products receiving high, medium and low scores. Learners learn to use rubrics to self-assess, to describe their growth over time and to set learning goals.

Publisher-developed assessments: When textbooks are used, SCVi may choose to use diagnostics and other assessments that are part of the package. Publisher- developed assessments may also be used apart from textbooks where they provide helpful data and align well with SCVi's learner outcomes and instructional methods.

Facilitator-developed quizzes, tests and other assessments: Facilitators often develop curriculum from sources that don't include pre-packaged assessments. To align with taught curriculum, facilitators often create quizzes, tests and other assessments to monitor learner progress.

Facilitator observation and narratives: Facilitators look for evidence that relates to planned learning outcomes, that is, specific behaviors that indicate that learners have developed an understanding of a particular concept, has acquired or refined a particular skill. Narratives are write-ups of the evidence found.

Checklists of progress: These are simple checklist style records of the learner's level of mastery of skills. They are helpful as a formative record to inform planning and teaching; and as a summative record to provide information for learners, parents, and other facilitators.

Portfolios: These are purposeful collections of learner work that exhibit the learner's efforts, progress and achievements in one or more areas. The collection includes learner participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of learner self-reflection. A portfolio is a storehouse that captures growth, learner and facilitator input; a measure of growth that shows process as well as product and learner self-assessment; a record to pass on to the next class, school and that complements facilitator's judgments.

Use and Reporting of Data

The school's Board analyzes student performance data to establish policies and make programmatic and staffing decisions that support the achievement of all learners. The Board looks at how well learners are learning by content area and by sub-group (e.g., linguistic, ethnic, gender, as well as high and low achievers, special education learners, and English Language learners) to identify any gaps in student achievement and ensure that appropriate corrective plans are put into place. This process occurs at least annually, so that the Board monitors policies and staff performance for continual improvement of instruction.

At least annually, SCVi's instructional staff analyzes overall and subgroup data, identify programmatic strengths and weaknesses within each content area, and puts into place corrective plans to fill any gaps, adjusting professional development and curriculum accordingly. Staff monitors progress toward identified learner outcomes on an ongoing basis, analyzing learner performance data before and throughout each school year to adjust instruction according to learner needs. Facilitators are supported to teach using formative assessments to modify instruction in response to class-wide and individual learner needs. The instructional culture of the school is one of self- reflection and inquiry into pedagogical practices to meet the changing needs of new and existing learner populations.

SCVi is accountable to stakeholders by providing them with transparent information on learner achievement; parent, learner and facilitator program satisfaction; financial stability; graduation and college attendance rates and information; and attendance. SCVi shares accountability information with the school community, the larger community and the District via an annual report, our website and school-wide newsletters.

SCVi's board and staff will analyze the information gathered to make data-driven programmatic, governance and staffing decisions. Report cards will be issued on a semester basis and will include detailed facilitator narratives.

ELEMENT D (4): GOVERNANCE

Governing Law: The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement. – California Education Code Section 47605(b)(5)(D)

SCVi is an independent, directly funded charter school operated by Santa Clarita Valley International School, which is a California Nonprofit Public Benefit Corporation with IRS 501(c)(3) tax-exempt status. The corporation complies with the provisions of the California Corporations Code governing nonprofit corporations. The Board of Directors is the governing body for SCVi.

Governance Structure of SCVi

The Board of Directors, comprised of business professionals, parents, community members and/or volunteers, sets policy, approves the budget, and ensures that the school maintains their vision, mission, and high academic standards. See Appendix D for current Board Member resumes.

Board members are selected based on their expertise, skills and their commitment to represent the school's student population and uphold the school's mission. One key to the program's success is the representation of parents on the Board. Parent representation on the Board is essential to ensure involvement of the school community. The remaining Board seats are filled by business and community members who have the desired mix of experience and expertise needed by the Board of Directors to ensure the school's success, including curriculum, instruction and assessment, finance, business management, and, preferably, law, special education, fundraising and facilities. Threshold screening criteria for all prospective members of the Board of Directors will be a demonstrated understanding of the mission and vision of SCVi and an interest in serving the charter school's target student population. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and other ways to actively engage in overseeing the SCVi program.

The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success, however, the School Director and facilitators will carry out the day-to-day operations of the school. The School Director is the overall site manager and reports directly to the Board of Directors and is responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The teaching faculty works closely with the School Director to implement the educational program. The School Director is responsible for the hiring, evaluating and termination of all staff members.

The Board of Directors

The Board of Directors is comprised of between three to five voting members. In accordance with Education Code Section 47604(c), the District is entitled to appoint a single representative to the Board of Directors.

All decisions of the Board of Directors of SCVi shall be made by a majority vote of its members unless otherwise specified by this Charter or in Bylaws adopted by the Board of Directors of SCVi. The Board of Directors of SCVi shall conduct its business in compliance with the Brown Act. The Board has adopted a Conflict of Interest Policy which complies with Corporations Code and Internal Revenue Service conflicts of interest rules. SCVi will also comply with the Political Reform Act and Government Code Section 1090.

Scope of Authority and Responsibility
The Board of Directors of SCVi will meet quarterly or more often as needed and is charged with the overall policy-making affecting all areas of SCVi. The Board is fully responsible for the operation and fiscal affairs of the Charter School. Along with other duties, the Board of Directors of SCVi is responsible for the following:

- Reviewing and approving all major educational and operational school policies

- Hiring and evaluating the School Director

- Developing annual goals for the school and long-range plans with input from the School Director, facilitators, and parents

- Approving all major contracts

- Approving the school's annual budget, LCAP and Annual Update, and annual independent audit report and overseeing the school's fiscal affairs

- Evaluating the performance of the School Director via a process approved by the board

- Monitoring learner performance, progress toward school-wide goals, objectives, academic achievements/learner progress and financial status, and assessing any need for redirection

- Receiving reports from, and providing recommendations to, the School Director and staff

- Executing all applicable responsibilities provided for in the California Corporations Code

- Participating in the dispute resolution procedure when necessary

Use of Data to Establish, Evaluate, And Improve the Education Program and School Policies
The Board of Directors of SCVi shall uphold the school's commitment to making data-driven decisions, as part of the process for ongoing school improvement described previously. The Board uses data in carrying out its various responsibilities.

Election, Term, And Removal Process for Board Member
Board members are selected by the Board as outlined in the non-profit corporation Bylaws. To establish continuity and sustainability for the charter school's long term success, members of the Board of Directors holds office for three years and until a successor is elected, in staggered terms. According to the SCVi Bylaws, the Board may remove a Board Member by a majority vote of the Board.

Board Meetings
Board meetings are noticed and held in compliance with the Brown Act. Pursuant to Education Code Section 47604.1, as added by Senate Bill 126 (2019), meetings are held at the school site, or another suitable location within Los Angeles County which is accessible to the SCVi community and the public. Accurate minutes of meetings are maintained by the secretary or other individual as designated by the Board. Meeting agendas, minutes, and documents shall be maintained in the school office, another suitable office, and/or website. Two weeks before each board meeting, the secretary or designee will send out a request for agenda items. The School Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the President. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and posted at the entrance of the school's main office and on the website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting. The agenda may also be posted on the community bulletin board at the school site and/or offices.

An Annual Meeting is held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, designating officers, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the Board.

A majority of the authorized number of Board Members then in office shall constitute a quorum. Every action taken or decision made by a majority of the Board at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws.

Board Members may participate in a meeting through the use of teleconference or similar communications equipment as long as all requirements of section 54953 of the Brown Act are followed.

Bylaws
A set of Bylaws, reflecting the governance structure described herein, has been adopted by the Board of Directors. The Bylaws provide that SCVi shall have no "member" within the meaning of Corporations Code section 5056(a). See Appendix E for a copy of SCVi's Bylaws.

Board Training and Sustainability
SCVi is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board receives appropriate training and educational opportunities, both as a full Board and individually. Board members attend the Annual All Boards Retreat where many training

experiences are offered and may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts, and include topics in Conflicts of Interest laws and rules, the Brown Act, Public Records Act, charter school finance, monitoring student achievement, and roles and responsibilities of the board. Board and staff members shall also attend trainings and conferences, with topics such as facilities, policy development, governance, team building, fundraising, measuring school and student success, and other best practices. Training and education for new Board members are also critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members go through an initial orientation and are given opportunities to attend supplemental training sessions in areas of school oversight where they lack experience and/or knowledge. The school maintains in effect general liability and board errors and omissions insurance policies.

The School Director
The School Director will report directly to the Board and s/he has responsibility for the orderly operation of SCVi and the supervision of SCVi employees. The School Director will be the instructional leader of the school. The School Director will ensure that the curriculum is implemented in order to maximize student learning experiences.

The School Director is assigned to perform tasks directed from the Board of Directors, which may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, or to an appropriately qualified third party provider. SCVi complies with Education Code section 47604(b), in that SCVi shall not operate as, or be operated by, a for-profit entity.

Capacity Building
In order to ensure a strong, sustainable school program, SCVi staff will participate in the following trainings and activities, as appropriate.

Governance Academy/Retreat
The SCVi Governing Board Members and appropriate staff will participate in Governance Training to develop a strong understanding of school oversight and to do the following: Revise Bylaws, policies, and corporate papers as needed; attain clearly defined board member roles, responsibilities, and committees; learn how the school's charter, state law, and any memoranda of understanding interact; create a clear and regular schedule of board meetings, fiscal reports, and academic reports appropriate for the school; master the practice of governing by staying focused on the decisions and discussions that truly matter to student success.

Charter School Leadership Boot Camp
The SCVi administrative team attends a Leadership "Boot Camp". This comprehensive training is designed to ensure that charter school leaders have the knowledge and skills necessary to effectively lead their schools. The training includes a week-long intensive leadership institute which features a range of in-depth sessions, guest speakers, case studies, and group activities that address a broad range of key charter school leadership concepts and skills, such as charter school leadership, finance, legal concepts, governance, academic performance measurement,

accountability and renewal, charter school personnel and labor relations.

Fiscal Management Training
SCVi Administrators and or support designees who have significant financial management and/or oversight responsibilities complete The Charter Business Officer's (CBO) Training Program. This is an intensive training that delves into the key fiscal management skills required to run a sustainable, high quality charter school. The 14-module program is delivered in a blended format consisting of both in person and online instruction. It is designed to keep schools on the right track and successfully navigate around any potential budgetary pitfalls that schools can encounter. Modules covered include: Introduction to California's K-12 Education Finance, charter school funding system fundamentals, categorical programs management, charter school attendance accounting, charter school accounting, budget development and monitoring, cash flow, long term planning, fiscal oversight, solvency and data reporting, auditing, facilities, risk management and benefits, personnel and labor relations, and special education.

Charter School Conferences
SCVi staff and/or Board Members will keep current on charter school instruction, issues, and topics by continuing to attend various charter school professional development opportunities and conferences which may include:

- California Charter School's Annual Spring Conference
- California Charter School's Development Fall Leadership Update
- The National Charter Schools Conference
- California Consortium for Independent Study
- El Dorado Charter SELPA Training

Parent Involvement
While parent involvement is encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, SCVi. The School Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring; attending parent-facilitator conferences; attendance at meetings of the Board of Directors (as member or observer) or any applicable parent group including English Language Advisory Committee or iSupport (PTO); participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. At SCVi, many parents play many important roles in the day-to-day operations of the school, as well as the strategic planning and overall vision of the school community. In addition, as valued stakeholders, parents play an active role in annual decision-making work such as creating the Local Control Accountability Plan.

Parents play a vital role as described in the educational program of the charter. Before families enroll, they must fully understand the components of the program model. All parents must be fully aware of the type of program they are about to enroll their child in and how it works. This will also give parents an opportunity to have any questions answered and talk to other parents that already have learners in the program. SCVi will make accommodations to meet the unique schedules of parents to ensure every opportunity for parents to attend an orientation meeting. Parents are strongly encouraged to attend orientations and regular parent meetings designed to keep them

informed of what is happening at SCVi.

Parent Communication and parental involvement is encouraged throughout the school. SCVi communicates with parents about learner's progress on an ongoing basis. Parents interact with facilitators, counselors, and administrators, informally and by request, using web based technology. SCVi facilitators hold conferences and issue Reports of Progress at least two times a year. SCVi emails a weekly e-newsletter to families and staff. Parent information sessions, parent education sessions, and individual parent/student conferences are scheduled regularly and as needed. Other forms of communication include the school website, email list-serve, phone messaging system, and announcements/communications sent home with learners in hard copy. The Family Guidebook containing SCVi's mission, vision, curricular goals, behavioral guidelines, and emergency procedures are available to all families.

SCVi promotes effective communication between parents, facilitators, counselors and administrators, setting expectations for the timeliness of responses, and the manner in which conflicts will be resolved. SCVi holds staff training to minimize conflicts, such as effective communication strategies, team building, conflict resolution techniques and harassment prevention. In addition, an "open door" policy enables easy access to administration.

The District acts as charter authorizer and provides supervisorial oversight to the Charter School pursuant to Education Code Section 47604.32. The Charter School shall have all reporting duties to the District as described in Education Code Section 47604.33, and shall respond to all reasonable inquiries pursuant to Section 47604.3. The District may wish to further define its oversight role in an MOU with the Charter School. The Charter School seeks to maintain a collaborative and amenable relationship with the District, and is pursuing an added value to the District. The Charter School will strive to always maintain a healthy communication with the District and invite District involvement to the extent the District desires.

ELEMENT E (5): EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school.
- California Education Code Section 47605(b)(5)(E)

Equal Employment Opportunity

SCVi acknowledges and agrees that all persons are entitled to equal employment opportunity. SCVi shall not discriminate against applicants or employees on the basis the characteristics listed in Education Code Section 220 (actual or perceived disability, of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) or any other protected category. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Credentialing Requirements

SCVi adheres to Education Code Section 47605(l), as it may be amended from time to time. All facilitators employed by SCVi have California Teaching Credentials that are searchable on the Commission on Teacher Credentialing website. SCVi will make every effort to minimize the use of facilitators with emergency credentials.

School Director

The School Director is the primary administrator of the charter school's program. In this role, the School Director must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The School Director will possess the following qualifications:

Leadership Competence
- The ability to articulate and support the philosophy and direction of the SCVi's academic program
- The ability to implement program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, learners, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders

- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading

Administrative Competence
- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to work well with the school governing board
- The ability to create and maintain a climate of respect and fairness for all staff and learners.

Overall Qualifications (Desired/Preferred but not required)
- Professional Administrative Credential and/or Masters Degree in Education or equivalent
- At least five years experience in the education field
- Management, administrative and instructional expertise
- Curriculum development and implementation expertise
- Experience with school budget
- Willingness to learn about charter school leadership

Facilitators

SCVi employs a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Facilitators are responsible for overseeing the learners' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

Applicants to teach in our program are evaluated based on the following qualifications:
- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each learner
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used to authentically assess a learner's progress in a standards-based system
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of learner learning
- Ability to effectively use a broad range of instructional strategies, including providing a differentiated curriculum, challenging goals, effective feedback, differentiated instruction, backward mapping, among others
- Demonstrated competence using advanced technology as a learning tool: willing

and able to integrate technology into teaching and learner learning
- Outstanding classroom facilitation skills
- Belief in our mission that all learners will learn and successfully master the content and skills necessary for advanced post-secondary education
- Willingness to work as a vital part of the SCVi team to ensure continuous improvement for learners, staff and SCVi community as a whole
- Willingness and ability to work with learners and parents on an ongoing basis to ensure learner success
- Love of learners, enthusiasm for teaching, the belief that each learner can and will succeed and the willingness to do what it takes to make that happen
- Desire and ability to engage in continuing education, staff development and skill upgrading
- Willingness to be involved in committees and task forces to support the school's mission.
- Ability to facilitate and articulate a shared vision of academic excellence for the school community and create and maintain the support structures necessary to achieve the vision.
- Demonstrated entrepreneurial thinking and strategic vision
- Positive references from most recent employment and/or college or graduate school

Educational Specialist (Teacher)

Under the supervision of the School Director, the Education Specialist (Special Education Teacher) provides program design and direct instruction to learners who have a demonstrated disability and are supported by an Individualized Education Program (IEP) within the inclusion classroom. The Educational Specialist will work actively to design and implement the highest quality special education programs for the school, the facilitators, the learners, and their families.

Essential Duties
- Provides direct instruction in the academic areas to special education program learners on a one-to-one or small group basis in the regular classroom
- Refers learners who do not demonstrate appropriate progress to the individualized education program team
- Coordinates special education services with the regular school programs for each learner with special needs in the least restrictive environment.
- Monitors learner progress on a regular basis, participating in the review, revision of IEPs, as appropriate
- Creates and maintains an IEP for each special education student
- Provides professional development, consultation, and resource material regarding individuals with special needs to their parents and to regular staff members

- Consults with parents and General Education Facilitator (regular classroom teacher) quarterly and upon request regarding special education learners
- Supports the policies and programs consistent with school and SELPA policies,

regulations and procedures
- Applies effective classroom management techniques
- Utilizes evaluation data for the modification of instruction and curriculum
- Assists facilitators in writing Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff
- Attends regular and special staff collaborations and actively participates as a member of the educational team

Education/Experience
- Possess valid California Special Education Teaching credential
- Teaching or therapy experience with Special Education students preferred

Special Skills/Knowledge/Abilities
- Knowledge of IEP process as outlined by the Individual with Disabilities Education Act (IDEA), Section 504, the American with Disabilities Act (ADA) and California State Special Education laws and regulations
- Ability to provide evaluation and screening to determine eligibility for special education
- Knowledge of resources available to parents of special education learners
- Ability to provide in-service training, including curriculum resource to regular staff
- Ability to monitor and evaluate learner progress by observation and informal assessment
- Experience and commitment to working collaboratively with staff, parents, and the community
- Experience in design and implementation of behavioral strategies and plans
- Ability to work independently and efficiently to meet program objectives
- Good communication and interpersonal skills

SCVi may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject-matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a Facilitator (teacher) unless otherwise permitted under applicable law.

Other Non-Instructional Staff
SCVi may seek the following non-instructional staff to be committed to the mission of SCVi and to supporting the School Director, teachers and other staff in achieving exceptional student learning outcomes.

Business Manager (may be provided by service provider):
- All accounting (A/P, A/R, payroll, bookkeeping and reporting) for the Charter School

- Monitoring the Charter School's budget
- Coordinating insurance (Worker's Compensation and personnel benefits program)
- Other duties as needed

Overall Qualifications (Desired/Preferred but not required)
- Bachelor's Degree in a related field; preferably business administration or accounting
- Five to seven years accounting or business manager work experience; preferably in an educational setting

Knowledge, Ability & Skills:
- Needs strong organizational skills and attention to detail
- A passion for producing exceptional, high quality work and for ongoing personal learning and development
- Proficiency in Microsoft Office applications, and the Windows operating system

Office Manager
The Office Manager at SCVi will be responsible for the following:

- Manage and maintain office professionally
- Greet parents, learners and other staff members
- Schedule appointments, classes and meetings
- Distribute and collect required documents.
- Develop or expand professional letters for distribution to parents and staff
- Perform general office duties including filing, copying, faxing, and answering phone calls
- Receive and organize daily mail
- Enroll any new-hire employees into the appropriate insurance groups
- Prepare all necessary agendas and information for meetings.
- Coordinate the collection and reporting of data to the California Department of Education
- Assist with any projects or special assignments as requested
- Other duties as needed

Overall Qualifications (Desired/Preferred but not required)
- Associate Degree or higher
- Two years' experience, preferably in a school setting

Knowledge, Ability & Skills:
- Knowledge of educational systems
- Proficient in Microsoft Word and Excel
- Ability to use office machines proficiently
- Ability to compose communications from the School Director
- Ability to handle scheduling responsibilities and filing duties

Instructional Technology Technician (Tier 1)

Assists in the purchase, formatting, set-up and troubleshooting of staff and student technology including the following:
- Problems with usernames and passwords
- Physical layer issues
- Verification of hardware and software setup
- Installation, re-installation and uninstallation issues
- Menu navigation

Overall Qualifications (Desired/Preferred but not required)
- Associate Degree or higher
- Two years' experience in IT support, preferably in a school setting

Knowledge, Ability & Skills:
- Knowledge of educational systems
- Experienced in customer service support of IT systems
- Software and hardware
- Ability to work within MAC and PC formats

Care Team

The primary role is to assist the facilitators in all facets of daily classroom management, including assisting with instruction, assessing students, preparing instructional materials, and other tasks.

Overall Qualifications (Desired/Preferred but not required)
- Associate Degree or higher or demonstrate proficiency on our Basic Skills Assessment

Knowledge, Ability & Skills:
- Demonstrate basic reading, writing and mathematical skills
- Experience working with youth
- Basic record keeping abilities
- Operating basic office equipment
- Ability to work with others

Compensation and Benefits

SCVi will compensate employees by individual negotiation utilizing salaries of employees in nearby school districts performing similar tasks and having similar responsibilities as a guide. Part-time facilitators will be compensated based on their teaching load. SCVi will provide its full-time employees options for participation in comprehensive health and welfare programs.

Employee Handbook

For additional information please see Appendix F, Employee Handbook.

ELEMENT F (6): HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. – Education Code Section 47605(b)(5)(F)

Health, Safety and Emergency Operations Plan

SCVi shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

In order to provide safety for all students and staff, SCVi will continue to implement health and safety procedures and risk management policies in consultation with our insurance carriers and risk management experts. These policies shall be incorporated as appropriate into SCVi family guidebook and staff handbooks and shall be reviewed on an ongoing basis. These health and safety policies and procedures shall be made available to the District upon request.

The following is a summary of the health and safety policies of SCVi:

Family Educational Rights and Privacy Act

SCVi, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Procedures for Background Checks

Employees and contractors of SCVi will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Prior to employment, all employees must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The SCVi Human Resource Department shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff and contract employees are designated as mandated child abuse reporters and will follow all applicable reporting laws, policies and procedures. Training in child abuse reporting laws will be provided to all employees.

Tuberculosis Risk Assessment and Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations
SCVi shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School
SCVi will adhere to Education Code Section 49423 regarding administration of medication in school.

Severe Allergic Reaction
SCVi will be equipped with trained staff to administer treatment for any student experiencing a severe allergic reaction in compliance with Education Code Section 49414.

Vision, Hearing/Scoliosis
Students will be screened for vision, hearing and scoliosis to the same extent as would be required if the learners attended a non-charter public school. SCVi will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by SCVi.

Diabetes
SCVi shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7.

Emergency Preparedness
SCVi shall continue to adhere to an Emergency Operation Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This comprehensive school safety plan shall include, but not be limited to, the safety topics listed in subparagraphs (A) through (H) of Education Code section 32282(a)(2) and procedures for conducting tactical responses to criminal incidents. The plan will be reviewed and updated by March 1 of every year by SCVi. See Appendix K.

Blood borne Pathogens
SCVi shall continue to meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment
SCVi shall maintain a drug, alcohol, and smoke-free workplace.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures
SCVi is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation,

disability, or any other protected category. The School has developed and adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at SCVi (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the adopted School-wide sexual harassment policy.

Suicide Prevention Policy

SCVi has developed a suicide prevention policy in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, pursuant to Education Code Section 215. See Appendix L.

ELEMENT G (7): MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605 (b)(5)(G)

In order to ensure a fair enrollment policy and a demographically diverse student body, SCVi has developed an aggressive outreach and marketing system and a lottery system that randomly selects learners from among all new applicants if the number of applicants exceeds the capacity of the school. We market to all Los Angeles County learners to try to achieve a racial, ethnic, and socioeconomic balance that is reflective of the general population residing within the District and the region as a whole.

SCVi outreach plan is developed and updated annually with specific learner recruitment strategies that include, but are not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- A variety of promotional and informal material are produced throughout the year that appeal to all of the various racial and ethnic groups represented in the District

- Recruitment material is produced in English and in other languages to appeal to limited English proficient populations

- Targeted meetings in multiple communities to reach prospective students and parents

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district

Because we seek a targeted student population whose families may not be reachable by traditional means, SCVi plans to continue to utilize direct outreach strategies such a website, social media, newspaper, direct mailings, and community and home meetings targeted in specific communities (this includes homeschooling communities). SCVi also may use bus stop signage and church and community group bulletin boards in an effort to tailor outreach efforts to a diverse group of learners/families.

Meeting	Location	Date
Meeting with Parents and community	SCVi Charter School	On-going August through June (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local schools	Local Pre-Schools	Review posted available dates and provide flyers, information and presence.
Community Organization	Neighboring organizations: Various locations including parks, community events, clean up events	Review posted available dates and provide flyers, information and presence.
Residents within the zip code	Post signs with school information	Review posted available dates and provide flyers, information and presence.

SCVi will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school through the school's student information system. Currently, SCVi has the following demographics as of submission of the petition:

Students by Race	Total	Percent of Total
American Indian or Alaska Native	7	0.7%
Argentinean	4	0.4%
Asian	6	0.6%
Asian Indian	1	0.1%
Black or African American	59	5.8%
Cherokee	2	.2%
Chinese	9	0.9%
Colombian	7	0.7%
Cuban	4	0.4%
Declined to State	32	3.2%
Filipino	21	2.1%
Hispanic or Latino	130	12.8%
Japanese	1	0.1%
Korean	2	0.2%

Mexican American	57	5.6%
Middle Eastern	1	0.1%
Nicaraguan	1	0.1%
Other Asian	8	0.8%
Other Pacific Islander	1	0.1%
Puerto Rican	6	0.6%
Spaniard	2	0.2%
Vietnamese	2	0.2%
White	650	64.2%
Total	1013	100%

Students By Ethnicity	Total	Percent of Total
Hispanic	340	33.6%
Not Hispanic	673	66.4%
Total	1013	100%

Students by Gender	Total	Percent of Total
Female	431	42.5%
Male	582	57.5%
Total	1013	100%

Students With Disabilities	Total	Percent of Total
Autism (AUT)	39	21%
Deafness (DEAF)	1	1%
Emotional Disturbance (ED)	4	2%
Hard of Hearing (HH)	2	1%
Intellectual Disability (ID)	1	1%
Orthopedic Impairment (OI)	1	1%
Other Health Impairment (OHI)	41	21%
Specific Learning Disability (SLD)	76	41%
Speech or Language Impairment (SLI)	19	10%
Multiple Disability (MD)	1	1%
Total	184	100%

Governing Law: Admission policies and procedures, consistent with subdivision (d) [of Education Code Section 47605]. Education Code Section 47605(b)(5)(H)

Documentation of Admissions and Enrollment Processes
SCVi shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of this charter. These records shall be made available to the District upon request.

Homeless and Foster Youth
SCVi shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. SCVi shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that SCVi is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.   SCVi shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.   SCVi shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination
SCVi shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. SCVi may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter. SCVi shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements
 SCVi is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment in the Charter School is open to any resident of the State of California. SCVi enrolls all learners who wish to attend to the extent that space allows.

If the number of learners requesting admission to a particular grade exceeds the number of spaces currently available for admission to that grade, preference will be given to the groups or classes of learners listed below and attendance will be determined by a public random

lottery.

No Admission Testing
After enrollment, SCVi may conduct grade-level knowledge-based assessments, which allows the administrator or testing coordinator to assess the learners' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain learners from attending. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be asked to attend summer and/or after school programs designed to remediate any deficiencies.

Application and Enrollment Process
SCVi has established an annual recruiting and admissions cycle, which shall include reasonable time for all of the following:

1. Outreach and marketing
2. Tour/orientation sessions for learners and parents
3. An admissions application period
4. An admissions lottery
5. Enrollment

SCVi may fill vacancies or openings that become available after this process using either a waiting list or any other non- discriminatory process. SCVi has a standardized Intent to Enroll form required of all prospective learners. Included with the application form is website information which details the educational philosophy, discipline policy, and parent participation plan of SCVi. Parents/legal guardians must sign the Intent to Enroll form and will be encouraged to sign the information sheet signifying that they agree to abide by those policies should their child be admitted to the school.

Timeline for Subsequent Years of Admission
Applications for admission will be made available by December of the previous year and are due a week before the Spring lottery. SCVi will hold at least three tours and perspective family meetings prior to the lottery, so parents and learners can learn more about the school before they apply.

The Lottery and Priority Admissions
Parents will be notified of their learner's enrollment during May/June.

Returning learners from the prior year will retain admission status and will not go through the lottery process.

Preferences in the public random drawing shall be provided as follows:

1. Sibling of existing learners
2. Children of SCVi employees and Board members, not to exceed 10% of enrollment
3. Students residing within the District

After the public random drawing, a waiting list for future openings will be established in

the same drawing. In the event that SCVi is oversubscribed, the District shall make reasonable efforts to accommodate the growth of SCVi and in no event shall take any action to impede the SCVi from expanding enrollment to meet demand in accordance with Education Code Section 47605(d)(2)(C).

After admission but prior to enrollment, the following must occur:

- Parents are strongly encouraged to attend a parent tour/orientation

- Registration packets must be submitted by the date required in the registration packet, including proof of immunizations and physical examination

- The registration packet shall include authorization for the school to request and receive student records from schools the student has attended or is currently attending

- The registration packet shall include full disclosure by the parents, current teacher, and current school of any specific needs of the child

- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided

- A copy of any existing IEP for the student shall be provided

- Required procedures for the transition of students between Special Education Programs and SELPAs shall be followed as applicable

ELEMENT I (9): FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I)

SCVi shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) as amended from time to time. SCVi shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to the District, in the required format and within timelines to be specified by the District, each year:

> a. Preliminary Budget – On or before July 1
> b. Annual update (LCAP) – On or before July 1
> c. First Interim Projections – December 15 (changes Oct 31)
> d. Second Interim Projections – March 15 (change Jan 31)
> e. Unaudited Actuals – September 15
> f. Audited Actuals – December 15 following the end of the fiscal year
> g. Classification Report – monthly according to Charter School's Calendar
> h. Statistical Report – monthly according to Charter School's Calendar of Reports
> i. Instructional Calendar – annually five weeks prior to first day of instruction
> j. Other reports as requested by the District

Annual Independent Financial Audits

An annual independent fiscal audit of the books and records of the SCVi will be conducted as required under the Charter Schools Act, Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of SCVi will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The auditor will be a CPA, will have California educational finance experience, and will be approved by the Office of the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of

the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The School Director will review any audit exceptions or deficiencies, meet with the District to determine how to resolve the exceptions or deficiencies to the satisfaction of the District, and report to the SCVi Board of Directors with recommendations. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions will typically be addressed within 60 days unless SCVi exercises its right to appeal audit findings to the Education Audit Appeals Panel, or a longer period is necessary given the nature of the finding(s). Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process in Element 14 of this Charter, with the caveat that SCVi recognizes that the legal requirement is to resolve audit exceptions or deficiencies to the satisfaction of the District.

The independent fiscal audit of SCVi is public record to be provided to the public upon request.

ELEMENT J (10): SUSPENSION /EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J)

This policy and its rules and procedures have been established in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Family Guidebook will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, SCVi has developed a complete set of student discipline policies and procedures which shall be distributed to each learner/parent as part of the Family Guidebook (see attached Appendix G).

Discipline includes, but is not limited to, advising and counseling students, conferring with

parents/guardians, detention during and after school hours, the use of alternative educational environments, and suspension or expulsion.

Corporal punishment shall <u>not</u> be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to SCVi property.

The School Director shall ensure that learners and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer learners and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A learner identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Program (IEP) mandates additional or different procedures for that student. SCVi will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such student.

Grounds for Suspension and Expulsion of Students
A learner may be suspended or expelled for any of the enumerated acts listed below if the act is related to a school activity or school attendance occurring at SCVi or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

Suspension will be imposed only when other means of correction fail to bring about proper conduct. Other means of correction include, but are not limited to, the following:

1. A conference between school personnel, the learner's parent or guardian, and the learner.
2. Referrals to the school counselor, psychologist, attendance personnel, or other school support service personnel for case management and counseling.
3. Study teams, guidance teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the learner and his or her parents.
4. Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973.
5. Enrollment in a program for teaching prosocial behavior or anger management.

6. Participation in a restorative justice program.
7. A positive behavior support approach with tiered interventions that occur during the school day on campus.
8. After-school programs that address specific behavioral issues or expose learner to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

Instead of disciplinary action described herein, the School Director or designee may require a learner to perform community service on school grounds during non-school hours. "Community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instance where suspension or expulsion is required.

Enumerated Offenses
Discretionary Offenses – A student who has committed any of the following acts may be suspended or recommended for expulsion:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except in self-defense.
c. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the School Director or designee.
d. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
e. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
f. Committed or attempted to commit robbery or extortion.
g. Caused or attempted to cause damage to school property or private property.
h. Stole or attempted to steal school property or private property.
i. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a learner of his or her own prescription products.
j. Committed an obscene act or engaged in habitual profanity or vulgarity.
k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
l. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. A learner enrolled in Kindergarten or any

of grades 1 to 8 inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a learner enrolled in Kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

m. Knowingly received stolen school property or private property.
n. Possessed an imitation firearm, as defined in Section 48900(m) of the Education Code.
o. Committed or attempted to commit a sexual assault as defined in Section 261,266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
p. Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that learner from being a witness or retaliating against that learner for being a witness, or both.
q. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
r. Engaged in, or attempted to engage in, hazing, as defined in Education Code Section 48900(q).
s. Engaged in an act of bullying, as defined in Section 48900(r) of the Education Code, including an act of bullying by means of an electronic act, as defined in Section 48900(r) of the Education Code.
t. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
u. Committed sexual harassment as defined in Section 212.5 of the Education Code. This section shall not apply to learners enrolled in Kindergarten and grades 1 to 3, inclusive.
v. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence as defined in Section 223(e) of the Education Code.
w. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or learners, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class-work, creating an intimidating or hostile educational environment. This section shall not apply to learners enrolled in Kindergarten and grades 1 to 3, inclusive.
x. Made terroristic threats, as defined in Section 48900.7(b) of the Education Code, against school officials or school property, or both

Non-Discretionary Offenses – A student who has committed any of the following acts must be suspended and recommended for expulsion:

a. Possessed, sold, or otherwise furnished a firearm.
b. Brandished a knife at another person.
c. Unlawfully sole a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
d. Committed or attempted to commit a sexual assault as defined in Section 48900(n) of the Education Code or committing a sexual battery as defined in Section 48900(n) of the Education Code.
e. Possessed an explosive.

Suspension Procedure
Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded by an informal conference conducted by the charter School Director or designee with the student and whenever practicable, the facilitator, supervisor, or school employee who referred the student to the School Director. At the conference, the learner shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

The conference may be omitted if the School Director or designee determines that an emergency situation exists or if the leaner or his or her parent/guardian waives the right to a conference. An "emergency situation" involves a clear and present danger to the lives, safety, or health of learners or school personnel. If a learner is suspended without this conference, both the parent/guardian and learner shall be notified of the learner's right to return to school for the purpose of a conference.

Notice to Parents/Guardians

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the learner. In addition, the notice may also state the date and time when the learner may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the School Director or School Director's designee, the learner and the learner's guardian or representative will be invited to a conference to determine if the suspension for the learner should be extended pending an expulsion hearing. This determination will be made by the School Director or designee upon either of the following determinations: 1) the learner's presence will be disruptive to the education process; or 2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.

<u>Authority to Expel</u>

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the School Director or designee. The Hearing Officer will be assigned by the presiding officer of the Board as needed, and shall be certificated and neither a teacher of the learner or a Board member. The Hearing Officer may expel any student found to have committed an expellable offense(s) listed above.

The decision to expel a learner will be based on the finding of one or both of the following:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

- That due to the nature of the violation, the presence of the learner causes a continuing danger to the physical safety of the learner or others.

Expulsion Procedure

Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee makes a recommendation for expulsion.

The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case and make the expulsion determination. The hearing shall be held in a closed setting unless a public hearing is requested by the learner's parent/guardian.

Written notice of the hearing shall be forwarded to the student and the learner's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- The date and place of the hearing

- A statement of the specific facts, charges and offense upon which the proposed expulsion is based

- A copy of charter school's disciplinary rules which relate to the alleged violation

- Notification of the learner's or parent/guardian's obligation to provide information about the learner's status in charter school to any other district in which the student seeks enrollment

- The opportunity for the learner or the learner's parent/guardian to appear in person or to employ and be represented by counsel

- The right to inspect and obtain copies of all documents to be used at the hearing

- The opportunity to confront and question all witnesses who testify at the hearing

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the learner committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Hearing Officer shall be in the form of written findings of fact. If the Hearing Officer decides not to expel, the learner shall immediately be returned to his/her educational program.

Written Notice to Expel
The School Director or designee following a decision of the Hearing Officer to expel shall send written notice of the decision to expel the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the learner

- Notice of the learner's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the learner's status with SCVi

The School Director or designee shall send written notice of the decision to expel to the learner's district of residence. This notice shall include the following:

- The learner's name

- The specific offense committed by the learner

Upon expulsion from the charter school, learners will attend school pursuant to the procedures of their district of residence pertaining to expelled learners.

Disciplinary Records
SCVi shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

No Right to Appeal
The learner shall have no right of appeal from expulsion from SCVi as the Hearing Officer's decision to expel shall be final.

Expelled Learners/Alternative Education
Learners who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their county or school district of residence. SCVi will work cooperatively with parents/guardians upon request to assist with locating alternative education programs.

Rehabilitation Plans
Learners who are expelled from SCVi may be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or designee at the time of the expulsion order, which may include,

but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the learner may reapply to the School for readmission.

Readmission
The decision to readmit a learner or to admit a previously expelled learner from another school district, private school, or charter school shall be in the sole discretion of the School Director following a meeting with the learner and guardian or representative to determine whether the learner has successfully completed the rehabilitation plan, if any, and to determine whether the learner poses a threat to others or will be disruptive to the school environment. The learner's readmission is also contingent upon the School's capacity at the time the learner seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Student with Disabilities

Notification of District and/or SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who SCVi would be deemed to have knowledge that the student had a disability.

Services During Suspension
Learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, an IEP Team or Section 504 Team meeting shall be called. During that meeting, SCVi, the parent, and relevant members of the IEP Team or Section 504 Team shall review all relevant information in the learner's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If SCVi, the parent, and relevant members of the IEP Team or Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SCVi, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Return the child to the placement from which the child was removed, unless the parent and SCVi agree to a change of placement as part of the modification of the behavioral intervention plan.

If SCVi, the parent, and relevant members of the IEP Team or Section 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP or 504 Plan, then SCVi may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals and 504 Appeals
The parent of a learner with a disability who disagrees with any decision regarding placement or the manifestation determination, or SCVi if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

The parent of a learner with a 504 Plan who disagrees with any decision regarding the placement or the manifestation determination may utilize the dispute resolution process developed by SCVi.

When an appeal relating to the placement of the learner or the manifestation determination has been requested by either the parent or the Charter School, the learner shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and SCVi agree otherwise.

Special Circumstances
SCVi personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a learner to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a learner:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting
The learner's interim alternative educational setting shall be determined by the learner's IEP Team or Section 504 Team.

Procedures for Learners Not Yet Eligible for Special Education Services
A learner who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SCVi had knowledge that the student was disabled before the behavior occurred.

SCVi shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SCVi supervisory or administrative personnel, or to one of the child's teachers, that the learner is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child's facilitator, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director or to other Charter School supervisory personnel.

If SCVi knew or should have known the learner had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SCVi had no basis for knowledge of the learner's disability, it shall proceed with the proposed discipline. SCVi shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by SCVi pending the results of the evaluation.

SCVi shall not be deemed to have knowledge of that the learner had a disability if the parent has

not allowed an evaluation, refused services, or if the learner has been evaluated and determined to not be eligible.

Involuntary Removal

No learner shall be involuntarily removed by SCVi for any reason unless the parent or guardian of the learner has been provided written notice in-person and/or by mail of intent to remove the learner no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the learner or the learner's parent or guardian or, if the learner is a foster child or youth or a homeless child or youth, the learner's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the learner will remain enrolled at SCVi until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

ELEMENT K (11): RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — California Education Code Section 47605(b)(5)(K)

Certificated Employees

Qualified certificated staff members participate in the California State Teachers' Retirement System (CalSTRS). Certificated employees contribute the required percentage of their salary and SCVi contributes the employer's required amount. The Charter School currently contracts with LACOE to provide reporting and processing of CalSTRS information services to comply with California Education Code Section 47611.3 for charter schools. LACOE forwards withholdings to the CalSTRS as required.

Non-Certificated Employees

All non-certificated staff members participate in Federal Social Security. Social Security taxes are deducted from employee salaries, and SCVi contributes the required employer's share.

SCVi reserves the right to make alternative arrangements for retirement benefits, such as a 403(b) plan, in a manner consistent with applicable state and federal law. The School Director is responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made.

ELEMENT L (12): ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

Public School Alternatives for Learners Who Do Not Choose the Charter School

No learners may be required to attend SCVi. Learners who choose not to attend SCVi may attend a school within their school district of residence or another school district in accordance with applicable law and any applicable intra- and inter-district transfer policies. Parents and guardians of each learner enrolled in SCVi shall be informed on admissions forms that the learners have no right to admission to a particular school of a local education agency as a consequence of enrollment in SCVi, except to the extent that such a right is extended by the local education agency.

ELEMENT M (13): RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: "The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(b)(5)(M).)

Those members of the charter school staff who leave employment in the District to work at SCVi shall not have any right to return to employment within the District without prior consent by the District.

Employees of SCVi who were not previous employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of SCVi.

District employees cannot be required to work at SCVi, nor can the District require SCVi to hire District employees.

SCVi has comprehensive personnel policies and procedures (See Appendix F), approved by the SCVi Board of Directors that will be provided to each employee upon hire. These policies set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to reserving a safe and harmonious work environment.

ELEMENT N (14): DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)

Disputes between the Charter School and the District

SCVi recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. SCVi is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between the school and the District, the complaining party agrees to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent, or his/her designee, and the SCVi School Director. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The SCVi School Director and the District Superintendent, or designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the District Superintendent of the district and the SCVi School Director and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the School Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The Superintendent and School Director shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. SCVi and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Oversight, Reporting, and Revocation

The District may inspect or observe any part of the charter school at any time. With only occasional exceptions, the District will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the District believes it has cause to revoke this charter, the District agrees to follow the notice, opportunity to cure, and other procedures and timelines for charter revocation provided under Education Code section 47607 and other applicable law. SCVi agrees to respond promptly to all reasonable inquiries from the District, including inquiries regarding its financial records.

The District Board of Education agrees to receive and review SCVi's annual fiscal and programmatic performance review and annual audit. Within two months of the receipt of this review, the District must notify the Board of Directors of SCVi if it considers the charter school to not be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the District's conclusions.

Internal Disputes

Any dispute arising within SCVi, whether among or between learners, staff, parents/guardians, partnering organizations or Board members, shall be resolved pursuant to the policies and processes

adopted by the governing board.

In the event that the District receives a complaint directly regarding the school's operations, the District agrees to refer said complaint to the School Director for resolution in accordance with the school's policies and procedures, unless otherwise prohibited by law (e.g. child abuse reporting).

ELEMENT P (15): SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. – California Education Code Section 47605(b)(5)(O)

Closure of SCVi will be documented by official action of the Board of Directors of SCVi. The action will identify the reason for closure and identify an entity, person, or persons responsible for closure-related activities.

The Board of Directors of SCVi will promptly notify the parents or guardians of all learners, the District, the county office of education, the school's SELPA, the retirement systems in which the School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the learners' school districts of residence; and the manner in which parents or guardians may obtain copies of learner records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and learners of the School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SCVi.

The Board will also develop a list of learners in each grade level and the classes they have completed, together with information on the learners' districts of residence, which they will provide to the entity /person(s) responsible for closure-related activities.

As applicable, SCVi will provide parents, learners and the District with copies of all appropriate learner records and will otherwise assist learners in transferring to their next school. Original records for each learner will be forwarded to the district in which the learner resides. All transfers of learner records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. All other records of SCVi shall be transferred to the District upon SCVi closure. If the District will not or cannot store the records, SCVi shall work with the District or County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will also be transferred to and maintained by the entity or person(s) responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SCVi will prepare final financial records. SCVi will also have an independent audit completed within six months after closure. SCVi will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant who is selected by SCVi, who also has educational institution audit experience, and who appears on the State Controller's published list as an approved educational audit provider. The audit will be provided to the District promptly upon its completion. The final audit will include: an accounting of all financial assets,

including cash and accounts receivable; an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to SCVi.

SCVi will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of SCVi, all assets of SCVi, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SCVi, will remain the sole property of SCVi. Any assets acquired from the District or District property will be promptly returned upon SCVi closure to the District. SCVi shall return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. SCVi will also return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, SCVi shall remain solely responsible for all liabilities arising from the operation of SCVi.

As SCVi is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of SCVi, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies, including the filing of a final tax return.

The closure procedures identified above will be funded by SCVi's reserves or other unrestricted funding sources.

A. Exclusive Public School Employer

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." California Education Code §47605(b)(6).

SCVi shall be deemed the exclusive public school employer of all employees of the charter school for purposes of the Educational Employment Relations Act ("EERA"), and shall act independently from William S. Hart Union School District.

B. Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. – California Education Code Section 47605(g)

As an operator of public charter schools, SCVi understands the unique financial challenges facing charter schools throughout this country. Although charter schools receive similar ADA and federal funding as their traditional public school counterparts, they do not have capital budgets for their facilities. Therefore, they must acquire financing or enter into leases in order to provide a facility. Because charter schools are new entities without financial strength and credit history during their start-up phase, this process can be very challenging.

Additionally, charter schools often build their enrollment over time. Because families choose charter schools (as opposed to being assigned by local school districts) it's not uncommon for enrollment to be relatively low during early years of operation and higher in subsequent years. Many charter schools find the first years of operation to be financially challenging, especially when you combine initial lower revenues with start-up expenses and the capital investments required for such things as textbooks, furniture and computers.

In spite of these challenges, SCVi has a track record of operating in a financially successful fashion. We currently serve over 1000 students. We see the school's financial success being just as important as its academic success. As a nonprofit organization, our financial goals are modest, meaning that our school does not need to produce large surpluses. However, SCVi's economic sustainability is critical to fulfilling its ongoing mission of serving the community.

This is also why we've put a lot of time and effort into planning for the long-term financial success of SCVi. SCVi is keenly aware of the currently available state and federal funding sources for California charter schools. We have developed our revenue budget on a conservative base and also have consciously built-in an ending balance and fund reserves at a 4% or greater reserve level. This reserve will build over time with the goal of having 3 months expenditures in reserve for economic uncertainty.

Attached, please find SCVi's financial statements, including budget, budget assumptions (Appendix O) for the next five years of operation and cash flow (Appendix P). These documents are based upon the best data available to SCVi at this time, including the most recent financial projections under the Local Control Funding Formula.

SCVi shall provide reports to the District in accordance with Education Code Section 47604.33 as follows and may provide additional fiscal reports as requested by the District:

- On or before July 1, a preliminary budget

- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5

- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SCVi's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools

- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31

- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all SCVi's receipts and expenditures for the preceding fiscal year

- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1

C. **Insurance Requirements and Indemnification**

SCVi shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by SCVi's insurer. The District shall be named as an additional insured on all policies of SCVi. SCVi shall furnish to the District upon request certificates or evidence of such insurance.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

Hold Harmless/Indemnification Provision

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of SCVi. SCVi shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or

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corporation caused by any act, neglect, default, or omission of the Charter School. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

D. **Administrative Services**

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g)

SCVi shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through employees of the Charter School or an appropriately qualified vendor. SCVi complies with Education Code section 47604(b), in that SCVi shall not operate as, or be operated by, a for-profit entity.

SCVi may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between SCVi and the District and subject to District availability and willingness to provide such services.

E. **Facilities**
Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

SCVi has operated at the following address since 2008:

> Santa Clarita Valley International Charter School
> 28060 Hasley Canyon Rd,
> Castaic, CA 91384

F. **Transportation**

SCVi does not plan, at this time, to provide home to school transportation to its learners except as may be required under the Individuals with Disabilities in Education Improvement Act for students with disabilities as required by an IEP, or under other applicable law. If the need for transportation arises, the school will consider it at that time.

G. **Food Service**

SCVi will determine each year, based on the needs of the enrolled student population, if the population would benefit from participating in the National School Lunch Program. If the school chooses to participate in National School Lunch Program, it will abide by all applicable state and federal laws and program requirements.

SCVi follows their Board approved Student Wellness Policy. SCVi has adopted a wellness policy that is in line with the federal requirements and that promotes lifelong wellness. SCVi is committed to creating a healthy school environment that allows learners to take full advantage of the educational programs offered.

SCVi complies with Education Code Section 47613.5 regarding nutritionally adequate free or reduced-price meals for needy learners.

H. Attendance Accounting

SCVi has implemented an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

I. Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of SCVi not to exceed one percent (1%) of the revenue of the charter school. If SCVi is able to obtain substantially rent free facilities from the District, the District may charge for the actual costs of supervisorial oversight of SCVi not to exceed three percent (3%) of the revenue of the charter school.

J. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

SCVi is operated by a California nonprofit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SCVi shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the School.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; encourage the use of different and innovative teaching methods; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new

professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to raise the bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the district with the strongest possible renewal petition requesting a five-year charter term.

Appendix A

2019-2020

SCVi Upper School Course Catalog

History

US History
Course Description

Learners study the major turning points in American history from the establishment of the Colonies to Reconstruction. Learners will analyze ideas and concepts pertinent to the ratification of the US Constitution and the addition of the Bill of Rights. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, learners build upon the middle school study of global industrialization to understand the emergence and impact of new technology and a new world economy, including the social and cultural effects. Learners will trace the movement of populations from rural America to urban settlements. Learners will understand the political implications of new immigrant populations on the traditional party system. Learners trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities, and the role of the United States as a major world power. Learners understand the effects of the political programs and activities of the progressive era. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. In addition, learners consider the major social problems of our time and trace their causes in historical events. Learners will discover that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not by coincidence, but the result of a carefully designed set of political principles, that are absent to many other nations. A wider aim of the course is the development of an understanding of "critical literacy" in learners.

World History
Course Description

Learners will study major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two World Wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Learners extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Learners develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Learners consider multiple accounts of events in order to understand international relations from a variety of perspectives. Learners relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

IB History HL
Course Description

The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps learners to

gain a better understanding of the present through critical reflection upon the past. It is hoped that many learners who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally.

Learners and teachers have a choice of two routes through the Diploma Programme history course. The route one history course explores the main developments in the history of Europe and the Islamic world from 500 to 1570, while the route two history course focuses on 20th century world history.
Whichever route is selected, the course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires learners to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

US Government
Course Description
Learners strive to understand the institutions of American government. Learners compare modern government systems and explore the dynamic origins and developments of founding U.S. principles and documents. Learners examine the U.S. Constitution, the Bill of Rights, and the current system and functions of the U.S. government. Emphasizing the relationship among local, state and federal government, while disseminating and explicating important historical documents and events. The function of the course is to promote civic literacy as students prepare to vote, participate in community activities, and assume the roles of responsible U.S. citizens.

Learners will explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of the U.S. Learners will describe the systems of separated and shared powers. Learners will understand that the Bill of Rights limits the powers of the federal government and state governments. Learners will discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes. Learners will explain how one becomes a citizen of the United States, including the process of naturalization. Learners will analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution. Learners will discuss eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law. Learners will discuss the Constitution as it relates to the executive branch, judicial power and explain the process through which the Constitution can be amended. Learners will identify their current representatives in the legislative branch of the national government. Learners will summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments. Learners will understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms articulated in the First Amendment and the due process. Learners will evaluate issues regarding campaigns for national, state, and local elective offices. Learners will evaluate the roles of polls, campaign advertising, and the controversies over campaign funding. Learners will describe the means that citizens use to participate in the political process. Learners will analyze the election process and the function of the Electoral College. Learners will understand the scope of presidential power and decision-making. Learners will evaluate and take and defend positions on the influence of the media on American political life. Learners formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following

concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Learners will trace the rise of the U.S. to its role as a world power. Learners will evaluate the major political, social, economic, technological, and cultural developments of the U.S., during the industrial revolution. Learners will evaluate the issues and conflicts that occurred during these periods, in order to determine whether or not these solutions were beneficial to the U.S.

Economics
Course Description
This Economics course is designed to increase understanding and useful, relevant vocabulary pertaining to the field of Economics. This course will track and evaluate the impact of scarcity, production, consumption and the distribution of wealth and property. The practical distribution is studied globally, at both the micro and macro level. Throughout this course, learners will evaluate the role of the Federal government in the US economy and its greater effects on global markets. This course will investigate the science behind the individual, government, business, and national choices and struggle to overcome scarcity. Through the study of both the Classical and Keynesian approach to economics, this course seeks to help one unfold and develop an opinion and perspective of how a market and its policies can best operate. This course will develop understanding and appreciation of command, market and mixed economic systems. Lastly, subsequent methods of regulation will be explored as learners design, develop and analyze business models and larger economic projects.

Learners will analyze international trade and the role of other nations on the U.S. economy outcomes. Learners will be able to correctly use and understand economic vocabulary in both everyday life and conceptual study. Learners will be able to demonstrate the major terms and concepts of economics to help them start and operate a business model. Learners will learn to critique and analyze the operations of existing businesses as models are improved and designed. Learners will be able to evaluate and understand economics (on both a local and global scale) and the role of the federal government. Learners will be able to articulate the lasting effects that U.S. government policies and regulations have on the domestic and global market.

English

English 9
Course Description
This English course is designed to satisfy the standards and prepare learners for college. This course continues to build learners' grammar skills and oral and written communication skills. It also introduces learners to different literary forms, short stories, folklore and fairy tales, drama, historical literature, speeches, novels, fiction, nonfiction, and plays, to read and analyze. Through directed reading and writing assignments, work will focus on expanding vocabulary, mechanics of language, punctuation, analyzing by literature evaluating patterns and connection within the literature presented, utilizing various presentation methods (power

point, posters, newspapers, speeches, memorizations), and increasing writing skills through various narrative, expository, persuasive, and descriptive essay assignments, using organization, research, drafting, editing, and revising.

The course will pursue the following areas of concentration: Writing Domains- analytical, persuasive, creative and informative, with a focus on planning and drafting. The formats will include commentary, expository essay, short story, poetry, pastiche, report and reviews. Oral Work will consist of group discussions, speeches, oral commentaries, dramatic readings and formal presentations.

English 10
Course Description

In English 10, learners continue to develop and refine essential skills in reading, writing, speaking and listening. Through the study of core works of literature, nonfiction, supplementary and technical texts, learners will develop proficiency in reading for a variety of purposes. By interpreting and creating texts in response to the literature, learners will come to understand, participate in, and contribute to a common literary heritage. Learners will learn to analyze texts from the world of literature and the real-life world (such as newspapers, journals, and essays) and cogently express applications to their own lives through writing and speaking. By applying and generating technical texts, learners will develop competencies that will prepare them for life in the workplace. Additionally, they will exercise and refine their abilities to speak to different audiences for a variety of purposes. The difference between English 10 and previous and subsequent English courses lies in the length, complexity, sophistication, and range of source materials.

English 11
Course Description

In English 11, learners examine a variety of texts and create a range of documents. This course is focused on the development of grade-level appropriate reading, writing, speaking and listening skills through engaging, enriching and practical literature activities, projects and lessons.

This course covers examples of drama, poetry, prose, novel, informational texts and other media to help learners achieve an appropriate level within the complexity band. The texts in this course cover a wide margin of chronological contexts ranging from the golden age to post-modern dystopia. This course introduces engaging topics including themes relevant to the American Experience and relevant historical contexts.

Learners extend text beyond the literal interpretive level. Learners engage in active listening. Learners speak and read appropriately in a given context. Learners read a minimum of 25 novels and documents while developing a summative digital portfolio.

English 12
Course Description

English 12 is a comprehensive, chronological literature and writing course that introduces materials from the ancient world into the modern age. Learners will create a variety of fiction and non-fiction documents and texts that help to prepare learners for college and career readiness. Each unit and its correlating assignments are designed to slowly increase in complexity as skills are introduced and built on top of one another. The course is built to mirror Bloom's Taxonomy in the progression of skills in

each unit. Learners will develop grade level appropriate reading skills, writing skills and speaking skills. During this course, learners will also exercise and further a number of critical thinking and problem-solving skills. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare learners for college or the workplace.

The purpose of English 12 course is to engage learners in functional literacy and technical writing. Both MLA and APA styles will be explored and assessed in this course. In addition, learners are immersed in a chronological and critical study of the English language and the evolution of literary forms. Learners will focus on classic European and American literature, identifying differences in perception and interpretation. Learners are also expected to analyze and evaluate pertinent themes and topics aligned to the greater goals of European and American social study. Learners use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance. All Content is aligned with the Common Core Standards for English (11-12th grade).

IB English HL Language and Literature
Course Description

The IB Diploma Programme English A: Language and Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19

Math

Integrated Math I
Course Description
Integrated Math I is the first course in the Common Core's Integrated Mathematics Pathway. It serves to extend the concepts and skills acquired in the middle grades. Learners will learn to reason with equations and expressions, describe data, use simple proofs and geometric constructions, and work within the coordinate plane.

Integrated Math II
Course Description
Integrated Math II is the second course in the Common Core Integrated Mathematics Pathway. Learners will learn to work with parabolic function through data analysis, algebraic manipulation, and graphing. Learners will be expected to engage in real-world exercises that will challenge them. As with all integrated coursework, writing will form a considerable portion of this class.
The purpose of Integrated Math II is to highlight the quadratic expressions and functions, as well as, cursory mathematics and extensions of second-degree polynomials. In this course, learners extend the rules of exponents to include rational exponents. This demands, in some cases, the irrationals. In solving quadratic equations, the need arises for complex numbers to provide the solutions we require. Integrated II also introduces right triangle trigonometry and circles, both of which deal with terms of degree two.

Integrated Math III
Course Description
Integrated Math III is the third course in the Integrated Mathematics Pathway. It is designed to round off learners studies of Algebra, Geometry, and Statistics and to prepare them for a fourth course in higher mathematics, such as a college prep Statistics course or Introductory Calculus.
The purpose of Integrated Math III is to round off the mathematics learned in previous integrated coursework as well as to prepare them for their next experience with higher mathematics. Here, again, we emphasize the nature of mathematics as a continuum of ideas rather than a set of distinct subjects. We bring to completeness the matter of how data is to be acquired and utilized. We extend the notion of functions to exponential functions and logarithms as resources for computation and modeling. We increase our numeracy through the study of rational numbers and their abstract extension into rational expressions and equations. Integrated Math III extends our geometric powers as well, through the incorporation of the Law of Sines and Cosines, while bringing in the notion of periodic functions which serve as yet another model for students to use.

IB Mathematics SL
Course Description

The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and the conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series. Throughout the course, learners make use of TI-83 graphing calculators for the purpose of solving problems and regression modeling.

Science

Biology
Course Description
This biology course encompasses cell biology content learners need to know regarding the fundamental life processes of plant and animals via chemical reactions in specialized areas of the cells. In addition, genetics concepts regarding mutation and sexual reproduction, organismal development from fertilization to zygote, phenotype and genotype, and the specificity of gene sequencing of amino acids in proteins from DNA.

Physics
Course Description
This physics course encompasses the contents learners need to know regarding the motion and forces and conservation of energy and momentum. They are introduced to the Newton's Laws of motion, circular motion (satellite motion), constant speed and average speed, the concept of momentum, impulse, collisions, energy (kinetic, potential and mechanical energy) and how the energy is conserved.

IB Chemistry SL
Course Description
Through studying a science subject, learners should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science", this knowledge and skills will be put into the context of way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavor.
The sciences are taught practically. Learners have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and databases. Learners develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

IB Physics SL

Course Description

The IB Diploma Programme physics standard level course exposes students to this most fundamental experimental science, which seeks to explain the universe itself— from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours—and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Visual & Performing Arts

Visual Arts I
Course Description

The visual arts course covers concepts of design with emphasis on the development of good composition and craftsmanship (beautiful work). Learners will use a variety of material to create 2-dimensional and 3-dimensional projects. The curriculum will focus on art history, art movements, and art production. Many of the projects covered in this course will be integrated with the learners' core curriculum in other subjects so learners can make cross connections.

Visual Arts II
Course Description

Visual Arts II continues to develop technique, craftsmanship and concepts of design with emphasis on marketing and branding and various artistic movements of the late 19th and early 20th centuries. Learners use research and draft processes to further the quality of their work. Learners will continue to build on their development of technical skills by using a variety of medium to create both 2-dimensional and 3-dimensional projects. The curriculum will focus on how are communicates, 20th century art history and are movements, and art production. Many of the projects covered in this course will be integrated with the learners' core curriculum in other subjects so learners can make cross connections.

IB Visual Arts SL
Course Description

This is a course for learners who have a serious interest in the visual arts. The course has specific criteria set for both studio work and investigation work (Investigative Work Books (IWB)) which are clearly defined by the International Baccalaureate Organization (IBO) in it's subject guide for the visual arts.

Over the 2-year course, learners will be exposed to a variety of media and techniques to develop their skills and understanding of the elements of the visual arts. Learners will develop and maintain a close relationship between investigation and their creative process in studio work. Learners will produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness while developing a personal style. Learners will also have the opportunity to develop their own themes and to choose media preferences.

All of the efforts of the learner lead up to a final examination at the end of the 2- year course. The learners must then exhibit their studio work, show their IWB and discuss their development during an interview with an external examiner.

The integrated relationship between studio work and investigation work is essential throughout the course. Learners are given a choice on the direction they would like to take and be assessed on (Options A & B) at the end of the 2-year course.

Film 1

Course Description

This course will provide learners with a technical and theoretical introduction to film as an art form and communication mode, learned through both hands-on video production and study of film analysis, including interpretation, aesthetics, and history. Production skills include camera operation, lighting, sound, script-writing, and editing.

The primary focus of the course is the art of film and video, the creative process required to produce a quality film, and the use of film and video as a means of communication. Learners will analyze films of various genres and the history of filmmaking. Learners will complete projects based on the analysis of film types and styles that they will watch in class. Learners will self and peer evaluate the relationship of form, style, and content within class-produced videos. The course will direct learners in their analysis and assessment of the art they are producing with a critical eye toward artistic impact, production values and comparison to historic developments, genres, and styles.

Learners will further study the impact of media and film across cultures and in our society. Media literacy is also a component of the course and involves the study and analysis of how film and video impacts society, and how media can be used to have a direct impact on solving problems locally and globally. Learners will also acquire creative, problem solving, communication, and management skills that will help them in other academic areas and in future careers.

IB Film HL

Course Description

As the IB Film Guide illustrates, film is a powerful and stimulating art form and practice. The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

Theatre I
Course Description
Theatre I is an introductory course in theatre as an art form. The course includes an overview of theatre history and theory, world theatre traditions, and basic acting technique. The object of the course is to give learners another outlet for artistic expression, an appreciation for the art and history of theatre, a sense of cultural involvement and discovery, and a foundation for potential future involvement in the theatre community. The course will culminate in the learners building their own theatrical experiences, informed by the activities and research undertaken throughout the whole of the course and their own understanding of the nature of theatre.

Theatre II
Course Description
Theatre 2 is a course on the deeper mechanics, techniques, and theories of the art of theatre. There are three major components to this course, which culminate in the learner's individual ability to produce a meaningful piece of theatre. One focus of the course is an acting intensive, using a well-researched, respected technique. The second focus is on the study of the scene as a cohesive unit of theatre. The third is the analysis of a complete play script, from the points of view of actor, director, and designer.

Theatre HL
Course Description
Theatre HL is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives learners the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

World Language

Mandarin I
Course Description
Mandarin I is designed to provide basic communicative skills in Mandarin, Chinese culture and history. Learners are required to develop the basic of four language skills: speaking, listening, reading, and writing. Learners will learn Hanyu pinyin, radicals, word usages, sentence patterns, basic dialogues and short sentences for use in real life situations. Most focus will be given in the learner's speaking and listening skills, pronunciation and proper grammar usage. The course also presents an introduction to the culture/history of the Mandarin/Chinese-speaking world. This course is for beginning learners or non-native speakers. Mandarin 1 is a year-long introductory course for learners with no basic knowledge of Mandarin Chinese. Learners will learn Mandarin Chinese language and Chinese culture using a communicative approach in a variety of high frequency and authentic situations and topics that include, but are not limited to, greeting, family descriptions, telling time, explaining hobbies, making appointments and visiting a friend's house. Learners in Mandarin 1 will learn to read and write approximately 175 traditional Chinese characters (Hanzi) and the accompanying Hanyu pinyin, Phrases, sentences and English components.

Mandarin II
Course Description
Mandarin II is designed to further continuously provide basic communicative skills in Mandarin, Chinese culture and history. Learners are required to develop the basic of four language skills: speaking, listening, reading, and writing. Learners will learn radicals, word usages, sentence patterns, basic dialogues and short sentences for use in real life situations. The course also presents an introduction to the culture/history of the Mandarin/Chinese-speaking world. Learners will be able to use formulaic language to engage in conversations and provide appropriate responses in a culturally authentic way. This course is for non-native speakers who have developed a solid foundation in the basics of Mandarin Chinese linguistics and Chinese culture.

Mandarin (ab initio/SL)
Course Description
The language ab initio course is a language acquisition course for learner with little or no experience of the language. The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide learners with opportunities to practice and explore the language and to develop intercultural understanding.
Through the development of receptive, productive and interactive skills, learners develop the ability to respond and interact appropriately in a defined range of everyday situations.

Spanish I
Course Description
Spanish I is an introductory course studying language and culture from Spanish-speaking countries. This course is designed to teach language at the beginning level. In this course, learners will be introduced to the four essential language skills: speaking, writing, reading, and listening. In additions to studying   the culture of
various Spanish-speaking countries, learners will also learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures. They will learn to communicate in the target language using topics of family and friends, foods, traveling, sports and shopping in the present and past actions.

Spanish II
Course Description
Spanish II is designed for learners who have taken Spanish I and wish to continue their Spanish studies. Instruction will emphasize listening, speaking, reading, and writing skills in preparation for advanced work. Learners will be able to express themselves at a more advanced level in present and past tenses. Additional emphasis will be focused on reading comprehension in the target language.

Spanish III AB
Course Description
The goal of Spanish 3AB is to further develop linguistic proficiency and cultural sensitivity. Students will refine the basic oral and written skills covered in Spanish 1 and 2, while exploring, in a supported environment, some works of modern Spanish literature. A key goal of the course is integrating heightened oral fluency with responses to Hispanic culture, including art, film, and music.

Spanish 3AB is an advanced language course that, while building on prior learning, offers an intense program designed to enhance students' skills in listening, speaking, and writing. For example, students will become fluent in the use of unfamiliar grammatical structures such as the subjunctive, the present perfect subjunctive, the pluscuamperfecto, and the future and conditional tenses. Students will be able to use structures such as the preterite and imperfect to refer to past actions, and the future conditional to discuss the future. Students will develop oral fluency to the extent that they are able to comprehend with ease the spoken Spanish of their instructor and native speakers in a variety of settings. Students will be able to role-play, tell stories, and perform classroom dramatizations in Spanish. In addition, students are introduced to authentic Spanish literature and are expected to demonstrate a higher degree of sophistication in their handling of Spanish grammar and sentence structure, both oral and written. Cultural knowledge and awareness is emphasized through the study of Spanish art, history, literature, and music.

Spanish IB SL
Course Description
The objective of the SL Language B course is to provide learners with receptive, productive and interactive skills in Spanish, while creating a culturally rich experience. Throughout the course, learners will participate in culturally based activities and projects as a means to further awareness and appreciation. The course will work in cohesion with TOK and CAS in order to advance the international dimension of the learner. Through writing and speaking, the learner will demonstrate the ability to understand, communicate and engage in the target language.

The course is organized to assess based on the IB Language B assessment objectives. Learners will be able to communicate clearly, use language appropriately in a cultural context, organize ideas, understand, analyze, and manipulate language to a certain range. Formative assessments will be given at the end of every unit. For example, at the completion of the human rights unit (Under Topic: Global Issues; Aspect: Racism, prejudice, discrimination) learners will be given a formative assessment similar to the WA. In 150 words, students will find a common thread from newspaper articles. Preparation of this nature will be done throughout the course in order to prepare for all internal and external assessments.

Design Tech

ACT Prep
Course Description
Preparing for ACT tests for college.

Aerospace and Advanced Science

Course Description

The Aerospace Projects design tech is a rigorous, hands-on, real-world science and engineering course. Learners have opportunities to lead science and engineering teams in a variety of projects including: past and present experiments on the International Space Station; satellite and technologies for the ISS; Genes in Space project; solution engineering which may include working with tools at College of the Canyons; support for pilot training. Sciences include Earth & Space, Biology, Materials Science, and programming.

Board Game Design
Course Description
Create and play in this interactive class that will help you design your board or card game from concept to beta testing. Learn about the tools that will take your idea from a concept to a playable table-top version. Build a team, design your game, make your pieces and beta test your game to a target audience. Guest speakers will help inspire you and help you with storylines, piece design, piece production, beta testing, trademark/copyright/patenting your game and marketing your work. All the tools to help make your idea come to life. Board games and card games are making a huge comeback, be on the forefront of the market with your board game design skills.

Choreography & Performance*
Course Description
This course is intermediate/advanced in nature. We will spend time dividing into both groups and solos, creating choreography and performance pieces on our own or within these groups, and taking turns sharing our work with our peers. All dance styles are welcome.

Creative Writing
Course Description

Whether it's a screenplay, short story or musical everyone has a story to tell. This hands-on class takes learners from inspiration to page to finished work. Class wraps with a presentation of completed projects. Discover writing: plays, novels, movies - the only limit is your imagination. Thru games, prompts and lots of fun writing exercises you'll explore the world of creative writing. Learners will walk away from this class with work they can submit to publishers.

Dance Team*

Course Description

This course is for all experience levels. We will spend time dividing into both groups and solos, creating choreography and performance pieces on our own or within these groups, and taking turns sharing our work with our peers. All dance styles are welcome.

Drum Line

Course Description

A fun and exciting class where drummers can get together and learn dynamic and challenging rudimental concepts. Drum line will focus on the use of snare drums only, and will require students to read, learn, and memorize various warm ups and marching literature. At-home practice is a must. Beginning to intermediate rudimental drumming knowledge and basic reading skills are required before signing up. We look forward to drumming with you in this exciting new class!

Film Production With VR/360 Video

Course Description

Learners will work collaboratively on a semester-long short film project/experience that will incorporate traditional visual storytelling, accompanied with the use of VR/360 video technology. This hands-on process will include screenwriting, directing, acting, cinematography, 360 video recording, sound recording, editing, and more.

Garageband

Course Description

Garageband class is a small ensemble course of instruction for musicians who wish to experience all the facets of playing, rehearsing and performing with a real band. Each band consists of three or more musicians. The typical lineup of a band is rhythm guitar, lead guitar, bass and drums with someone in the band also covering vocals. Occasionally a true dedicated vocalist is used as well. Other instruments can be added to any band, players on all instruments are welcome to participate in rock band class. Keyboard players, stringed instrument players, pedal steel guitarists and auxiliary percussion and other players are also welcome. Garageband will include some facets of audio and visual production as part of the curriculum.

Get Lit

Course Description

Get Lit model follows an original call-and-response technique. Poets learn classic poetry, claim a poem that resonates, and then pen their own spoken word response pieces, which they perform in tandem. The Get Lit Curriculum is aligned to Common Core Standards in both English and Visual and Performing Arts. Fusing the worlds of canonical text and youth-led thought, the curriculum builds literacy, love of learning, vocabulary, and confidence. - From GetLit.org

Introduction To Dance & Movement*

Course Description

This course is mostly for beginners and will introduce learners to the basics of dance and movement. We will spend time exploring dance moves and styles as requested by the learners and will take turns performing for our peers. This course is for those looking to gain a solid foundation in dance.

Math Success and Support (Math Lab)

Course Description

Math lab is designed to give math support for learners who need or want it. We will be focusing on reviewing lessons, previewing lessons, and homework support.

Musical Theater

Course Description

Learn about all aspects of musical theatre from directing to the business of getting a job in the field. This is a theatre performance based class so come ready to work in front of others, we're all in it together.

New Media Production

Course Description

Through this course learners will be able to explore and experiment with current digital tools and applications to innovate the art of storytelling through a digital medium. Projects may include, but are not limited to: VR, Interactive Cinema or Websites, Video Game Creation, and more.

Physical Education*

Course Description

Learners will explore various aspects of physical education, while satisfying physical education requirements.

SAT Prep

Course Description

Preparing for SAT tests for college.

Speech & Debate

Course Description

This course is designed to develop each learner's ability to communicate effectively in his or her academic, business, and social life. Learners study seventeen separate public speaking competitive events, including interpretation (which involves dramatic and comedic acting), platform (which requires writing and memorizing well-researched issues of social importance), and spontaneous

speaking (where competitors deliver speeches with very limited preparation time). Learners who enroll in this course are considered part of our Speech team, and should be willing to spend some Saturdays and/or Sundays at tournaments.

Stage Combat*

Course Description

Learners will study proper stage combat falls, rolls, slaps, knaps, basic sword, hits, kicks, hair pulls, punches, chair hits and general stage awareness, physical conditioning and safety for the theatrical performer.

Theatrical Design

Course Description

Learn about production design of theatre and film, while building practical skills with, research, lights, sound, and set construction. The class will include learning about stage crew responsibilities and supporting the theatre productions at SCVi.

TOK (IB Students ONLY)

Course Description

Learners will explore the theory of knowledge.

Yearbook

Course Description

Learners will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles.

Yoga*

Course Description

An exploration of the aspects of yoga (poses, breathing techniques, relaxation, self control, and respect for oneself/others/world) and how they positively influence the lives of teens.

VEX Robotics Club

Course Description

VEX Robotics engages students with dynamic robotics education resources. The VEX Robotics Design System offers students an exciting platform for learning about areas rich with career opportunities spanning science, technology, engineering and math (STEM).

Classes with an asterisk count toward Physical Education requirements.

Appendix B

2019

July 2019

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

August 2019

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

September 2019

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

October 2019

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

November 2019

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

December 2019

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

19-20 TrA v1904011028

2019 - 2020

SCVi
Track A
Board Approved

August
20 - First Day of School
29 - Minimum Day K-5*

September
2 - Labor Day
13, 19 - 20, 27 - ILPs

October
7 - 11 - Mid-Fall Break

November
11 - Veterans' Day
25 - 29 - Fall Break

December
20 - Fall Semester Ends
23 - Jan 13 - Winter Break

January
14 - Spring Semester Begins
15 Reports of Progress Sent Home
20 - Martin Luther King Jr.

February
17 - Presidents' Day
19 - Minimum Day All Grades*

March
5 - 6 Learner Free Days
13, 19 - 20 - LLCs

April
6 - 13 - Spring Break

May
7 - Minimum Day K-5*
25 - Memorial Day
26 - June 5 - Showcases of Learning

June
12 - End of School

Minimum day = Schools & Learning Studios close early

	Holidays/Vacation Breaks
	ILP,LLCs
	Semester start & end dates
	End of LP

2020

January 2020

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

February 2020

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

March 2020

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

April 2020

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

May 2020

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

June 2020

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

Total Days 175   S1   77   S2   98   P-1   77   P-2

SCVi Santa Clarita 2019-2020 Family Events Calendar

August:
8/16 Meet Your Facilitator Night
8/20 First Day of School
8/23 Senior Sunrise
8/24 All School Picnic

September:
9/04 Back to School Night
9/06 Upper School Fall Dance
9/11 Flag Ceremony
9/21 Parent Mixer
9/26 Binghetti

October:
10/16 Prospective Family Night
10/19 Fall Festival
10/24 Picture Day
10/31 TK-5 Halloween Parade

November:
11/07 - 11/09 Upper School Play
11/12 Flag Ceremony
11/13 Prospective Family Night
11/22 Multi-Cultural Feast

December:
12/07 Winter Boutique and Festival of Trees
12/13 - 12/14 4-8 Players Fall Show

January:
1/16 Middle School Info Night
1/17 Middle School Winter Dance
1/30 - 1/31 Winter Production

February:
2/12 Upper School Info Night
2/14 Heart Festival (K-3)
2/14 Upper School Winter Formal
2/18 Flag Ceremony
2/19 Expresso Yourself Night
2/28 Enrollment Lottery
2/28-2/29 Upper School Play

March:
3/07 Vision In Education Dinner
3/12 Pi Day
3/27 - 3/28 4-8 Grade Players Production

April:
4/02 Expresstival & Entrepreneur Fair
4/21 Volunteer Appreciation Breakfast
4/21 10th Grade Personal Project Reveal
4/23 Internship Reception

May:
5/04-5/08 Staff Appreciation Week
5/05 Parent Mixer
5/15 Relay Recess
5/14-5/16 Upper School Play
5/26-5/27 Senior Retreat
5/28 Grad Night

June:
6/04 Senior Breakfast and Clap-out
6/05 Class of 2020 Graduation

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SCVi™
iLEAD'S FOUNDING SCHOOL

28060 Hasley Canyon Road, Castaic, CA 91384   Questions about any event, email info @SCVi-K12.org

Appendix C

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Santa Clarita Valley International	Tricia Luckeroth Southern California Regional Director	tricia.luckeroth@ileadschools.org (666) 400-1714

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Santa Clarita Valley International Charter School was the first site based, or brick and mortar, charter school in the Santa Clarita Valley. It opened in 2008 with room for only 110 learners, which left 450 on a waiting list. SCVi Charter moved locations the next year and expanded, tripling their staff and their student base, they grew to 425 learners in year two. Over the years SCVi has steadily increased enrollment.

Santa Clarita Valley International, (SCVi), iLEAD's founding school, holds strongly the belief of preparing our learners to be successful in the 21st Century. We place a great value on providing our learners with academic rigor and the 21st Century skills they will need to thrive and succeed.

At SCVi, we've built a model based on what we believe to be the best of all that is out there. We believe passionately in project-based learning, not because it's a fad, but because it goes to the heart of how kids learn. We've incorporated technology, not as a trendy add-on, but as an organic part of the learning process in the 21st century.

We value and encourage leadership by instilling in each learner the confidence and character that inspire others. This is something they will carry through their educational experience as well as their chosen career track.

It's not unusual that we want our learners to think for themselves. But to do this requires a grounding in the arts, in design and in humanities, and the need to feel at home in the world. For us, "thinking for themselves" is not just about solving problems but about an organic vision of the world they live in and one they will inherit.

Finally, we value the social and emotional development of our learners. We believe there is an implicit, as well as an explicit, curriculum to teach. Our goal is nothing short of learning--to change the world.

We value and encourage leadership not just as a part of a career track but by instilling in each learner the confidence and character that inspire others.

Our learners are defined by more than a score on a standardized test. Studies have shown that learners who drive their own education through our deeper-learning approach are well prepared for college and beyond.

LCAP Highlights

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

This year's LCAP includes areas designed to maximize and implement some important areas that showed an opportunity for growth as indicated in the California School Dashboard as well as other local indicators. Additionally, as we listened to our stakeholder groups, it was evident that in a variety of areas, our students, teachers, and families were ready to progress beyond the initial implementation described in our previous plan, to more focused actions. Santa Clarita Valley International will continue to generate a more active engagement between parents/families and the school, and the community.

SCVi is also building on our college and career readiness. One of the goals is to provide onsite opportunity for all our high school learners to take the PSAT and SAT on campus, and to provide this opportunity no matter financial hardship.

We have found by offering these tests on campus we are providing learners a comfortable and confident opportunity to work toward post secondary education.

SCVi's Intended Outcomes is to provide learners with a broad course of study in all academic content areas as well as to increase student achievement and academic performance focusing on interventions in Math and ELA and to improve student performance on CAASPP testing and ELPAC reclassification assessments.

Review of Performance

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

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators, Santa Clarita Valley International Charter is showing growth in multiple indicators on the status of the dashboard at this time. SCVi is showing "Green" in Academic Performance in ELA, College and Career Readiness, and overall graduation rate. Academic performance in ELA increased significantly by 17.4 points on the performance dashboard. We attribute the growth to implementing daily 5 workshop strategies across grade levels. SCVi has a an overall graduation rate of 91.8 % this is considered high and shows as a performance level of "green". In addition, as we continue to emphasize a college/career mindset, we are proud to maintain a "high" status on our college and career readiness indicator which has grown by 14.4 %.

Additionally, Via the stakeholder survey feedback gathered, we place a strong emphasis on anti-bullying, college/career topics, and parental engagement opportunities for our parents and have provided sessions of topics for them during our monthly family engagement sessions.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest needs have been identified on the California School Dashboard as well as through review of local data. Upon reviewing the California School Dashboard, we have an overall performance that "red" in Chronic Absenteeism. Based on input and feedback our school established systems and protocols that have now been put in place schoolwide. For example, bi-weekly attendance checks by school leadership and/or school counselor, meetings with families, professional learning for our facilitators (on PBL, classroom management, and culturally responsive teaching) and workshops led by our maker team.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

- Santa Clarita Valley International Charter has identified the following student performance gaps based on the Fall 2018 Dashboard. The only significant subgroup with a performance gap on the California School Dashboard is our

- students with disabilities on the Math performance level. On the indicator, our

- students with disabilities have a performance level of "red" which is two levels below our school wide performance level of "yellow'. Our special education team is working in expanding professional development in inclusive teaching methods, as well as accommodations on the SBAC.

- SCVi's Ed -Specialist are also working collaboratively with general ed facilitators to support a cohesive inclusive learning model.

- SCVi is also building additional math support into the daily

- schedule for students to take during the school day. We are also utilizing

- after school time for students to receive extra help and the opportunity to attend additional math workshops.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Santa Clarita Valley International's charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Technology integration	**2018-19** Technology: 80% weekly participation grades K-12 Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.	**weekly participation rate of grades k-12 is 80%**
Increase learners' sense of safety and connectedness	**2018-19** 81.2% of the learners feel physically safe in the school's learning environment. 86.2% of the learners have a close relationship with at least one adult at the school.	**77% of the learners feel physically safe in the schools learning environment.** **81 % of learners have close relationship with at least one adult at school.**

Percentage of facilitators attending Professional Learning	**2018-19** 90% of the teaching staff will participate in the 2-week summer PD 90% of new facilitators will attend the weekly Onboarding meetings for mentoring and support 90% of the facilitators will participate in weekly professional learning throughout the school year.	**94.3% of teaching staff participated in 2-week summer PD.** **80% of new facilitators attended weekly onboarding meetings for mentoring and support.** **92% of facilitators participate in weekly professional learning throughout the school year.**
Facilities are in good repair for learner health and safety	**2018-19** Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).	**Met Good standards status measured on School Accountability Report Card**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools IT Dept. will maintain computer/iPAD carts, projectors, and/or other technology and replace broken or missing devices to ensure all students and staff have frequent access to technology in the classroom.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools **Broken computers, iPads and technology carts, and missing devices were replaced and/or fixed to allow students and staff to have consistent access to technology.**	$31,000 - LCFF - 4000-4999 Books and Supplies	$5,284 - LCFF - 4000-4999 Books and Supplies - 4430 - IT Equipment and Supplies (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Integrated Technology lessons and opportunities are provided by our Technology Department and Maker in a variety of ways. These include model lessons and multiple opportunities to	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **Integrated Lessons and opportunities in technology. Added technology courses.**	$31,000 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $1,753,680 - LCFF - 1000-1999 Certificated Salaries	$5,284 - LCFF - 1000-1999 Certificated Salaries - 4430 - IT Equipment and Supplies (repeated expenditure) $1,770,063 - LCFF - 1000-1999 Certificated Salaries - 1110, 1120 (repeated expenditure)

integrate technology across the
curriculum.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Provide training to onsite staff and facilitators in Restorative Practices and Love and Logic.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **Onsite facilitators provided with training in Restorative Practices and Love and Logic**	$5,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5230 code	$1,646 - LCFF - 5000-5999 Services and Other Operating Expenses - 5233 - PD - Meetings

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Emergency Operation Plan (EOP) will be reviewed and updated annually. All staff will be trained in the implementation of the EOP and a drill will be held at least once a year.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **Emergency Operation Plan was reviewed and updated and shared**	$272,000 - LCFF - 1000-1999 Certificated Salaries - code 1310 (repeated expenditure) $75,000 - LCFF - 2000-2999 Classified Salaries - code 2310	$341,286 - LCFF - 1000-1999 Certificated Salaries - 1310 - Certificated Salaries - Directors (repeated expenditure) $93,542 - LCFF - 2000-2999 Classified Salaries - 2310 - Classified Directors

	with staff. Monthly fire drills and Earthquake drill were held.	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Provide Professional Development in English Language Development, English Language Arts, and Mathematical Practices to increase the effectiveness of instruction using California State Standards.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **Professional Development in English Language Development, English Language Arts, and Mathematical Practices were held to increase the effectiveness of instruction using California State Standards.**	$1,753,680 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $419,565 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $1,409,959 - LCFF - 3000-3999 Employee Benefits $702,093 - LCFF - 4000-4999 Books and Supplies	$1,770,063 - LCFF - 1000-1999 Certificated Salaries - 1110, 1120 Facilitators (repeated expenditure) $1,172,859 - LCFF - 2000-2999 Classified Salaries - 2110, 2120, 2910, 2980, 2990 - Classified Classroom Support (less 2120 UDP) $1,269,549 - LCFF - 3000-3999 Employee Benefits $511,309 - LCFF - 4000-4999 Books and Supplies - 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410, 4430 - Classroom Books and Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita	$28,360 - LCFF - 5000-5999 Services and Other Operating Expenses $4,291,027 - LCFF - 5000-5999 Services and Other Operating Expenses	$28,011 - LCFF - 5000-5999 Services and Other Operating Expenses - 5550 - Operations - Janitorial Services $1,896,719 - LCFF - 5000-5999 Services and

Clarita Valley Int'l	Valley International		Other Operating Expenses - 5910-5640 Utilities, Repairs, Maintenance, Rent
School Facilities will be cleaned and maintained in good repair in order to support student learning.	**School facilities cleaned and maintained in good repair daily.**		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions to achieve the articulated goal proceeded as outlined in the 2018/2019 LCAP. As part of the plan to provide optimal conditions of learning the following steps were taken:

SCVi maintained and replaced technology and devices to allow students frequent access to curriculum as well as integrated technological lessons. SCVi facilitators also participated in professional development opportunities specifically targeted towards mentorship, English Language Arts, Mathematics, Restorative Practices and Love and Logic. To continue an optimal learning environment, school facilities were cleaned and maintained on a daily basis and kept in good repair. As a result, learners feel safe and comfortable in their learning environment and feel as though they have a close relationship with at least one adult at school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Ninety-two percent of facilitators participated in weekly professional learning throughout the school year to continue their skills in how to best implement California Content Standards and provide access to the educational program outlined in Santa Clarita Valley International Charter.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are outlined below:

- SCVi purchased three new laptop carts to replace Chromebook carts

- The budget allowed for the hiring of a certificated technology facilitator for grades 2nd-5th hired at the beginning of 2018/2019 school year.

- Outside company hired to provide professional development in Restorative Practices for all teaching staff

- Difference in actual cost of classified and certificated facilitators hired due to increase in student population

- The budget allowed for the hiring of a part-time maintenance employee

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After stakeholder meetings and discussions with leadership, it has been determined that the three major LCAP goals for the 2019/2020 will remain the same.

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
MAP NWEA Performance	**2018-19** 53% of students met their Math MAP NWEA RIT Goal. 59% of students met their Reading MAP NWEA RIT Goal	**17.5% of students met their MAP NWEA RIT goal.** **51.1% of students met their Reading MAP NWEA RIT goal**
SBAC ELA	**2018-19** 45% of the learners met and/or exceeded standards.	**50% of learners met and/or exceeded standards**
SBAC Mathematics	**2018-19** 28.4% of the learners met and/or exceeded standards.	**28% of learners met and/or exceeded**
Improved EL Reclassification rates	**2018-19** 10% of EL learners are reclassified using the iLEAD reclassification criteria.	**34% of EL learners were reclassified using the iLEAD reclassification criteria.**

College and Career Readiness	**2018-19** 38% of our high school seniors graduated "Prepared" as determined by the College/Career Indicator on the California Dashboard.	**38.4% of our high school seniors graduated prepared as determined by the College/Career Indicator on the California Dashboard**
Engaging project-based learning experiences	**2018-19** 86.6% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging. 59.5% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.	**87.5% of parents report that the projects and lessons in their childs classroom were engaging** **62% of learners report that the projects and lessons in their classroom are engaging.**
NGSS Science Assessment	**2018-19** At least 51% of the learners will meet standards on the CAST.	**80% of learners met standards on the CAST.**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: Specific Schools: Santa clarita Valley International **Monthly data protocol meetings were held with each grade level team to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance.**	$1,753,680 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $61,480 - LCFF - 4000-4999 Books and Supplies - code 4120	$1,441,755 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $30,773 - LCFF - 4000-4999 Books and Supplies - 4120 - Software and Programs (repeated expenditure) $455,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - Service Fee - Academic Support Services

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service:	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita	$1,753,680 - LCFF - 1000-1999 Certificated Salaries - code 1110 (repeated expenditure)	$1,770,063 - LCFF - 1000-1999 Certificated Salaries - 1110, 1120 Facilitators (repeated expenditure)

Location: Specific Schools: Santa Clarita Valley Int'l	Valley International		
Track and analyze CAASPP academic & participation data for All Students and Subgroups to identify focus areas in math, reading, and writing for students who did not meet standards.	**Analyzed data and provided additional math support for all learners who did not meet standards.**		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Establish and maintain high school internships with local businesses and organizations.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **High school Seniors maintained internships with local businesses and organizations**	$1,753,680 - LCFF - 1000-1999 Certificated Salaries - code 1110 (repeated expenditure)	$1,770,063 - LCFF - 1000-1999 Certificated Salaries - 1110, 1120 - Facilitators Salaries (repeated expenditure)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l All high school learners will have access to	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International	$272,000 - LCFF - 1000-1999 Certificated Salaries - code 1310 (repeated expenditure) $702,093 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)	$341,286 - LCFF - 1000-1999 Certificated Salaries - 1310 - Classified Directors (repeated expenditure) $511,309 - LCFF - 4000-4999 Books and Supplies - 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410 -

a broad course of study for the completion of the college prep A-G and CTE requirements.	**All High school learners are required to complete A-G courses as part of SCVis graduation requirement.**		Classroom Books and Supplies (repeated expenditure)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools Implement EL Master Plan	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Specific Student Group(s): English Learners Location: Specific Schools: Santa clarita Valley International **EL Master Plan implemented, and ELPAC reclassifications completed.**	$3,067,980 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $1,729,125 - LCFF - 2000-2999 Classified Salaries	$2,637,348 - LCFF - 1000-1999 Certificated Salaries $1,172,859 - LCFF - 2000-2999 Classified Salaries - 2110, 2120, 2910, 2980, 2990 - Classified Classroom Support (less 2120, 2410,2910) (repeated expenditure)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International	$5,500 - LCFF - 5000-5999 Services and Other Operating Expenses - code 5230 (repeated expenditure)	$2,637,348 - LCFF - 1000-1999 Certificated Salaries - 1110-1930 (repeated expenditure)

Provide professional development in Next Generation Science Standards for K-12 facilitators.	**K-12 professional development focused monthly on aligning Next Generation Science Standards.**		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions to achieve the articulated goal proceeded as outlined in the 2018/2019 LCAP. As part of the plan to provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement for college and career readiness, the following steps were taken:

SCVi facilitators participated in monthly data protocol meetings to analyze and create goals and action plans to improve academic performance. Part of the analyzation required that learners who did not meet standards attend additional math support classes. Math Club in grades K-8 and Math Lab in grades 9-12 provided targeted instruction for learners.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

38.4% of our high school seniors graduated prepared as determined by the College/Career Indicator on the California Dashboard

95.2% of parents report that the projects and lessons in their childs classroom were engaging.

62% of learners report that the projects and lessons in their classroom are engaging.

51.1% of students met their Reading MAP NWEA RIT goal. While most measurable outcomes were met, SCVi will continue to focus on meeting standards in math goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are outlined below:

- Targeted intervention was provided within the school day, as well as before and after school for students not meeting standards in math.

- Provided in-house professional development for Next Generation Science Standards

- Current certificated staff provided EL support and trained on new ELPAC guidelines

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After stakeholder meetings and discussions with leadership, it has been determined that the three major LCAP goals for the 2019/2020 will remain the same.

Goal 3

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increased school attendance and decreased chronic absenteeism rates **2018-19** Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and consequences due to absences. Educate about the monetary benefits that will come as attendance increases. With the SIS system, use last years attendance figures to make a target list of low-attending students who need more attention and support from staff. Meet with the students and their parents early in the school year to discuss the importance of improving attendance. Implement a reward system for learners who attend daily.	**Implemented a more transparent attendance policy with the use of the SIS system increased daily attendance percentages by 5.8%.**

| Parent/Guardian attendance at school site meetings/activities /events | 2018-19

Increase parent participation in the following schools events by at least 1%:

Served as a volunteer in the classroom or for another school event - 44.2%

Attended Meet the Facilitator or Back to School Night - 84%

Attended the Individual Learning Plan (ILP) conference- 86.2%

Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 83.7%

Participated in a school fundraiser - 55.3% | |

| **Parent satisfaction with school communication** | **2018-19** Increase parent satisfaction with school communication by at least 1%.

82.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.

75.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress

91.6% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.) | **Increased parent satisfaction with school communication by 8.9%.**

79.8 % of parents surveyed expressed satisfaction with responsiveness of the school regarding questions and concerns

72.1% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress

91.3% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.) |
|---|---|---|

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Int'l Track student attendance and work with facilitators and parents of all students, particularly unduplicated students, to decrease truancy and tardiness.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **Attendance committee monitored and communicated with parents and facilitators to decrease truancy and tardiness.**	$276,533 - LCFF - 2000-2999 Classified Salaries - code 2410 (repeated expenditure) $50,724 - LCFF - 5000-5999 Services and Other Operating Expenses - code 5850	$311,250 - LCFF - 2000-2999 Classified Salaries - 2410 - Classified Office Support $24,547 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850 - Student Information System (repeated expenditure) $153,147 - LCFF - 2000-2999 Classified Salaries - 2120 - Classroom Aides

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Santa Clarita Valley Intl'l Use Monday Message, Parent Square, emails, newsletters, school website, etc. to deliver timely school information to school families.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **Weekly Monday Message sent out to families as well as Parent Square**	$8,400 - LCFF - 5000-5999 Services and Other Operating Expenses - code 5925	$13,323 - LCFF - 5000-5999 Services and Other Operating Expenses - 5925 - Website and Internet

	emails/texts for reminders of school events and announcements. Facilitators sent home weekly grade level newsletters to families.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Location: Interactive Parent Universities will be held monthly for families on a variety of topics such as Parenting with Love and Logic, Project based Learning, Social-Emotional Learning, College preparedness, 7 Habits, etc.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Santa clarita Valley International **Monthly parent university meetings held for parents. Topics included Love and Logic, Project based learning, and college preparedness**	$3,067,980 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $1,729,125 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $1,409,959 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)	$2,637,348 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $1,172,859 - LCFF - 2000-2999 Classified Salaries - 2110, 2120, 2910, 2980, 2990 - Classified Classroom Support (less 2120,2410,2910 (duplicated expenditure) (repeated expenditure) $1,269,549 - LCFF - 3000-3999 Employee Benefits - Benefits (repeated expenditure)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions to achieve the articulated goal proceeded as outlined in the 2018/2019 LCAP. As part of the plan to generate active engagement between parents, families, and the school, as well as connections with the community to promote learner achievement and communication among all stakeholders the following steps were taken:

- **SCVi created an attendance committee to develop a more transparent and communicative attendance expectations. As a result, attendance increased by 5.8%**

- **Communication to families increased and Monday Messages, Weekly Updates, and Parent Square notifications were sent out consistently to build the connection between home and school life.**

- **Monthly meetings were held with families to discuss cultural foundations such as PBL, Love and Logic, and academic readiness.**

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although there was an increase in parent satisfaction with school communication, parent participation is still an area of need.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures in these areas were from certificated employees. Expenditures were on target.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After stakeholder meetings and discussions with leadership, it has been determined that the three major LCAP goals for the 2019/2020 will remain the same.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

SCVi conducted 3 stakeholder surveys aligned with the 8 state priority areas. Parents, learners, and staff, along with

administration met to dissect and analyze the data to determine strengths and areas of growth to create the goals. An LCAP team was formed and

the team met weekly until an action plan was created. Stakeholders reviewed and analyzed student subgroups within the state indicators on the

dashboard.

Coffee with the director were held monthly and LCAP goals were discussed with parents.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All stakeholders felt empowered to give their honest input in all priority areas. And all surveys were anonymous.   As a team we used this input along with the data provided to evaluate current goals, determine new goals and modify action steps for the upcoming year.

- The top themes that emerged from stakeholder input sessions were:

- To continue to focus on increasing daily attendance,

- Continue to focus on ways of increasing growth in academics. Specifically in the area of math,

- Find additional ways to increase parent involvement in the school culture.

- Parents felt more informed from communication portals and parent squares.

   Students would like more after school enrichment and activities.

   Staff indicated they like to consider more professional development in the area of Universal design.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Santa Clarita Valley International's charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Identified Need:

All students need regular access to technology to support their learning and give them equal access to curriculum. Facilitators and support staff will need continued professional development in Math, ELA, Love and Logic, and Restorative Practices to help support our students. The school will also keep facilities maintained and in good repair.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology integration	Technology: 70% weekly participation in grades K-12. Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.		Technology: 80% weekly participation grades K-12 Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.	85% weekly participation grades K-12 Increase facilitator use of technologically interactive and collaborative teaching based on surveys and observation.

| Increase learners' sense of safety and connectedness | 80.2% of the learners feel physically safe in the school's learning environment.

85.2% of the learners have a close relationship with at least one adult at the school. | | 81.2% of the learners feel physically safe in the school's learning environment.

86.2% of the learners have a close relationship with at least one adult at the school. | 81.2% of the learners feel physically safe in the school's learning environment.

86.2% of the learners have a close relationship with at least one adult at the school. |
|---|---|---|---|---|
| Percentage of facilitators attending Professional Learning | 85% of the teaching staff will participate in the 2-week summer PD.

85% of new facilitators will attend the weekly Onboarding meetings for mentoring and support.

85% of the facilitators will participate in weekly professional learning throughout the school year. | | 90% of the teaching staff will participate in the 2-week summer PD

90% of new facilitators will attend the weekly Onboarding meetings for mentoring and support

90% of the facilitators will participate in weekly professional learning throughout the school year. | 95% of the teaching staff will participate in the 2-week summer PD

85% of new facilitators will attend the weekly Onboarding meetings for mentoring and support.

90% of the facilitators will participate in weekly professional learning throughout the school year. |
| Facilities are in good repair for learner health and safety | Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC). | | Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC). | Hire sufficient staff to maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC). |

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	IT Dept. will maintain computer/iPAD carts, projectors, and/or other technology and replace broken or missing devices to ensure all students and staff have frequent access to technology in the classroom.	IT Dept. will maintain computer/iPAD carts, projectors, and/or other technology and replace broken or missing devices to ensure all students and staff have frequent access to technology in the classroom.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$31,000	$5,284
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies; 4430 - It Equipment and Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	Integrated Technology lessons and opportunities are provided by our Technology Department and Maker in a variety of ways. These include model lessons and multiple opportunities to integrate technology across the curriculum.	**Integrated technology lessons will be utilized in classrooms as a way to differentiate while introducing ISTE (International Society for technology in education) standards to all Instructional staff.(WASC critical area of follow up 3) Measured by ISTE Rubrics**

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$31,000 (repeat expenditure)	$1,820,783 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	1000-1999 Certificated Salaries; 1110,1120 -Facilitators
Amount	$0	$1,753,680	$5,284 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	4000-4999 Books and Supplies; 4430-Technology Equipment and Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	Provide training to onsite staff and facilitators in Restorative Practices and Love and Logic.	**Staff liaison will attend Ways of Council training to train in house facilitators for Advisory framework to support Social Emotional learner growth. Directors will develop MTSS plan.** **(WASC Action Plan goal 7)**

Budgeted Expenditures

2017-18	2018-19	2019-20

	Amount	$0	$5,500	$25,318
	Source		LCFF	LCFF
	Budget Reference		5000-5999 Services and Other Operating Expenses; 5230 code	5000-5999 Services and Other Operating Expenses; 5230, 5233 - Professional development

Action 4

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Emergency Operation Plan (EOP) will be reviewed and updated annually. All staff will be trained in the implementation of the EOP and a drill will be held at least once a year.	Emergency Operation Plan (EOP) will be reviewed and updated annually. All staff will be trained in the implementation of the EOP and a drill will be held at least once a year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$272,000 (repeat expenditure)	$341,286 (repeat expenditure)

Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; code 1310	1000-1999 Certificated Salaries; Code 1310
Amount	$0	$75,000	$93,542
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; code 2310	2000-2999 Classified Salaries; 2310 - Classified Directors

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	Provide Professional Development in English Language Development, English Language Arts, and Mathematical Practices to increase the effectiveness of instruction using California State Standards.	The maker team/on site staff will provide monthly professional development to improve best teaches practices for all specified disciplines using California state standards through the lens of Project Based Learning. (WASC action plan goals 1,5)

Budgeted Expenditures

2017-18	2018-19	2019-20

Amount	$0	$1,753,680 (repeat expenditure)	$1,820,783 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Code 1110,1120 - Facilitators
Amount	$0	$419,565 (repeat expenditure)	$1,095,815
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries; 2110, 2120, 2910, 2980, 2990 - Classified Instructional Salaries
Amount	$0	$1,409,959	$1,213,636
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits; 3000s - Benefits
Amount	$0	$702,093	$506,025
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies; 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410 - Classroom Books and Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	School Facilities will be cleaned and maintained in good repair in order to support student learning.	School Facilities will be cleaned and maintained in good repair in order to support student learning.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$28,360	$148,983

Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	2000-2999 Classified Salaries; 2960 - Classified Facilities/Maintenance Support
Amount	$0	$4,291,027	$28,011
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 2960 - Classified Salaries - Facilities/Maintenance

Unchanged Goal

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Students need access to highly qualified teachers, skilled in the creation of rigorous, deeper learning experiences including project-based learning, aligned with the Common Core State Standards, California History-Social Science Standards, and Next Generation Science Standards. As a result of parent, learner, and facilitator surveys, SCVi has identified the following needs.
Increase academic achievement for all students including all subgroups
Increased student access to challenging projects and learning experiences that relate to real world problem and contain standards-based, relevant content.
Implement and maintain CTE Standards for Career Technical Education
Increase the percentage of learners graduating College and Career Prepared
Increase the number of EL Learners who reclassify and make progress on English Language Development as indicated on the California Dashboard.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MAP NWEA Performance	52% of students met their Math MAP NWEA RIT Goal. 58% of students met their Reading MAP NWEA RIT Goal.		53% of students met their Math MAP NWEA RIT Goal. 59% of students met their Reading MAP NWEA RIT Goal	53% of students met their Math MAP NWEA RIT Goal. 59% of students met their Reading MAP NWEA RIT Goal
SBAC ELA	2016-2017 CAASPP - 43%		45% of the learners met	50% of the learners met

	of the learners met and/or exceeded standards.		and/or exceeded standards.	and/or exceeded standards in CAASP ELA
SBAC Mathematics	2016-2017 CAASPP - 26.4% of the learners met and/or exceeded standards.		28.4% of the learners met and/or exceeded standards.	28.5% of the learners met and/or exceeded standards in Math.
Improved EL Reclassification rates	0% of the EL learners reclassified in 2016-2017 using the iLEAD reclassification criteria.		10% of EL learners are reclassified using the iLEAD reclassification criteria.	34% of EL learners are reclassified using the iLEAD reclassification criteria.
College and Career Readiness	33.9% of our high school seniors graduated "Prepared" as determined by the College/Career Indicator on the California Dashboard.		38% of our high school seniors graduated "Prepared" as determined by the College/Career Indicator on the California Dashboard.	38% of our high school seniors graduated "Prepared" as determined by the College/Career Indicator on the California Dashboard.
Engaging project-based learning experiences	85.6% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging. 57.5% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.		86.6% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging. 59.5% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.	87.5% of parents report via the Parent Survey that the projects and lessons in their child's classroom were engaging. 62% of learners report via the Learner Survey that the projects and lessons in their classroom are engaging.
NGSS Science Assessment	2018 CAST Science Assessment Performance Indicators are not yet available.		At least 51% of the learners will meet standards on the CAST.	2019 CAST Science Assessment Indicators are not yet available

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance.	Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance. (WASC action plan goal 1)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$1,753,680 (repeat expenditure)	$2,710,724
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 1000s Certificated Staff
Amount	$0	$61,480	$30,733 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies; code 4120	4000-4999 Books and Supplies; 4120 - Core Curriculum Software
Amount	$0	$0	$851,076
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 - Service Fees (Makers, Ed Program

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	Track and analyze CAASPP academic & participation data for All Students and Subgroups to identify focus areas in math, reading, and writing for students who did not meet standards.	**During initial Data Protocol meeting, facilitators can use CAASPP data to help identify academic gaps and then create group workshops to address the learners needs. (WASC action plan goals 1,2,6)**

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$1,753,680 (repeat expenditure)	$1,820,783 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; code 1110	1000-1999 Certificated Salaries; 1110,1120 - Certificated Facilitators

Action 3

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Establish and maintain high school internships with local businesses and organizations.	Establish and maintain high school internships with local businesses and organizations.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$1,753,680 (repeat expenditure)	$1,042,094 (repeat expenditure)
Source		LCFF	LCFF

Budget Reference		1000-1999 Certificated Salaries; code 1110	1000-1999 Certificated Salaries; code 1110

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	All high school learners will have access to a broad course of study for the completion of the college prep A-G and CTE requirements.	**All high school learners will have access to a broad course of study for the completion of the college prep A-G.** **20% of learners will have dual enrollment.(WASC action plan goal 4)**

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	$0	$272,000 (repeat expenditure)	$341,286 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; code 1310	1000-1999 Certificated Salaries; 1310 - Certificated Directors
Amount	$0	$702,093 (repeat expenditure)	$506,025 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies; 4110, 4120, 4130, 4305, 4310, 4315, 4320, 4335, 4345, 4410 - Classroom Books and Supplies

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	New Action
	Provide professional development in Next Generation Science Standards for K-12 facilitators.	Provide learners K-12 with at least 2 options for visual and performing arts while also offering more opportunities to infuse the arts in at least 50 percent of projects.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$5,500 (repeat expenditure)	$433,217 (repeat expenditure)

Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; code 5230	2000-2999 Classified Salaries; 2120 - Classified Elective Salaries

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	Implement EL Master Plan	**English Language Learners will be in an inclusive learning environment for all subject areas.** **Each month a credentialed facilitator will lead small EL instruction group to work on strategies for ELA and Math.**

Budgeted Expenditures

2017-18	2018-19	2019-20

Amount	$0	$0 (repeat expenditure)	$2,710,724 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000s certificated salaries
Amount	$0	$0	$143,542
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2120 classified salaries
Amount	$0	$0	$435,538
Source			LCFF
Budget Reference	; 5801 - Contracted Services and Support		5000-5999 Services and Other Operating Expenses; 5801 - Contracted Services and Support

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley International

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		Provide push -in services to support mastery of the California Content Standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$143,542 (repeat expenditure)

Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2120 - Classroom Aids

Unchanged Goal

Goal 3

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

There is a need to strengthen and expand support and opportunities for parents/family and learners to know how to succeed academically and social/emotionally, to increase learners and family connectedness to a safe, supportive, and stable learning environment, and to increase engagement with community and school activities designed for whole-family engagement.
SCVi has identified the following needs through stakeholder meetings and the results of the parent, learner, and facilitator surveys:
Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).
Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
Improve communications and connections with family and community stakeholders throughout the school.
Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased school attendance and decreased chronic absenteeism rates	Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and		Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and	Inform teachers and administrators of the current Average Daily Attendance (ADA) rate and consequences due to

	consequences due to absences. Educate about the monetary benefits that will come as attendance increases. With the SIS system, use last years attendance figures to make a target list of low-attending students who need more attention and support from staff. Meet with the students and their parents early in the school year to discuss the importance of improving attendance.		consequences due to absences. Educate about the monetary benefits that will come as attendance increases. With the SIS system, use last years attendance figures to make a target list of low-attending students who need more attention and support from staff. Meet with the students and their parents early in the school year to discuss the importance of improving attendance. Implement a reward system for learners who attend daily.	absences. Educate about the monetary benefits that will come as attendance increases. With the support of the SIS system, use last years attendance figures to make a target list of low-attending students who need more attention and support from staff and increase daily attendance percentage by 5.8 %. Meet with the students and their parents early in the school year to discuss the importance of improving attendance.
Parent/Guardian attendance at school site meetings/activities/events	Served as a volunteer in the classroom or for another school event - 43.2% Attended Meet the Facilitator or Back to School Night - 83% Attended the Individual Learning Plan (ILP) conference- 85.2% Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 82.7% Participated in a school fundraiser - 54.3%		Increase parent participation in the following schools events by at least 1%: Served as a volunteer in the classroom or for another school event - 44.2% Attended Meet the Facilitator or Back to School Night - 84% Attended the Individual Learning Plan (ILP) conference- 86.2% Attended a school or class event (Presentation of Learning, Winter Production, sports event,	**Increase parent participation in the following schools events by at least 1%:** Served as a volunteer in the classroom or for another school event - 44.2% Attended Meet the Facilitator or Back to School Night - 84% Attended the Individual Learning Plan (ILP) conference- 86.2% Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 83.7%

			etc.) - 83.7% Participated in a school fundraiser - 55.3%	Participated in a school fundraiser - 55.3%
Parent satisfaction with school communication	81.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns. 74.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress 90.6% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)		Increase parent satisfaction with school communication by at least 1%. 82.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns. 75.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress 91.6% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)	Increase parent satisfaction with school communication by at least 1%. 82.2% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns. 75.4% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress 91.6% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Int'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Track student attendance and work with facilitators and parents of all students, particularly unduplicated students, to decrease truancy and tardiness.	Track student attendance and work with facilitators and parents of all students, particularly unduplicated students, to decrease truancy and tardiness.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$276,533 (repeat expenditure)	$307,603
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; code 2410	2000-2999 Classified Salaries; 2410 - Office support
Amount	$0	$50,724	$24,547
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; code 5850	5000-5999 Services and Other Operating Expenses; 5850 - Student Information System
Amount	$0	$0	$143,542 (repeat expenditure)
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2120 - Classroom Aides

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Santa Clarita Valley Intl'l

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
	Use Monday Message, Parent Square, emails, newsletters, school website, etc. to deliver timely school information to school families.	Use Monday Message, Parent Square, emails, newsletters, school website, etc. to deliver timely school information to school families.(WASC action plan goals 3,7)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$8,400	$13,323

Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; code 5925	5000-5999 Services and Other Operating Expenses; 5925 - Website Fees

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	Modified Action	Unchanged Action
	Interactive Parent Universities will be held monthly for families on a variety of topics such as Parenting with Love and Logic, Project based Learning, Social-Emotional Learning, College preparedness, 7 Habits, etc.	Interactive Parent Universities will be held monthly for families on a variety of topics such as Parenting with Love and Logic, Project based Learning, Social-Emotional Learning, College preparedness, 7 Habits, etc.(WASC action plan goal 7)

Budgeted Expenditures

2017-18	2018-19	2019-20

Amount	$0	$3,067,980 (repeat expenditure)	$2,710,724 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; 1000s Certificated Salaries
Amount	$0	$1,729,125 (repeat expenditure)	$1,095,815 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries; 2110, 2120, 2910, 2980, 2990 - Classified Instructional Support
Amount	$0	$1,409,959 (repeat expenditure)	$1,269,549 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits; 3000s - Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$452,576	5.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

SCVi utilizes the proportionate share of the total Local Control Funding Formula (LCFF) Supplemental and Concentration Grant allocations to ensure our English learners, low income, foster/homeless youth as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effective in meeting the goals for unduplicated learners in the state priority areas in an effort to reach all learners in need of additional support. Based on staff and stakeholder feedback and research on effective practices we are targeting our efforts to increase or improve services for the low income (LI),

English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY learner group's academic, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

English Learners:

Goal 2 Action 5: Reclassification launch of English Learners to best address achievement gaps and meet individual needs;

Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support EL learners.

Goal 1 Action 5: Analyze academic data for EL population. Use this data to guide our academic support for this population.

Low-income learners:

Additional tutoring to support learning

Additional counseling services for learners.

Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population.

Foster-Youth:

Identify the population of foster youth learners.

Offer additional tutoring to support learning

Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

$523,555

5.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

SCVi utilizes the proportionate share of the total Local Control Funding Formula (LCFF) Supplemental and Concentration Grant allocations to ensure our English learners, low income, foster/homeless youth as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effective in meeting the goals for unduplicated learners in the state priority areas in an effort to reach all learners in need of additional support. Based on staff and stakeholder feedback and research on effective practices we are targeting our efforts to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY learner group's academic, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

English Learners:
Reclassification launch of English Learners to best address achievement gaps and meet individual needs;
Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support **EL learners.**
Analyze academic data for EL population. Use this data to guide our academic support for this population.

Low-income learners:
Additional tutoring to support learning
Additional counseling services for learners.
Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population.

Foster-Youth:
Identify the population of foster youth learners.
Offer additional tutoring to support learning
Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

Expenditure Summary

Expenditures by Budget Category

Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	$10,146,348	$8,543,703	$7,602,967
1000-1999 Certificated Salaries	1,753,680	2,637,348	2,710,724
2000-2999 Classified Salaries	1,804,125	1,730,798	1,789,485
3000-3999 Employee Benefits	1,409,959	1,269,549	1,213,636
4000-4999 Books and Supplies	794,573	511,309	511,309
5000-5999 Services and Other Operating Expenses	4,384,011	2,394,699	1,377,813

Expenditures by Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	$10,146,348	$8,543,703	$7,602,967
LCFF Base/Not Contributing to Increased or Improved Services	10,146,348	8,088,703	7,023,887
LCFF S & C/Contributing to Increased or Improved Services	0	455,000	579,080

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	$10,146,348	$8,543,703	$7,602,967
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,753,680	2,637,348	2,710,724
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,804,125	1,730,798	1,645,943

2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	143,542
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	1,409,959	1,269,549	1,213,636
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	794,573	511,309	511,309
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	4,384,011	1,939,699	942,275
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	455,000	435,538

Expenditures by Goal and Funding Source	
Funding Source	**2019**

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Santa Clarita Valley International's charter.

All Funding Sources	$3,116,614
LCFF Base/Not Contributing to Increased or Improved Services	3,116,614

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/ career readiness.

All Funding Sources	$4,140,880
LCFF Base/Not Contributing to Increased or Improved Services	3,561,800
LCFF S & C/Contributing to Increased or Improved Services	579,080

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

All Funding Sources	$345,473
LCFF Base/Not Contributing to Increased or Improved Services	345,473

Annual Update Expenditures by Goal and Funding Source		
Funding Source	**2018**	**2018**

	Annual Update Budgeted	Annual Update Estimated Actual

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in Santa Clarita Valley International's charter.

All Funding Sources	$8,296,619	$4,973,635
LCFF Base/Not Contributing to Increased or Improved Services	8,296,619	4,973,635

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/ career readiness.

All Funding Sources	$1,790,605	$3,092,348
LCFF Base/Not Contributing to Increased or Improved Services	1,790,605	2,637,348
LCFF S & C/Contributing to Increased or Improved Services	0	455,000

Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

All Funding Sources	$59,124	$477,720
LCFF Base/Not Contributing to Increased or Improved Services	59,124	477,720

LCFF Budget Overview for Parents

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

CDS Code: 19651360117234

Local Control and Accountability Plan (LCAP) Year: 2019/20

LEA contact information: Farnaz Kaufman, farnaz.kaufman@scvi-k12.org, 661-705-4820

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 2019/20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $113,750 , 1%

All local funds, $560,382 , 5%

All other state funds, $975,075 , 8%

Total LCFF funds, $10,105,390 , 86%

All Other LCFF funds, $9,592,754 , 82%

LCFF Supplemental & concentration grants , $512,636 , 4%
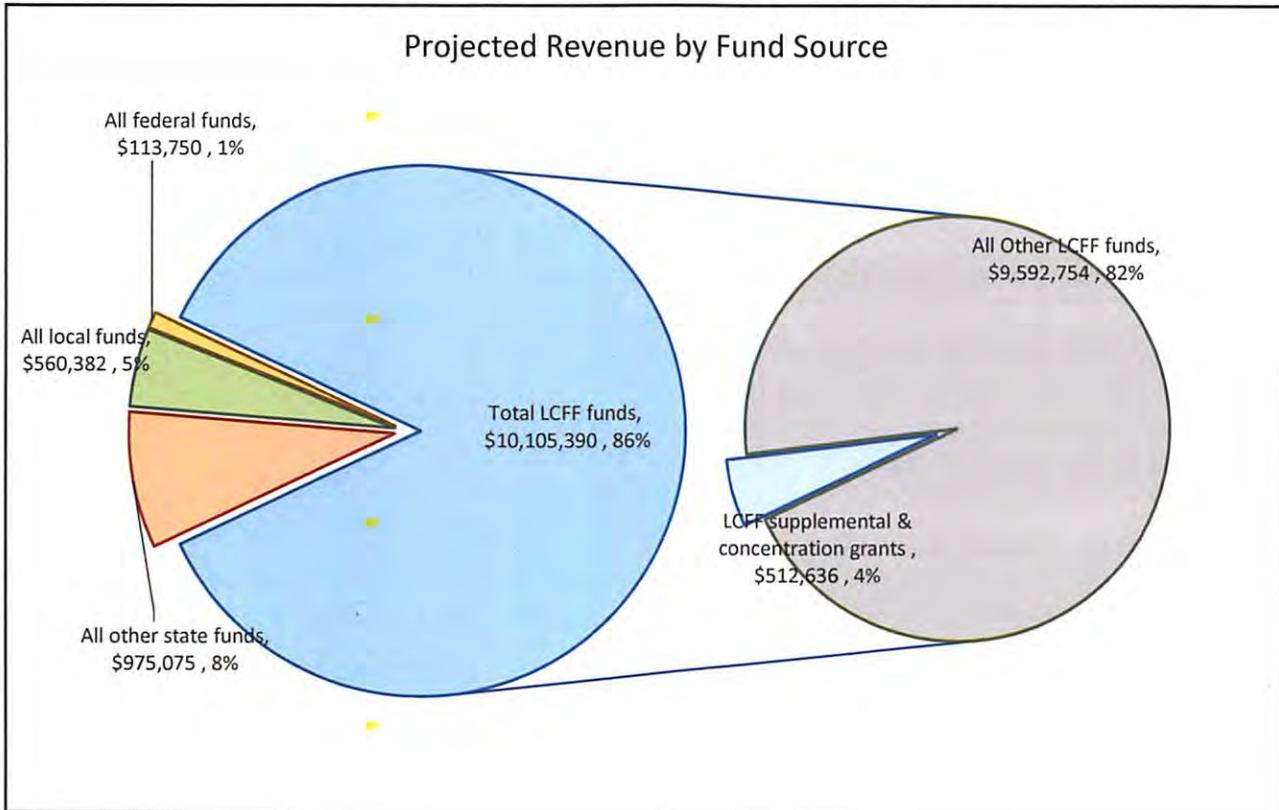
This chart shows the total general purpose revenue Santa Clarita Valley International Charter expects to receive in the coming year from all sources.

The total revenue projected for Santa Clarita Valley International Charter is $11,754,597.00, of which $10,105,390.00 is Local Control Funding Formula (LCFF), $975,075.00 is other state funds, $560,382.00 is local funds, and $113,750.00 is federal funds. Of the $10,105,390.00 in LCFF Funds, $512,636.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $11,296,907

Total Budgeted Expenditures in LCAP $7,602,967
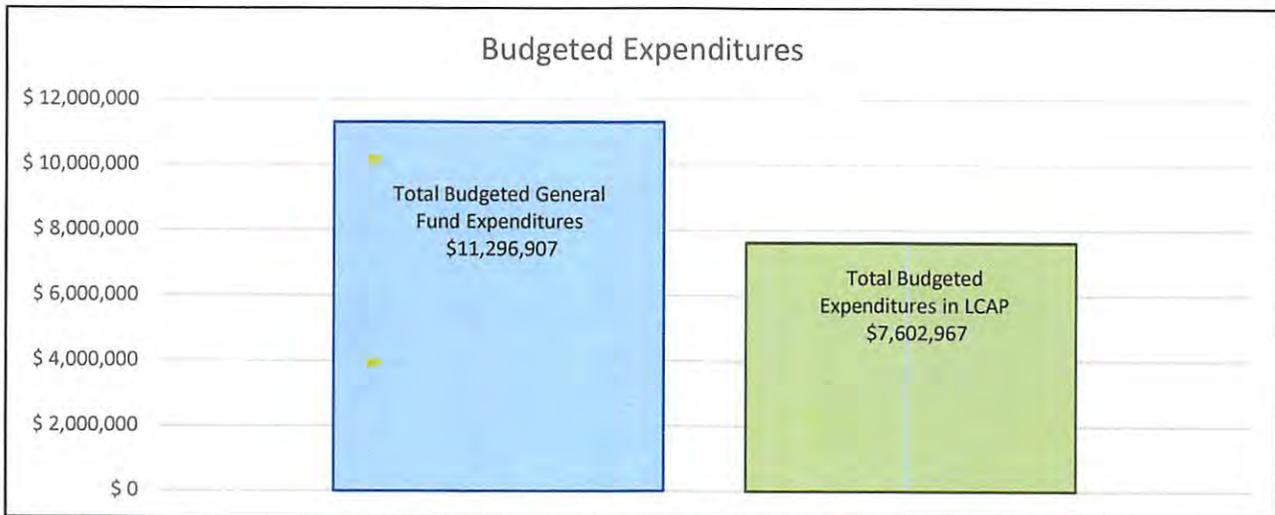
This chart provides a quick summary of how much Santa Clarita Valley International Charter plans to spend for 2019/20. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Clarita Valley International Charter plans to spend $11,296,907.00 for the 2019/20 school year. Of that amount, $7,602,967.00 is tied to actions/services in the LCAP and $3,693,940.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following expenses were not included in the LCAP: rent, utilities, oversight fees, service fees, some non-instructional classified salaries (after-school care, food services, other classified salaries, food, non-classroom supplies, insurance, legal fees, banking charges.

Increased or Improved Services for High Needs Students in 2019/20

In 2019/20, Santa Clarita Valley International Charter is projecting it will receive $512,636.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clarita Valley International Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Santa Clarita Valley International Charter plans to spend $579,080.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018/19

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $452,576

☐ Estimated Actual Expenditures for High Needs Students in LCAP — $455,000

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000
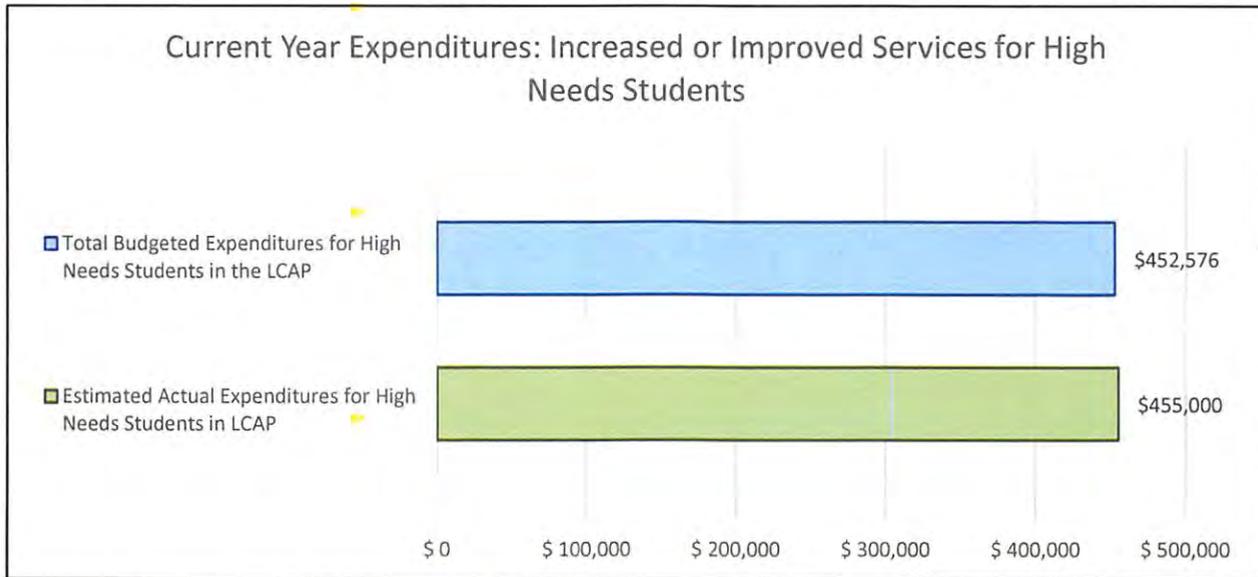
This chart compares what Santa Clarita Valley International Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Clarita Valley International Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018/19, Santa Clarita Valley International Charter 's LCAP budgeted $452,576.00 for planned actions to increase or improve services for high needs students. Santa Clarita Valley International Charter estimates that it will actually spend $455,000.00 for actions to increase or improve services for high needs students in 2018/19.

Appendix D

Sharon Lord Greenspan

5507 Noble Avenue Sherman Oaks, CA 91411 (310) 621-1046 sharonlordvox@gmail.com

EDUCATION

University of Southern California, Marshall School of Business   Los Angeles, CA
Master of Business Administration, Certificate from School of Cinematic Arts   May 2011
- Kiva.org: Headed class-wide entrepreneurial philanthropy project
- Dean's List, Beta Gamma Sigma Scholastic Honor Society

University of California at Berkeley   Berkeley, CA
Bachelor of Arts, Women's Studies and Film   May 1993
- *KCBS All News 74*, San Francisco: Weekend and Overnight Production Assistant/Editorial Assistant
- Summa Cum Laude, Phi Beta Kappa Scholastic Honor Society

Barnard College of Columbia University   New York, NY
          1989 — 1991
- Columbia University Radio Station WKCR-FM: News Director
- *Newsweek On Air* weekly syndicated radio program: Producer

EXPERIENCE

LUST BKLYN   Brooklyn, NY
Queen of All Media   2015 — present
Blog, write articles, build websites and manage social media accounts for *Talk Stoop* host Cat Greenleaf and her multiple business ventures

Telepictures Productions, Embassy Row   Los Angeles, CA
Freelance TV Producer   2009 — present
Launched two shows and managed multiple crews and projects as a Comedy Producer, Field Producer, Show Producer and Post Supervisor in live and live-to-tape unscripted television.
- Worked closely with George Lopez, Executive Producers and comedy writing staff to execute all comedy pieces for *Lopez Tonight*, a daily late-night show on TBS.
- Served as (wo)man on the street interviewer, Field Producer and VO talent for audience games and comedy pieces.
- Oversaw editors and Post Department, cut all packages, field produced and edited integrations and floor produced for AMC's *Talking Dead,* the live *Walking Dead* after-show.
- Produced guest segments, worked with host Eli Roth & floor produced live to tape show *Shark After Dark* on Discovery.

CBS Television Distribution   Los Angeles, CA
Vice President, Programming and Development   2013 — 2014
Oversaw production of multiple programs and developed and executed new shows for TV's #1 syndicator.
- Attended all tapings and worked closely with Executive Producers of *Entertainment Tonight*, *The Insider* and *Arsenio* to improve quality and ratings.
- Took pitch and talent meetings, worked with President of Creative Affairs to generate new ideas and talent for 2015 season.
- Oversaw development and production of comedy pilot, *The Daily Fix*. Duties included budgeting, hiring EPs and EIC and overseeing all aspects of production from promotion to creative.

Jonathan Goodson Productions   Los Angeles, CA
Supervising Producer/Development Executive   2006 — 2009
Developed show ideas, wrote treatments and scripts, and produced run-throughs and shows for legendary game show company.
- Produced pilot presentation for game show *American Hot*, in development with Mark Burnett Productions.
- Launched Goodson game show format *Dirty Rotten Cheater* in Vietnam.
- Oversaw successful launch of "world's most technologically advanced" National Lottery and game show in Rwanda.
- Supervised ongoing production of long-running California Lottery game show, *The Big Spin*, a promotional vehicle for the *Big Spin* scratcher, which made it the Lottery's best-selling ticket at $150M in annual sales.
- Developed Lottery shows for Malawi, Uganda, Russia and Michigan with the aim of similar results as in California.

MGM Worldwide Television, Telepictures Productions, MTV, 3-Ball Productions   Los Angeles, CA
Freelance TV Producer   2000 — 2006
Successfully managed multiple crews and projects as a show creator, consultant, Field Producer, Show Producer, Supervising Producer and Co-Executive producer in unscripted television.
- Created and sold irreverent comedy game show *HARDly NEWS* to Telepictures Productions.
- Headed production of *HARDly NEWS* pilot as Co-Executive Producer, bringing it in on time and under budget.
- Managed staff of producers, writers and editors through two successful seasons as Supervising Producer of comedy game show *Street Smarts*, which ran five seasons in first-run syndication.
- Supervised cast and crew as Field Producer for "My Own," a popular hybrid performance/dating show on MTV; saved money and time by being the only producer who never had to re-shoot.
- Ran post-production from string-outs to final edits as Story Producer for six episodes of "Going Hollywood," an hour-long TLC docu-soap about Hollywood interns; was only producer kept on when show was completely re-staffed.

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Pasadena, CA 91107

Phone (661) 753-3118
E-mail gregkimura3@sbcglobal.net

Gregory Kimura

Objective

To find organizations and individuals which need and desire to have my assistance. By sharing my career, personal and business experiences I provide guidance to make sound organizational, financial and ethical decisions.

Career

May 2010 – Present   Direct Auto Sales and Lease   Pasadena
Senior Consultant
All aspects of running an auto brokering business
Discovery and analysis of future partnerships
Maintain and service existing and new clients
DMV, State, County and City Codes
Financial planning/structuring

Sept 1989 – Present   Kimura and Hynes   Pasadena
Property Manager, Analyst and Investor
All aspects of running a property management company
Discovery and analysis of investment opportunities
State, County and City Codes
Improve returns and plan for economic changes

Jan 2002 – Apr 2010   Autoland, Inc   Chatsworth
Sales Consultant – Credit Union Auto Buying Service
Awarded "Sales Consultant of the Year" 2003, 2004, 2005, 2006
Awarded "Rookie of the Year" 2002
Runner up "Sales Consultant of the Year" 2002, 2007, 2008 and 2009
Broke company record with 50 sales in one month (achieved twice)
Broke company record with 400 sales in one year
Increased membership, loyalty and auto loans at the Credit Union

Jan 1989 – Dec 2001   Jewelry Collections   Thousand Oaks
Owner/Operator – Mid to High Line Retail Jewelry
Voted "Jeweler of the Year"
Selected to be "The Official Ringmaker for Miss California, USA"

Selected to be "The Official Jeweler to Miss Ventura County, USA"
Increased sales 16 X from 1992 to 1997
Surpassed sales goal of $1M, three years in a row
Ran all aspects of a retail jewelry business
Created a Marketing Plan to effectively utilize media sources

Dec 1987 – Sept 1992   Department of Defense   Port Hueneme
Electronics Program Engineer / Department Budget
Created and maintained contracts for automated test equipment
Evaluate design criteria and implement change orders
Create a zero based budget for the Test Equipment Division

Civic Associations	**Santa Clarita Valley international (SCVi) Castaic**

Governance Board Member 2013-present

Castaic Area Town Council (CATC)   Castaic
Councilman 2013-2017

Val Verde Civic Association (VVCA)   Val Verde
President of the Board of Directors 2012-2015

Community Benefits Funding Committee (CBFC)   Val Verde
Board of Directors – Board Member 2012-2015

Education	**Oct 1989 – Jun 1991 University of La Verne La Verne**

Master of Business Administration (MBA)

Sept 1983 – Jun 1987   Illinois Institute of Technology   Chicago, Il
Bachelor of Science in Electrical Engineering (BSEE)

References	Available on request

Terasa Hild

Objective

The 2 ½ years as a Supervising Lake Lifeguard and 25+ years as a
Senior Lake Lifeguard has qualified me to become the next Lake Aquatic Manager.
I will continue to enhance our Lake Lifeguard organization to a world-class level.

Experience

Supervising lake Lifeguard, 2015-Present,

Los Angeles County Dept. of Parks and Recreation, Castaic, CA

Supervises a large staff of Senior and Lake Lifeguards, evaluates subordinate staff and prepares performance evaluations; resolves first level grievances; counsels staff; determines staff training needs; helps instruct SCUBA, lifeguard in-service and recertification training; inspects boat patrol operations, beach area, equipment and personnel on duty; reviews logs; notes deficiencies and directs that corrections be made; writes reports; writes monthly work schedules for staff; orders necessary equipment needed for operations; responds to emergencies within the area and assumes command from Senior Lake Lifeguard; directs and participates in rescues and administers first aid; directs other emergency personnel to location of incident when needed; engages in physical fitness program; and inspects shorelines around the park, ramps and swim beach area.

Senior Lake Lifeguard, 1990- 2003 & 2006-2015,
Los Angeles County Dept. of Parks and Recreation, Los Angeles, CA

Worked all three facilities; Castaic, Santa Fe Dam and Bonelli
Supervised Lake lifeguards on beach operations; wrote personnel evaluations; Patrol Boat Operator; responded to numerous emergencies; issue citations; wrote reports; Dive Team member; started Jr. Guard Program at Bonelli; Jr. Guard Director at Castaic; conducted in-service trainings; participated in department physical fitness program

Education

B.A. Liberal studies,

California state university Northridge – Northridge CA

- Emergency Medical Technician (EMT) 1990 -
- Vessel for Hire License for State of California 2016 -
- California Boating and Waterways P.O.S.T. certified; PC 832 1992 -
- FEMA Incident Command Systems and National Incident Management Systems 2015
- Certified Finger Print Roller by CA State Justice Department 2018 -
- Level II Invasive Species Inspector 2014 -

Awards and Community Involvement

All American Swimmer for National Champion team 1985-87; Team Captain

Safety Contribution Award LA Dept. of Parks and Recreation 1992

Valor Award for LA Dept. of Parks and Recreation 1994
UICC Outstanding graduate 1995
On-line Business Owner1998 –
Past President of LA County Lake Lifeguard Association 1992-1994

Southern California Director for California Boating Safety Officer Association 2016 –
Vision Team Member for Valencia United Methodist Church 2016 -
Board Member for Santa Clarita Valley International Charter School 2017-

WENDY ANGELO EMETERIO

28477 Horseshoe Circle, Santa Clarita, CA 91390 | (C) 6618103361 | wemeterio@slmlandscape.com

professional summary

Talented Business Manager offering over 30 years of service industry experience. I am Proficient in operations and personnel leadership. As well as bringing expertise in accounting, supply chain management and marketing. Successful at overseeing all areas of daily operations and making successful policy decisions that positively impact the direction and bottom line profits of the business.

I have and currently sit on many boards varying from the Landscape industry, Youth sports and Catholic Church. Most board positions have been either Treasurer or Secretary. I currently sit on a board for Landscape Education Advancement Foundation, where we manage over a million dollars in funds. With the yearly profits we are able to give college scholarships to awarded applicants. I most recently am working with Family Promise of Santa Clarita with their bookkeeping.

skills

- Fast learner
- Customer-oriented & specialized training on
- phone and customer service
- Quality Control
- Team work
- Enjoy organizing and working in high energy
- environments

- Enjoy team work
- Talented multi-tasker
- Customer relations
- Financial administration
- Flexible thinker
- Complex problem solving
-

work history

Office Administrator   Jul 1985 - Jan 2006

Stay Green Inc   Santa Clarita, CA

- Started out as Receptionist, worked in many areas; accounts receivable, accounts payable,
  Bidding manager, Computer troubleshooting, IT, Training, Safety and new programs.
  Maintained computer and physical filing systems.
- Developed standard operating procedures for all administrative employees.
- Prepared vendor invoices and processed incoming payments.
- Received, screened and routed incoming calls.
- Provided complete meeting support including preparing materials and taking notes.
- Sourced vendors for special project needs and negotiated contracts.
- Recruited and hired qualified candidates for vacant and new positions.
- Created reports and presentations.
- Completed bi-weekly payroll for 80 employees.
- Handled all incoming business and client requests for information.
-

Transcribed dictated files and video recordings.

Coordinated special projects and managed schedules.

Leveraged advanced skills and training to support operational needs of multiple departments.

Greeted customers and visitors in-person and via telephone calls.

Oversee inventory activities, including materials monitoring, ordering or requisition, and supply stocking or re-stocking.

Interacted with vendors, contractors, and professional services personnel to receive orders, direct activities and communicate management instruction.

Answered inquiries and addressed, resolved or escalated issues to management personnel to ensure client satisfaction.

Monitored and screened visitors to verify accessibility to inter-office personnel.

Sorted, received, and distributed mail correspondence between departments and personnel, including parcel packaging, preparation, and efficient shipping.

Provided clerical support to company employees, including copying, faxing and file management.

Wrote professional memorandum, letters and marketing copy.

Business Manager   Jan 2006 - Current
Specialized Landscape Management Services, Inc.   Simi Valley, CA

Organized financial data and completed reports detailing key metrics.

Directed business operations for [88]-employee company doing $[4 Million] in yearly revenue.

Managed hiring and recruitment, employee motivation and training.

Reviewed sales and expense records to make proactive adjustments to policies and procedures.

Completed bi-weekly payroll and coordinated record keeping.

Analyzed contract performance for bids, budgets and forecasts.

Review, update and monitor; Insurance and safety programs

Work with scheduling Client promotions

Review financials and work with the accountant

Review budget

Microsoft Certified Engineer   Jun 2000 - Jan 2009
Self   Santa Clarita, CA

IT Manager for several companies

Coordinated and worked with contacts on troubleshooting or computer repairs

Software and hardware adjustments and repairs

education

MCSE: Computer Science   2001
Private school in Pasadena   Pasadena

Nicole D. Miller

(818) 692-2937   nicole.miller@gmail.com
27813 Villa Canyon Rd., Castaic, CA 91384

Objective

To use my experience as a parent, volunteer, and organizer of school activities to serve on the SCVi Board of Directors.

Skills & Abilities

I am highly organized, analytical, and a thinker with effective problem solving skills. I am fair, open-minded and kind.

Experience

Volunteer and Active Community Member, SCVi
September 2012-present
- Organizer of the Junior Lego program for over 40 learners, for about a 12-week season each year, including coordination of the teams at the Legoland Expo
- Managed and organized financial records and cash flow/donations for the Junior Lego Program
- Creator of a Lego Tinkerers program for kindergarten and 1st grade learners
- Mentor for Lego Robotics program, including supervising at the Legoland Showdown tournament
- Volunteer for 4-8 Players Theatre program shows, including ticket sales, concessions, and volunteer management
- Volunteer coordination at school events, such as the Multi-cultural Feast
- Co-creator and co-leader of Community Mixer event and fundraiser
- Room Parent and parent volunteer coordinator in classroom to assist Facilitators
- Active member of Parent Action Committee as a Parent Action Liaison
- Volunteer in classroom, helping Facilitators with anything they need, working directly with learners, including helping with classroom preparation and set-up during the summer and throughout the year
- Chaperone classroom field trips

Pension Benefits Assistant Manager, Producer-Writers Guild of America Pension Plan
2000-June 2007
- Managed day-to-day operations of the department (i.e. led task meetings, managed workflow of department), delegated projects/work to team
- Trained/oriented new and existing department employees on proper procedures, rules and regulations for the Pension Plan and benefits administration
- Handled Human Resources issues, performance evaluations, goal setting, interview processes and hiring
- Review of Domestic Relations Orders, divorce and death documents, other court orders and documents, and application of Qualified Domestic Relations Orders to benefit calculations
- Assisted Plan attorneys in providing Plan participants with wording and qualified/non-qualified determinations of Domestic Relations Orders
- Determined eligibility for benefits (pension and death)
- Performed, analyzed, checked, and recalculated benefit calculations (including the

application of Internal Revenue Code Limits)
- Created new benefit forms, devised procedures for handling all areas of benefit administration
- Counseling of participants/beneficiaries applying for pension/death benefits, including benefit application processing
- Supervised and approved monthly balancing of cash requirements for payment of benefits
- Oversaw departmental recordkeeping, tracking, and reporting
- Integral part of creating and testing an entirely new Vitech V3 pension data system, which required complete knowledge of all workings of the Plan to successfully set up the system
- Suggested improvements in methods/processes within department and ensured implementation

Office Coordinator, Brink's Home Security, Inc.
July 1999 to June 2000
- Coordinated functioning of Branch Office with 50 employees
- Acted as liaison between branch office and corporate office
- Managed and processed all new hire and termination paperwork, organized company benefits for all branch employees, maintained branch personnel files
- Responsible for all branch licensing, including employee state registrations and branch business licenses for all areas of business
- Manager of branch accounts, including reconciliation of accounts payable, accounts receivable and petty cash

Education	**Hamilton College – Clinton, NY – Bachelor of Arts** May 1997 Major in Mathematics, Minor in Communications, Dean's List 1997
Professional Reference	**Ana Wisnev** Pension Benefits Manager, Producer-Writers Guild of America Pension Plan (323) 630-6364
Personal Reference	**Wendy Ruiz** SCVi Board Member, Lego Robotics Coordinator, Parent (661) 644-2752
Note	Current Live Scan on file with SCVi

Appendix E

FIRST AMENDED AND RESTATED
BYLAWS
OF
Santa Clarita Valley international
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.01   Corporate Name.   The name of this corporation is Santa Clarita Valley international.

ARTICLE II
OFFICES

Section 2.01 Principal Office. The corporation's principal office is located at 28060 Hasley Canyon Road #200, Castaic, CA 91384. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
PURPOSES

Section 3.01 Description in Articles. The corporation's general and specific purposes are described in its Articles of Incorporation.

ARTICLE IV
DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. This corporation's assets are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. Upon dissolution of the corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed as set forth in its Articles of Incorporation.

ARTICLE V
MEMBERSHIP

Section 5.01   No Members. The corporation shall not have any members.

Section 5.02 Associates. Nothing in this Article V shall be construed as limiting the right of the corporation to refer to persons associated with it as "members" even though such persons are not members of the corporation, and no such reference shall make anyone a member

within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Public Benefit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 5.03 Authority Vested in the Board. Any action that would otherwise require approval by a majority of all members or approval by the members requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members will vest in the Board.

ARTICLE VI
BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws, the corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers enumerated in these Bylaws and permitted by law:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation (as provided herein, members of the Board are not compensated for service on the Board);

(b) To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California;

(d)   To borrow money and incur indebtedness for the corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e)   To adopt, make, and use a corporate seal and alter the form of the seal from time to time as they may deem best;

(f)   To carry on a business and apply any revenues in excess of expenses that result from the business to any activity that it may lawfully engage in;

(g)   To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(h)   To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(i)   To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

Section 6.03   Number and Election of Directors.

(a)   The Board of Directors shall be comprised of between three (3) to five (5) members, with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of these Bylaws. The initial Board shall be comprised of the three (3) Directors appointed by the incorporator. With the exception of the initial Board, Directors shall be elected by the vote of a majority of Directors then in office. All Directors shall have full voting rights, including any representative appointed by the William S. Hart Union High School District under Education Code Section 47604(b).

(b)   The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation, and a dedication to its charitable endeavors. The Board shall strive for members to represent the general community, to have legal, financial and pedagogical experience, or other skills and expertise, to effectively govern the charter school.

(c)   The Board of Trustees of the William S. Hart Union High School District may appoint one representative to serve on the Board pursuant to Education Code Section 47604(b).

Section 6.04 Terms Of Office. Except for the initial Board, each Director shall hold office for three (3) years. The members of the initial Board shall stagger their terms to establish continuity and sustainability. The initial Board shall select a Director to serve a one-year term, another Director to serve a two-year term, and the remaining Director to serve a three-year term.

There shall be no limitation on the number of consecutive three-year terms to which a Director may be reelected.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected.

Section 6.06 Removal. Other than a Director appointed by the William S. Hart Union High School District pursuant to Education Code Section 47604(b), any Director may be removed at any time by a majority vote of the Board, with or without cause.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President/ CEO, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before then to take office when the resignation becomes effective.

Section 6.08 Brown Act. At all times that the corporation has a valid charter to operate a charter school and the charter so requires, meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (California Government Code Sections 54950, *et seq.),* as the same may be modified from time to time ("Brown Act"), and shall occur at the school site or another suitable location that is accessible to the iLEAD community and the public.

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting.

Section 6.10 Regular Meetings. Regular meetings of the Board, including annual meetings, shall be held at the school site or another suitable location that is accessible to the SCVi community and the public, and at such times as may from time to time be fixed by the Board. Regular meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such meetings will be posted seventy-two (72) hours previous to the meeting at the entrance of the school's main office and on the school's website, if it has one, containing a brief general description of each item of business to be transacted or discussed at the meeting. The agendas may also be posted in additional locations that are freely accessible to members of the public, such as on the community bulletin board at the school sites.

Section 6.11 <u>Special Meetings.</u> Special meetings of the Board for any purpose may be called at any time by the chairperson of the Board, if any, the President/ CEO, the Secretary, or any two Directors. Notice of the time and place of special meetings shall be delivered to each Director personally or by any other means. In compliance with the Brown Act, notice of special meetings shall be posted at least twenty-four (24) hours prior to the time of the holding of the meeting. Agendas for special meetings shall be posted in the same locations as for regular meetings as set forth in Section 6.10 above.

Section 6.12 <u>Quorum.</u> A majority of the authorized number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 6.13 <u>Participation in Meetings by Conference Telephone.</u> Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Directors participating in such meeting can communicate with one another. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

(a)   At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the charter school's jurisdiction;

(b)   All votes taken during a teleconference meeting shall be by roll call;

(c)   If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d)   All locations where a Director participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e)   Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f)   Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.14 <u>Waiver of Notice.</u> Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such

waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Adjournment. A majority of the Directors present, whether or not a quorum is present, or if all Directors are absent then the clerk or Secretary, may adjourn any Board meeting to another time and place in compliance with Section 54955 of the Brown Act.

Section 6.16 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Directors.

ARTICLE VII
OFFICERS

Section 7.01 Required Officers. The officers of the corporation shall be a President and/or CEO, a Secretary, and a Treasurer and/or Chief Financial Officer.

Section 7.02 Permitted Officers. The corporation may also have, at the discretion of the Board, a Chairperson of the Board, one or more Vice Presidents, and such other officers as the business of the corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the same person, except that the Secretary nor the Treasurer/ Chief Financial Officer may serve concurrently as the President/ CEO or chairperson of the Board.

Section 7.04 Election of Officers. The corporation's officers shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.07 <u>Vacancies.</u> A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.08 <u>President/CEO.</u> Subject to the control of the Board, and subject to the President/ CEO's contract of employment, if any, the President/ CEO is the general manager and chief executive officer of the corporation and shall supervise, direct and control the business and officers of the corporation. The President/ CEO has the general powers and duties of management usually vested in the office of President/ CEO and such other powers and duties as may be prescribed from time to time by the Board.

Section 7.09 <u>Chairperson of the Board.</u> The Board may elect one Director to serve as Chairperson of the Board. He or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 7.10 <u>Secretary.</u> The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the r gular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer/ Chief Financial Officer. In general, the Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.11 <u>Treasurer/ Chief Financial Officer.</u> The Treasurer/ Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer/ Chief Financial Officer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board; disburse, or cause to be disbursed, the funds of the corporation as may be ordered by the Board; and shall render, or cause to be rendered, to the President/ CEO and Directors, upon request, an account of all transactions and of the corporation's financial condition. The Treasurer/ Chief Financial Officer shall present, or cause to be presented, to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer/ Chief

Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.12 <u>Compensation of Officers.</u> The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the President/ CEO, the President/ CEO shall also have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.

ARTICLE VIII
COMMITTEES

Section 8.01 <u>Board Committees.</u> The Board may create one or more committees to serve at the pleasure of the Board. Committees may be advisory only, or the Board may delegate to any committee consisting only of two (2) or more Directors any of the authority of the Board, except with respect to:

(a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;

(b) The filling of vacancies on the Board or on any committee which has the authority of the Board;

(c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;

(d) The amendment or repeal of the corporation's Bylaws or the adoption of new Bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repeatable;

(t) The appointment of other committees having the authority of the Board;

(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 8.02 <u>Meetings and Action of Board Committees.</u> Meetings and actions of Board standing committees shall be governed generally by, and held and taken in accordance with, the Brown Act and provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. The Board

may prescribe the manner in which proceedings of any committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each standing committee and shall be filed with the corporate records.

Section 8.03 <u>Revocation of Delegated Authority to Board Committees.</u> The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein.

ARTICLE IX
INDEMNIFICATION AND INSURANCE

Section 9.01 <u>Indemnification</u>. To the fullest extent permitted by law, the corporation may indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code.

Section 9.02 <u>Other Indemnification</u>. No prov1S1on made by the corporation to indemnify its Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of Directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

Section 9.03 <u>Insurance.</u> The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

ARTICLE X
RECORDS AND REPORTS

Section 10.01 <u>Maintenance of Corporate Records.</u> The corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and standing committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law.

Section 10.02 <u>Inspection.</u> Every Director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a Director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 10.03 <u>Annual Report.</u> Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

(a)   The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

(b)   The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c)   The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d)   The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 10.04 <u>Annual Statement of Certain Transactions and Indemnifications</u>. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

Section 10.05 <u>Public Inspection and Disclosure.</u> The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

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ARTICLE XI
OTHER PROVISIONS

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Section 11.01 <u>Validity of Instruments.</u> Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and

any other person, when signed by the President/ CEO, Vice President, Secretary or Treasurer/ Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 11.02 <u>Construction and Definitions.</u> Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 11.03 <u>Fiscal Year.</u> The fiscal year of the corporation shall end on the last day of June of each year.

ARTICLE XII
AMENDMENT OFBYLAWS

Section 12.01 <u>Bylaw Amendments.</u> The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the Directors then in office.

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CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Santa Clarita Valley international, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted by written consent of the corporation's Board of Directors on September 18, 2019.

IN WITNESS WHE REOF, I have signed my name to this document on September 18, 2019.

_____
Tracy Hild, Secretary
Santa Clarita Valley international

Appendix F

Santa Clarita Valley International

Employee Guidebook 2019/2020

June 12, 2019

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INTRODUCTION

Welcome to Santa Clarita Valley International!

We recognize that our greatest asset is our team of employees. We value the many talents and abilities of our employees and strive for an environment of teamwork, open communication, mutual support, and professionalism.

We designed this Employee Guidebook to provide you with general information about our policies, procedures and guidelines. We always strive to improve, and we encourage your ideas or suggestions. Please take some time to review this Guidebook and if you have any questions, please contact your Site Director or Human Resources.

The information contained in this Guidebook applies to all employees at Santa Clarita Valley International ("SCVi"). It is important that all employees read, understand and follow the provisions in this Guidebook. It is not intended to create any expectations of continued employment or as a contract between SCVi and any of its employees.

This Guidebook supersedes any previously issued Guidebooks, policies, benefit statements and/or memoranda, whether written or verbal. SCVi reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice with or without notice to you.

 Once you have reviewed this Guidebook, please sign the two employee acknowledgement forms at the end of this Guidebook, keep one for your files and provide the other to the Administration. This signed acknowledgement demonstrates to SCVi that you have read, understand and agree to comply with the policies outlined in the Guidebook.

HIRING POLICIES AND PROCEDURES

AT WILL EMPLOYMENT

We hope to have a long and mutually beneficial relationship with you. Your employment with SCVi is voluntary and is subject to termination by you or SCVi at will, with or without cause, and with or without notice, at any time. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause and with or without notice at any time. Nothing in this Handbook or in any document or statement shall limit the right to terminate employment at-will or limit the Company's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This Guidebook does not reflect a contract of employment, either express or implied, between you and SCVi.

No SCVi representative is authorized to modify this policy for any employee, unless in writing and approved in writing by the Governing Board of Directors.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

SCVi is an equal opportunity employer and is committed to complying with all applicable laws providing equal employment opportunities. SCVi prohibits discrimination based on race, color, religious creed (which includes religious dress and grooming practices), sex (which includes pregnancy, childbirth, breastfeeding and related medical conditions), genetic information, gender, gender identity, gender expression, sexual orientation, marital status, age, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), military or veteran status, physical disability, mental disability, medical condition, or any other consideration made unlawful by federal, state or local laws. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination by any employee, including supervisors and coworkers.

SCVi will not tolerate discrimination or harassment based upon these characteristics or any other characteristics protected by applicable federal, state or local law. An applicant's or employee's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local laws. In accordance with applicable law, SCVi will extend all legal rights and responsibilities to same sex spouses on the same basis as it extends those rights and responsibilities to opposite sex spouses.

If you believe you have been subjected to any form of discrimination, or if you are aware of an incident of discrimination involving another individual, please provide a written or verbal report to Human Resources.   The report should be specific and should include the names of the individuals involved, the names of any witnesses and

any documentary evidence (e-mails, notes, etc.). SCVi will conduct a thorough and objective investigation in a timely fashion and attempt to resolve the situation. The investigation will be completed and a determination made and communicated to you as soon as practical. SCVi will endeavor to protect the confidentiality of all parties involved to the extent possible consistent with a thorough investigation.

If SCVi determines that this policy has been violated, disciplinary action, up to and including immediate discharge, will be taken. Appropriate action may also be taken to deter future discrimination or misconduct. Please refer to the section below entitled "What To Do If Sexual Harassment and Other Unlawful Harassment, Discrimination, or Retaliation Occurs" for further guidance on reporting a violation of this policy.

DISABILITY ACCOMMODATION

To assist our fellow coworkers who are disabled or become disabled and to comply with applicable laws ensuring equal employment opportunities to individuals with disabilities, SCVi will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to SCVi .

Any applicant or employee who requires an accommodation should contact Human Resources and request such an accommodation. The individual with the disability should specify in writing what accommodation he or she needs to perform the job. SCVi will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If the accommodation is reasonable and will not impose an undue hardship on SCVi and/or a direct threat to the health and/or safety of the individual or others, SCVi will make the accommodation. SCVi may also propose an alternative accommodation. The individual is required to fully cooperate with SCVi in seeking and evaluating alternatives and accommodations. Supervisors that become aware of information that an employee may need a reasonable accommodation to perform the essential functions of his or her job must report it to Human Resources. SCVi will engage in the interactive process in compliance with applicable law. SCVi may require medical verification of both the disability and the need for an accommodation.

SCVi will also consider requests for reasonable accommodations for medical conditions related to pregnancy and childbirth where supported by medical documentation.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

RELIGIOUS ACCOMMODATION

We value the diverse backgrounds of our employees and will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs, including time off for religious holidays and accommodations related to dress and grooming practices, unless doing so would cause an undue

hardship on school operations. If you desire a religious accommodation, please make the request in writing to your supervisor as far in advance as possible. If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

IMMIGRATION COMPLIANCE

SCVi does not discriminate against any individual because of his or her national origin, citizenship or intent to become a U.S. citizen. It is, however, the policy of SCVi to only employ those individuals that are authorized to work in the United States. Therefore, SCVi requires each prospective employee to provide documents verifying his or her identity and authorization to be legally employed in the United States.

As a condition of employment, each new employee must properly complete, sign and date the first section of the USCIS Form I-9, on or prior to the first day employment commences and present documentation establishing identity and employment eligibility within three business days after he or she begins work. If the employee cannot verify his/her right to work in the United States within three business days of employment, SCVi will be required to terminate his/her employment immediately.

EMPLOYEE CLASSIFICATION

SCVi's employees are classified in the following categories: Exempt, Non-Exempt, Full-Time, Part-Time, or Per Diem/On Call.

Exempt: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis and are not entitled to overtime pay.

Non-Exempt: Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. These employees are paid on an hourly basis and are entitled to overtime wages for overtime worked in accordance with the law.

Full-Time: Full time employees are those employees who are scheduled to work at least 30 hours in a week.

Part-Time: Part time employees are those employees who are scheduled to work less than 30 hours in a week.

Per Diem/On Call: These are positions that require Part-Time employees to work schedules of no particular hours or duration. Employees who occupy these positions may also be expected to work an on- going but irregular schedule OR to work short-term temporary schedules OR to work on-call. Contingent/Pool employees may work any other schedule not meeting the requirements established above for regular or temporary employment categories.

Unless otherwise required by law, Part-Time and Per Diem/On Call employees are not entitled to benefits provided by SCVi. Independent contractors, consultants and leased employees (i.e., those working for an employment

agency) are not employees of SCVi and are not eligible for benefits provided by SCVi. If you have any questions about your classification, please consult with Human Resources.

FAMILIAL AND RELATED CONFLICT OF INTEREST

SCVi wants to preserve a working environment that has clear boundaries between personal and professional relationships. All employees must avoid situations involving actual or potential conflicts of interest.

Some situations such as the ones described below can create conflicts of interest requiring SCVi to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of actual or perceived favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest or situations of actual or perceived favoritism. If such a relationship arises, both employees should notify SCVi so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

If a staff member forms a special social relationship or begins dating a parent of a SCVi student, the staff member should ensure that he or she does not treat the student differently from other students in any manner and under any circumstances. If a conflict arises, the staff member must notify SCVi so that appropriate measures may be taken to address the situation.

An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, SCVi may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest may constitute grounds for disciplinary action.

FINANCIAL CONFLICT OF INTEREST

While employed by SCVi, employees owe a duty of loyalty to SCVi and are required to avoid any situation that presents an actual or potential conflict of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of SCVi's business dealings.

Improper personal gain may result not only where an employee or relative has a significant ownership interest in a company with which SCVi does business but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving SCVi. The receipt of occasional flowers, candy or gifts worth less than $250.00 from clients, customers, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from Human Resources before accepting any item worth in excess of $250.00 from clients, customers, or vendors.

Failure to comply with the Conflicts of Interest Policy may result in disciplinary action, up to and including termination.

CERTIFICATION AND LICENSURE OF INSTRUCTIONAL STAFF

Each of SCVi's core academic teachers is required to hold a current Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and may be required to meet certain federal requirements related to subject-matter expertise in order to meet federal requirements for "highly qualified teachers." If an instructional staff employee believes that he or she is assigned to teach in a subject in whom he or she does not have subject matter competence, the employee should immediately report the same to the Administration. A staff member who is required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at SCVi. Expenses incurred for updating and/or maintaining the required credentialing certificates, licenses or related permits are borne by the employee.

TUBERCULOSIS TESTING

To protect the health of our students and team, employees must provide either proof of an examination within the past 60 days and that he or she is free of active tuberculosis, or complete and submit the SCVi Adult Tuberculosis (TB) Risk Assessment Questionnaire and TB Physician's Certification.

Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

All employees shall be required to undergo a tuberculosis test, which shall consist of an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs or provide the Risk Assessment and Physician's Certification at least once every four (4) years, excepting "food handlers" who shall be examined annually. Each employee is required to have the appropriate documentation on file with SCVi.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by SCVi.

CRIMINAL BACKGROUND CHECKS

SCVi is committed to creating a safe environment by applying the highest standards of responsible hiring practices. Therefore, as a condition of employment, SCVi requires all applicants for employment to complete fingerprinting and background checks consistent with legal requirements. SCVi will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. SCVi shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification to the extent permitted by law.

Human Resources and/or the Administration shall, on a case-by-case basis, determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

GENERAL WORKPLACE POLICIES

HARASSMENT-FREE WORKPLACE

SCVi recognizes that all employees have a right to work in an environment free of unlawful harassment. We are committed to providing a work environment free of unlawful harassment including, but not limited to, sexual harassment. SCVi complies with applicable laws and SCVi's policies strictly prohibits unlawful harassment against employees, applicants for employment, individuals providing services in the workplace, contract, unpaid interns and volunteers on the basis of their actual or perceived race, color, religious creed (which includes religious dress and grooming practices), sex (which includes pregnancy, childbirth, breastfeeding and related medical conditions), genetic information, gender, gender identity, gender expression, sexual orientation, marital status, age, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), military or veteran status, physical disability, mental disability, medical condition, or any other consideration made unlawful by federal, state or local laws. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. SCVi will not tolerate discrimination or harassment based upon these characteristics or any other characteristics protected by applicable federal, state or local law.

Our anti-harassment policy applies to all persons involved in our operations and prohibits harassment by any employee of SCVi, including managers and coworkers.

SCVi will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, suppliers, vendors or customers. If unlawful harassment occurs on the job by someone not employed by SCVi, the procedures in this policy should be followed. This policy applies to males who sexually harass females or other males, and for females who sexually harass males or other females. SCVi will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status, or mockery of an accent or a language or its speakers).

- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures and/or any digital or electronic forms of communication or mediums including (emails, internet/web pages or sites).

- Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis.

- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors.

- Retaliation for having reported or threatened to report unlawful harassment in good faith.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

PROTECTION AGAINST RETALIATION

SCVi prohibits retaliation against any employee because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful or because of the employee's lawfully protected participation in an investigation or proceeding. Any retaliatory adverse action because of such opposition or participation may be unlawful and will not be tolerated. All such retaliation is unlawful.

If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

WHAT TO DO IF SEXUAL HARASSMENT AND OTHER UNLAWFUL HARASSMENT, DISCRIMINATION, OR RETALIATION OCCURS

At SCVi, we encourage all employees to be vigilant and aware of how we are treating other. Each Supervisor has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should a Supervisor become aware of any conduct that may constitute unlawful harassment, discrimination, retaliation, or other prohibited behavior, the Supervisor must report the conduct to the Administration or Human Resources immediately so that action may be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to the Administration or Human Resources. If these individuals are not available, or in the event you believe that one of these individuals has engaged in inappropriate behavior in violation of these policies, submit a complaint to any other supervisor as soon as possible. Additionally, a Harassment Complaint Form may be obtained from the Registrar. However, reports may be provided verbally. Your report should be specific and should include the names of the individuals involved and the names of any witnesses.

Upon notice of such a complaint, the Administration and/or Human Resources will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of "qualified personnel" and using methods that provide all parties with "appropriate due process." SCVi will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected. The Administration and/or Human Resources will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

If SCVi determines that unlawful conduct or a violation of applicable policies has occurred, appropriate remedial measures will be taken in accordance with the circumstances involved. Any employee determined by SCVi to be responsible for unlawful discrimination, harassment, and/or retaliation will be subject to appropriate disciplinary action, up to and including termination. Appropriate action will also be taken to deter future conduct.

FILING A COMPLAINT WITH THE DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING.

Employees who believe that they have been unlawfully discriminated against, harassed, or retaliated against may also file a complaint with the local office of the California Department of Fair Employment and Housing ("DFEH") or the Equal Employment Opportunity Commission ("EEOC"). The DFEH and the California Fair Employment and Housing Council ("FEHC") as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, harassment, and/or retaliation or make other changes in company policies. The address and phone number of the local DFEH and EEOC offices can be found in the government sections of your local telephone directory or online.

ANTI-RETALIATION POLICY

SCVi will not retaliate against you for raising any good faith concerns regarding any unlawful discrimination, harassment or retaliation, and will not tolerate or permit any form of retaliation against you by management or your coworkers. It is in violation of SCVi's policy for SCVi or any employee to treat an individual unfairly because that individual has filed a complaint or participated in any manner in an investigation. Examples of unfair treatment are demotion, suspension, failure to hire or consider for hire and/or failure to give equal consideration in making employment decisions. Any employee retaliating against another employee will be subject to discipline, up to and including termination.

Examples of protected activities under SCVi's retaliation policy include seeking advice from the Department or Commission; filing a complaint with the Department or Commission, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and reasonably believes to be a violation of the law; participating in an activity that is perceived by SCVi as opposition to discrimination; or participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent SCVi from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an employee were either disruptive or otherwise detrimental to legitimate business interests.

ANTI-BULLYING POLICY

In addition to SCVi's commitment to providing an environment free from unlawful harassment, discrimination, and retaliation, SCVi prohibits workplace bullying.

Any employee who believes that he or she has been bullied, is being coerced to participate in bullying or who has information about bullying conduct by a coworker, supervisor, agent, client/customer, vendor or other third party not employed by SCVi should immediately provide a written or verbal report to Human Resources, his or her supervisor, or any other member of management.

If the employee's supervisor is the individual about whom the employee has a complaint, or concern, the employee should make a report to Human Resources.

SCVi will conduct a prompt, thorough and objective investigation of any complaint of workplace bullying. SCVi will endeavor to protect the privacy and confidentiality of all parties involved to the extent possible, commensurate with a thorough investigation. If a complaint of bullying is substantiated, appropriate disciplinary action, up to and including discharge, may be taken.

SCVi will not tolerate retaliation against any employee who makes a good faith complaint regarding workplace bullying.

WORKPLACE VIOLENCE

SCVi is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, SCVi has established a strict policy that prohibits any employee from threatening or committing any act of violence in the workplace, while on duty, while on SCVi-related business, or while operating any vehicle or equipment owned or leased by SCVi. This policy applies to all employees.

In order to achieve our goal of providing a workplace that is secure and free from violence, SCVi must enlist the support of all employees. Compliance with this policy and SCVi's commitment to a zero-tolerance policy with respect to workplace violence is every employee's responsibility.

Compliance with this anti-violence policy is a condition of employment. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and including immediate termination.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their supervisor or Human Resources. If these individuals are not available, report the incident to any other supervisor and report the incident to the Human Resources as soon as possible. All reports will be investigated by SCVi and appropriate corrective action will be taken.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to Human Resources.

Employees should immediately inform their supervisor or Human Resources about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Workplace Anti-Violence Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

EMPLOYEE-STUDENT RELATIONS POLICY

BOUNDARIES DEFINED

For the purposes of this policy, the term "Boundaries" is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust.

UNACCEPTABLE AND ACCEPTABLE BEHAVIOR

Some activities may seem innocent from an employee's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature

- Kissing of ANY kind

- Any type of unnecessary physical contact with a student in a private situation

- Intentionally being alone with a student away from SCVi

- Making, or participating in, sexually inappropriate comments

- Sexual jokes or jokes/comments with sexual double entendre

- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator

- Listening to or telling stories that are sexually oriented

- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding

- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

- Giving students a ride to/from SCVi or school activities without parental permission

- Being alone in a room with a student at SCVi with the door closed

- Allowing students in your home without signed parent permission for a preplanned and precommunicated educational activity that must include the presence of another educator, parent, or other responsible adult

- Remarks about the physical attributes or physiological development of anyone

- Excessive attention toward a particular student

- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about SCVi activities and not in accordance with applicable SCVi policies or in violation of the SCVi Social Media Policy

- Being "friends" with a student on any personal or non- SCVi social media website

- Communicating with students or parents/guardians in violation of SCVi's Social Media Policy

- Engaging in inappropriate and/or unprofessional communications with students on SCVi's social media

- Using profanity with or to a student

- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)

- Obtaining formal approval (SCVi and parental) to take students off SCVi's property for activities such as field trips or competitions

- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to SCVi activities or classes, and communication should be initiated via SCVi-based technology and equipment

- Keeping the door open when alone with a student

- Keeping reasonable space between you and students

- Stopping and correcting students if they cross your own personal boundaries

- Keeping parents informed when a significant issue develops about a student

- Keeping after-class discussions with a student professional and brief

- Asking for advice from senior staff or administrators (such as Human Resources) if you find yourself in a difficult situation related to Boundaries

- Involving your supervisor if conflict arises with a student

- Informing Human Resources about situations that have the potential to become more severe

- Making detailed notes about an incident that could evolve into a more serious situation later

- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers

- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges

- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular school hours

- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes

- Keeping your professional conduct a high priority during all moments of student contact

- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of SCVi

REPORTING VIOLATIONS

When any employee, parent, or student becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to Human Resources. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and SCVi as a whole. Employees must also report to the Administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

INVESTIGATING

Human Resources will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, Human Resources shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, Human Resources or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

VIOLATIONS

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

OPEN DOOR POLICY

SCVi wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment and/or SCVi. Other than in situations involving unlawful harassment (as outlined and described above), please contact the Administration with your questions or concerns. If the situation is not resolved to your satisfaction, please contact your school site's Personnel Committee Chair, preferably in writing, who will further investigate the issue.

DRUG AND ALCOHOL FREE WORKPLACE

Our employees are our most valuable resource, and we are committed to providing a safe working environment to protect our employees and others, and to minimize the risk of accidents and injuries. It is SCVi's policy to maintain a drug and alcohol free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on SCVi property at any time. It is expected that all employees will assist in maintaining a work environment free from the effects of alcohol, drugs or other intoxicating substances.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol and/or illegal drugs in any detectable manner.

SCVi prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs or drug paraphernalia on SCVi's premises or while conducting SCVi's business or during working hours;

- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of a controlled substance (including medicinal marijuana) on SCVi's premises or SCVi business or during working hours;

- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of alcohol on SCVi's premises or conducting SCVi business or during working hours;

- Storing in a locker, desk, automobile, or other repository on SCVi's premises any controlled substance or alcohol whose use is unauthorized, or any illegal drug or drug paraphernalia;

- Being under the influence of an unauthorized controlled substance, illegal drug, or alcohol on SCVi's premises or while conducting SCVi business or during working hours;

- Refusing to submit to an inspection when requested by management;

- Failing to adhere to the requirements of any drug or alcohol treatment or counseling program in which the employee is enrolled;

- Conviction under any criminal drug statute for a violation occurring in the workplace;

- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.

Engaging in any of the activities above shall be considered a violation of SCVi's policy and the violator will be subject to discipline, up to and including termination. SCVi complies with all federal and state laws and regulations regarding drug use while on the job.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by SCVi where alcohol is served or while entertaining clients and prospective clients of SCVi. However, employees must remember their obligation to conduct themselves appropriately at all times while at SCVi-sponsored functions or while representing SCVi.

Any employee who is convicted of a violation of any criminal drug statute for a violation occurring in the workplace shall notify SCVi no later than five days after such conviction.

PRESCRIPTION DRUGS

The proper use of medication prescribed by your physician is not prohibited; however, we do prohibit the misuse of prescribed medication. Employees' prescription drug use may affect their job performance, such as by causing dizziness or drowsiness. It is the employee's responsibility to determine from his/her physician whether a prescribed drug may impair safe job performance and to notify a supervisor of any job restrictions that should be observed as a result. An employee is not required to reveal the name of the medication or the underlying medical condition. SCVi will comply with all accommodation requirements.

DRUG TESTING

SCVi may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom SCVi reasonably suspects of using, possessing, or being under the influence of a drug or alcohol.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. SCVi shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

COUNSELING AND REHABILITATION

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at SCVi. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, SCVi may report such illegal drug activities to an appropriate law enforcement agency.

HEALTH, SAFETY AND SECURITY POLICIES

SCVi is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, SCVi has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The Injury and Illness Prevention Program is kept by the Administration and is available for your review.

All employees are expected to know and comply with SCVi's general safety rules and to follow safe and healthy work practices at all times. Please immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, SCVi will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

SCVi has also developed guidelines to help maintain a secure workplace. It is important for all employees to be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees and our students, depends upon the alertness and sensitivity of every individual.

EMPLOYEES WHO ARE REQUIRED TO DRIVE

Employees who are required to drive their own vehicle on approved SCVi business will be required to show proof of a current, valid license and proof of current, effective insurance coverage. To the extent permitted by law, SCVi retains the right to transfer to an alternative position, suspend, or terminate an employee whose license is revoked or who fails to maintain personal automobile insurance coverage. Employees who drive their own vehicles on approved SCVi business will be reimbursed at the per mile rate established by the Internal Revenue Service. As a condition of employment, employees who drive their own vehicle on approved SCVi business are required to use good judgment.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Safety must come before all other concerns. Thus, unless an employee is using a hands-free device in a safe-manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is also prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by SCVi or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves, students, or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

Violations of this policy will be subject to disciplinary action, up to and including termination.

SMOKING

In an effort to provide a healthy and comfortable work environment for everyone, smoking is prohibited within twenty (20) feet of the building. All SCVi buildings and facilities are non-smoking facilities. All types of tobacco use are prohibited, including use of electronic cigarettes. Employees who wish to smoke must limit their smoking to meal and rest periods if taken off premises.

HOUSEKEEPING

SCVi strives for a clean, safe and sanitary environment. All employees are expected to keep the premises orderly and to clean up after themselves, which includes leaving their work areas, common areas, the kitchen and the refrigerator neat and clean. Employees who work in open areas should not eat at their desks.

SCVi Property & Inspections

SCVi is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, SCVi provides property and facilities to its employees to carry out business on behalf of SCVi. Desks, files, copiers, lockers, and supplies, both office and household, are SCVi property and must be maintained according to SCVi rules and regulations. They must be kept clean and are to be used only for work-related purposes. Accordingly, employees do not have a reasonable expectation of privacy when using any SCVi property or facilities. In accordance with these policies, all SCVi facilities and property may be inspected by SCVi at any time, with or without prior notice to the employee. SCVi property includes, but is not limited to, all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices. SCVi reserves the right to deny entry to any person who refuses to cooperate with any inspections by SCVi. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Prior authorization must be obtained before any SCVi property may be removed from the premises. All SCVi property must be immediately returned upon termination of the employment relationship.

For security reasons, employees should not leave personal belongings of value in the workplace. Employees are responsible for the security of their personal belongings. The SCVi is not responsible for any lost or stolen personal items at work.

Terminated employees should remove any personal items at the time they leave the SCVi. Personal items left in the workplace by previous employees are subject to disposal if not claimed at the time of the employee's termination, unless the parties have arranged otherwise.

Soliciting/Conducting Personal Business While on Duty

In order to maintain and promote efficient operations, discipline, and security, SCVi maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with his or her supervisor. These rules are:

1. No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.

2. No employee shall distribute or circulate any written or printed material, other than those approved by management for business purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed.

3. No employee shall enter or remain in SCVi work areas for any purpose except to report for, be present during, and conclude a work period. Non-exempt employees must not begin work and clock in at his or her working area more than 10 minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than 10 minutes after their work scheduled for the day is completed. Work area does not include SCVi parking lots, gates, or other similar outside areas unless an employee is assigned to work in such areas.

4. Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on SCVi property.

5. Non-employees must sign in at the front office before entering SCVi property.

Violations of this policy may result in disciplinary action, up to and including termination.

USE OF SCVI COMMUNICATION EQUIPMENT AND TECHNOLOGY

SCVi has a commitment to protect our employees and our students. One of the ways to protect our employees and students is to monitor and limit technology use within safe boundaries.

SCVi's electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks. All SCVi-owned Communications Systems remain the property of SCVi and are provided to the employee to carry out business on behalf of SCVi, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using SCVi owned equipment and technology. Communications (including any attached message or data) made using SCVi owned communications equipment and technology are subject to review, inspection and monitoring at any time by SCVi.

Protecting our students and the children at SCVi is one of our top priorities. In order to do so, SCVi uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by SCVi personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access

computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

PROHIBITED USE

Internet use, unless previously authorized, is for business purposes. The Communications Systems is provided solely for the purpose of conducting SCVi business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt SCVi business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems. Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the appropriate prior written authorization. Employees are not permitted to use SCVi's Communications Systems to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and Internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of race, color, religious creed (which includes religious dress and grooming practices), sex (which includes pregnancy, childbirth, breastfeeding and related medical conditions), genetic information, gender, gender identity, gender expression, sexual orientation, marital status, age, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), military or veteran status, physical disability, mental disability, medical condition, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. SCVi has policies against discrimination, harassment, and retaliation, and those policies apply to the use of the Communications Systems. Users are also prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.

The e-mail system and Internet access is not to be used in any manner that is against the policies of SCVi, contrary to the best interest of SCVi or for personal gain or profit of the employee against the interests of SCVi. Employees must not use SCVi's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Users must not alter, copy, transmit, or remove SCVi information, proprietary software, or other files without proper authorization from SCVi.

Employees should not attempt to gain access to another employee's e-mail files or voicemail messages without the latter employee's express permission. Each employee is responsible for the content of the messages sent our using his/her SCVi issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless the latter employee expressly authorizes such use. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

CONFIDENTIALITY AND PRIVILEGES

Information stored on the Communications Systems is intended to be kept confidential within SCVi. SCVi has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside SCVi, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

ACCESS AND DISCLOSURE

SCVi, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Administration, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although SCVi entrusts you with the use of voice mail, e-mail, computer files, software, or similar SCVi property, you should keep in mind that these items have been installed and maintained at great expense to SCVi and are only intended for business purposes. At all times, they remain SCVi property. Likewise, all records, files, software, and electronic communications contained in these systems also are SCVi property. You are advised that electronic files, records, and communications on SCVi computer systems, electronic communication systems, or through the use of SCVi telecommunications equipment are not private. Although they are a confidential part of SCVi property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by SCVi personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. SCVi is not responsible for costs incurred when employees use SCVi telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.

- May be retrieved even after "deletion."

- May be accessed by authorized service personnel.

- May be examined by management without notice for business purposes.

There will be times when SCVi, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other SCVi property. SCVi also may inspect the contents of your voice mail, e-

mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when SCVi suspects that SCVi property is being used in an unauthorized manner.

SCVi reserves the right to use and disclose any electronic communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

DISCIPLINE FOR VIOLATIONS OF POLICY

Any person who discovers misuse of the Internet access or any of SCVi's Communications Systems should immediately contact Human Resources. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

EMPLOYEE BLOGS AND SOCIAL NETWORKING

SCOPE

In light of the explosive growth and popularity of social media technology in today's society, SCVi has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to SCVi; (2) engage in social media activities during working hours; (3) use SCVi equipment or resources while engaging in social media activities; (4) use your SCVi e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with SCVi; or (6) interact with SCVi students or parents/guardians of SCVi students (regarding SCVi-related business) on the Internet and on social media sites.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and MySpace, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, SCVi's other policies, rules, and standards of conduct. For example, SCVi policies on confidentiality, use of SCVi equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all SCVi policies whenever your social media activities may involve or implicate SCVi in any way, including, but not limited to, the policies contained in this Handbook.

STANDARDS OF CONDUCT

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of SCVi policy.

- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.

- Maintain the confidentiality of SCVi's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with SCVi.

- Do not post confidential information (as defined in this Handbook) about SCVi, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.

- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your SCVi-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with SCVi's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Human Resources.

- Be knowledgeable about and comply with SCVi's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Human Resources.

- Always be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of SCVi. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of SCVi, or that might constitute harassment or bullying.

- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about SCVi, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of SCVi, or competitors.

- Express only your personal opinions. Never represent yourself as a spokesperson for SCVi unless authorized to do so. If you publish social media content that may be related to your work or subjects

associated with SCVi, make it clear that you are not speaking on behalf of SCVi and that your views do not represent those of SCVi, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of SCVi. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of SCVi."

- Never be false or misleading with respect to your professional credentials.

CREATING AND USING SCVi SOCIAL MEDIA

Employees are only permitted to communicate and connect with students on social media that is owned and operated by SCVi. Employees are only permitted to communicate and connect with students' parents or guardians regarding SCVi-related matters on social media that is owned and operated by SCVi. All communications with parents or guardians regarding SCVi-related matters on non-SCVi or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-SCVi or personal social media may result in disciplinary action, up to and including termination.

The IT Department, in addition to Human Resources and members of the Administration, are responsible for approving requests for SCVi social media, monitoring SCVi social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). SCVi has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by SCVi in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create SCVi social media from your supervisor.

- Contact the IT Department to set up the social media. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

ACCESS

Employees are reminded that SCVi's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of SCVi. All communications and information transmitted by, received from, or stored in these systems are SCVi records.

As a result, SCVi may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. SCVi may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with th SCVi has engaged in a violation of this, or any other, SCVi policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to SCVi's various electronic communications systems.

DISCIPLINE

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

RETALIATION IS PROHIBITED

SCVi prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

QUESTIONS

In the event you have any questions about whether a particular social media activity may involve or implicate SCVi, or may violate this policy, please contact Human Resources.

Social media is in a state of constant evolution, and SCVi recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each SCVi employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

PARTICIPATION IN RECREATIONAL OR SOCIAL ACTIVITIES

To encourage teamwork at SCVi, we encourage participation in recreation and social activities sponsored or supported by SCVi. Please note that employee participation is strictly voluntary and employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and SCVi disclaims any and all liability arising out of the employee's participation in these activities.

PERSONNEL FILES AND RECORD KEEPING PROTOCOLS

At the time of your employment, a personnel file is established for you. SCVi strives to keep accurate and up to date personnel records. Please keep the Administration advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and

person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable SCVi to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a SCVi representative, at a mutually convenient time. A request for information contained in the personnel file must be directed to the Administration.

Employees, former employees, or employee representatives may submit a request to inspect their personnel file in the presence of a representative of SCVi. All requests must be in writing. Current and former employees, or employee representatives, may also request inspection through the use of a SCVi-provided request form. Please contact the Administration to schedule a convenient time. You may request copies from your file of all documents. SCVi may charge the requesting employee or employee representative for the actual cost of reproduction of personnel file documents. If you desire, you may add a written statement to your file explaining any disputed item.

Access to information in personnel files is restricted. Only authorized managers and management personnel will have access to your personnel file. However, SCVi will cooperate with—and provide access to your personnel file to—law enforcement officials or local, state or federal agencies or as otherwise required in accordance with applicable law.

HOURS OF WORK, OVERTIME AND ATTENDANCE

WORK HOURS AND SCHEDULES

SCVi's normal working hours are from **8:00 a.m. – 4:30 p.m.**, Monday through Friday. The work schedule for full-time non-exempt employees is normally 40 hours per week. Your supervisor will assign your work schedule. Employees are expected to be punctual and ready to start work at their scheduled time.

OVERTIME

All non-exempt employees are required to obtain approval from their supervisor prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime.

For purposes of calculating overtime, SCVi's standard workweek begins on Saturday at 12:00 a.m. (midnight) and ends on Friday at 11:59 p.m. (midnight). SCVi's standard workday is 12:00 a.m. (midnight) to 11:59 p.m. each day.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked. Any overtime must be preauthorized in writing by the Administration.

MEAL AND REST PERIODS

Meal Periods: All non-exempt employees are provided the opportunity to take an uninterrupted meal period of at least 30 minutes each day they work more than 5 hours. You must commence the meal period before you complete your fifth hour of work. Thus, if you begin working at 8:30 a.m., for example, you must take your meal period prior to 1:30 p.m. In addition, you must record the actual times that you stop and start work to take a meal period. A second meal period of not less than 30 minutes is also required whenever a non-exempt employee works more than 10 hours in a workday. You must commence your second meal period before you complete your tenth hour of work. Meal periods are unpaid. Employees are eligible for the following number of meal periods:

Length of Workday in Hours	# of Meal Periods	Explanation
0 to ≤ 5	0	An employee who works 5 hours or less in a workday is not entitled to a meal period.
> 5 to ≤10	1	An employee who works more than 5 hours in a workday, but who does not work more than ten hours in a workday, must take a 30-minute uninterrupted meal period, unless the employee works six or fewer hours and voluntarily waives his or her first meal period.
> 10	2	An employee who works more than ten hours in a workday must take a second uninterrupted 30-minute meal period, unless the employee works 12 or fewer hours, did not waive the first meal period, and voluntarily waives his or her second meal period.

Employees must take their meal periods according to the following schedule:

Which Meal Period	When
First Meal Period	An employee's first meal period must begin within 5 hours of starting work (in other words, by the end of the fifth hour of work or 5 hours and 0 minutes on the clock). By way of example, if an employee clocks in 8:30 a.m., then the employee must clock out and start his or her meal period no later than 1:30 p.m.

Which Meal Period	When
Second Meal Period	An employee's second meal period must begin within ten hours of starting work (in other words, by the end of the tenth hour of work or 10 hours and 0 minutes on the clock). By way of example, if an employee clocks in 8:30 a.m., then the employee must clock out and start his or her second meal period no later than 6:30 p.m.

Rest Periods: All non-exempt employees are authorized, permitted, and strongly encouraged to take a 10-minute rest period every 4 hours worked or major fraction thereof. Ordinarily, this amounts to two 10-minute rest periods per 8-hour workday. The first rest period should be taken roughly in the middle of the 4-hour work period prior to lunch, and the second rest period should be taken roughly in the middle of the 4-hour work period following lunch. You do not need to record the times of these rest periods. You will be paid for the time spent on your rest periods.

During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier.

In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to SCVi policy, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken.

Failure to comply with SCVi's policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

LACTATION ACCOMMODATION POLICY

In compliance with state and federal law, SCVi provides a supportive environment to enable nursing mothers to express breast milk during the work day.

SCVi will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's child.   The lactation break time, if possible, should run concurrently with scheduled rest breaks and meal periods already provided to the employee. If required, a reasonable amount of additional time will be provided

If the lactation break time cannot run concurrently with rest and meal periods already provided or additional time is needed for the employee, the lactation break time will be unpaid. Where unpaid breaks or additional time are required, the employee should work with the Administration regarding scheduling and reporting the extra break time as unpaid.

Because exempt employees receive their full salary during weeks in which they work and they are not normally required to identify break and meal times, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

SCVi will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public. SCVi will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

Employees should discuss with Administration the location for storage of expressed milk. Employees may also provide their own portable small storage unit or cooler for keeping expressed breast milk cold.

Please be sure to contact the Administration before you return to work to identify your need for a lactation area.

Pay Days

Employees who are paid a predetermined salary will have paydays scheduled on the 15th and the last day of each month. All other employees will be paid on a biweekly basis (see Administration for the schedule). Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the day of work before the day(s) off. Employees are required to report any overpayment of wages to the Payroll Department. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

Attendance Policy

SCVi strives for a healthy and positive work environment. Good attendance and punctuality are an important part of the day-to-day operations. Excessive absenteeism and/or tardiness might place a burden on fellow employees and SCVi.

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with the Administration to the extent possible. If it is not possible to arrange your absence or tardiness in advance, you must notify the Administration no later than one-half hour before the start of your workday or as soon as reasonably practicable, if you are absent or tardy in accordance with SCVi's sick leave policy. Because voice mail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notifying your supervisor—you must personally contact your supervisor in a timely manner. If you are required to leave work early, you must also personally contact your supervisor and obtain his or her permission.

If you are a teacher and need a substitute for any absence other than those taken under SCVi's sick leave policy, you are responsible for communicating with the designated contact for your specific site and submitting a request for the

designee to arrange for a substitute. This request must be submitted in advance. Please see SCVi Commons for more information. If you are absent from work longer than one day please communicate this with your Director or designated contact.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. Except as otherwise provided by law, if you fail to report for work without any notification to your supervisor and your absence continues for a period of three consecutively scheduled workdays, SCVi will, in most cases, consider that you have abandoned your employment and have voluntarily resigned.

TIME RECORDS

To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked. This means non-exempt employees must record their time whenever they begin, cease, or resume working during the course of a workday. While you need not record when you begin or end your rest periods, you must record when you begin and end your meal periods. Under no circumstances may one employee clock in or out for another employee. Exempt employees may also be expected to record their time worked and report absences from work due to personal needs or illness.

If instructed by your supervisor, you will be expected to record time worked on a timesheet for each pay period. Recording inaccurate time on your timesheet or recording time on another employee's time sheet is a violation of SCVi policy and may result in discipline, including immediate termination. Employees are strictly prohibited from working "off the clock" or failing to record all time worked. Falsification of any timecard may result in disciplinary action, up to and including termination.

PROFESSIONAL DEVELOPMENT

As a commitment to our team's professional growth, SCVi holds minimum days on Fridays to allow for professional development, collaboration opportunities and meetings. All full-time salaried staff, including teachers, is required to attend the meetings and/or work days that apply. If a staff member is unable to attend, they must submit an absence claim form to gain approval for their absence. Various professional development opportunities will be offered throughout the year. Teaching staff is required to attend all professional development opportunities prior to the start of school. Teaching staff is encouraged to visit other charter schools, attend applicable conferences, and conduct a research activity/presentation and other approved professional development activities.

STANDARDS OF CONDUCT

PERSONAL APPEARANCE

SCVi encourages all employees to maintain professionalism in appearance and in behavior. Employees are expected to wear clothes that are neat, clean and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position, and must at all time wear shoes. Your supervisor will inform you of any specific dress requirements for your position.

PROHIBITED CONDUCT

SCVi expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by SCVi. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by SCVi.

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Violation of SCVi's Drug and Alcohol Free Workplace policy
- Theft or embezzlement
- Willful destruction of property
- Falsification, fraud or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to SCVi
- Misuse of SCVi property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course and scope of your employment with SCVi
- Acts of discrimination or unlawful harassment based on gender, ethnicity or any other basis protected by applicable law or policies
- Failure to comply with SCVi's safety procedures
- Insubordination such as a failure to follow a supervisor's legitimate and legal direction.
- Failure to follow any known policy or procedure of SCVi or gross negligence that results in a loss to SCVi
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance
- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.

- Unauthorized use of SCVi equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Failure to take meal and/or work breaks
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from SCVi.
- Sleeping or malingering on the job
- Unfit for service, including the inability to appropriately instruct or associate with students.
- Performing unauthorized work on SCVi time.
- Unauthorized use of cameras or other recording devices on SCVi's premises.
- Making false or malicious statements about any employee or SCVi.
- Using abusive, profane, threatening, indecent, or foul language and/or having inappropriate physical contact with students, parents, or other employees at any time on SCVi's premises.
- Violation of the Employee-Student Relations policy
- Violation of any safety, health, security, or other SCVi policies, rules, or procedures.

Although employment may be terminated at will by either the employee or SCVi at any time, without following any formal system of discipline or warning, SCVi may exercise discretion to utilize forms of discipline that are less severe than termination. Examples of less severe forms of discipline include verbal warnings, written warnings, demotions and suspensions. While one or more of these forms of discipline may be taken, no formal order or procedures are necessary.

This statement of prohibited conduct does not alter or limit the policy of employment at will. Either you or SCVi may terminate the employment relationship at any time for any reason, with or without cause, and with or without notice.

CONFIDENTIAL INFORMATION

It is important to SCVi to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, all parent and student information, parent and student lists, lesson plans, techniques and concepts, marketing plans, design specifications, design plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential, if learned as a part of the employee's job performance.

SCVi devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of SCVi you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by SCVi. An employee shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of SCVi, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to SCVi during extended leaves of absence or upon termination of employment.

During your employment with SCVi, you will not be permitted nor required to breach any obligation to keep in confidence, proprietary information, knowledge, or data acquired during your former employment. You must not disclose to SCVi any confidential or proprietary information or material belonging to former employers or others.

Although some written and electronic materials owned by SCVi may be considered to be public records, employees must refer any person seeking school records or information to Human Resources for handling.

SCVi prohibits audio or video recordings in the workplace, during working hours, without authorization of SCVi due to privacy and confidentiality concerns and protections.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CHILD NEGLECT AND ABUSE REPORTING

SCVi understands its responsibility to protecting its students and children. An employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Los Angeles County Department of Children and Family Services (800) 540-4000 http://dcfs.co.la.ca.us/contactus/childabuse.html. If the circumstance falls under a different county, please call (800) 540-4000 and request contact information for the appropriate county. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." SCVi employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to The Los Angeles County Department of Children and Family Services (800) 540-4000. If the circumstance falls under a different county, please call (800) 540-4000 and request contact information for the appropriate county. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the SCVi Site Director, a SCVi counselor, coworker or other person shall not be a substitute for making a mandated report to **The Los Angeles County Department of Children and Family Services**. In addition, employees must also complete annual training as required by law. Employees who have any questions about these reporting requirements should contact Human Resources.

OUTSIDE EMPLOYMENT

Employees are required to inform SCVi, before accepting any employment or consulting relationship with another person or entity while employed by SCVi. While SCVi does not uniformly prohibit outside employment, employees

will not be permitted to accept outside work that is competitive with SCVi, that creates a conflict of interest that interferes with the employee's work for SCVi or that reflects negatively on either the employee or SCVi.

EXPENSE REIMBURSEMENTS

SCVi will reimburse employees for reasonably necessary expenses incurred in the furtherance of SCVi's business. In order to be eligible for reimbursement, employees must follow the protocol set forth in SCVi's policy regarding expenditures. In general, all expenses must have been previously approved in Purchase Order form by the Administration. Purchase Orders may be obtained and completed through the Business Office. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted on a timely basis in accordance with SCVi's expenditure policy to the Business Office for payment process.

EMPLOYEE BENEFITS AND LEAVES OF ABSENCE

SCVi is happy to provide eligible employees with a wide range of benefits. The description of Benefits that follows is only a brief summary for your general information. For details and exact information, please contact Human Resources.

PAID SICK LEAVE

SCVi enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

ELIGIBLE EMPLOYEES

All employees (including full-time, part-time and temporary employees) who work more than 30 days within a year in California are eligible to accrue PSL under the accrual rate and caps set forth in this policy.

PERMITTED USE

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventative care for) the employee or the employee's family member.

For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee as well as any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship. "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. "Parent" means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee's spouse or registered domestic partner. "Spouse" means a legal spouse, as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

ACCRUAL RATE, MAXIMUM, AND CARRYOVER

Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

> **All Regular Full-Time Exempt Employees**: SCVi provides exempt employees with up to 12 days (or 96 hours) of PSL each school year at an accrual rate of 1 day (or 8 hours) per month beginning immediately upon hire or upon the beginning of SCVi year, whichever occurs first. The accrual of PSL is capped at a maximum of 12 days (or 96 hours). Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to a maximum carry over cap of 72 hours.

> **All Other Employees:** Eligible employees will accrue one hour of PSL for every 30 hours worked beginning immediately upon hire or upon the beginning of SCVi year, whichever occurs first. There is a cap on PSL accrual. Employees may accrue up to a maximum accrual of 72 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

LIMITS ON USE

Eligible employees may use accrued PSL beginning on the 90th day of employment in accordance with the maximum amounts listed below:

> **All Regular Full-Time Exempt Employees**: Each school year, employees may only use a maximum of 12 days (or 96 hours) of their accrued PSL.

> **All Other Employees**: Each school year, employees may only use a maximum of 48 hours of their accrued PSL.

PSL may be taken in minimum increments of two hours. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use accrued PSL to make up for the absence.

NOTIFICATION

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

TERMINATION

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

NO DISCRIMINATION OR RETALIATION

SCVi prohibits discrimination or retaliation against employees for using their PSL.

INSURANCE BENEFITS

INSURANCE

Full-time employees are entitled to insurance benefits offered by SCVi. These benefits will include medical, dental, vision and AFLAC. SCVi will have a defined contribution towards the employee's insurance premiums that are SCVi sponsored insurance plans. This amount will be determined on an annual basis. The employee's portion of monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

Full-time employees will also be covered under an insurance policy that includes Life, Short-Term Disability, and Long-Term Disability at no cost to the full time employee. Additional voluntary insurance plans will be offered through SCVi, which will be the employee's responsibility to pay all premiums.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than 90 days are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

DISABILITY INSURANCE

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage- replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries. Employees may also be eligible for SDI for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Administration.

Eligible employees are covered by California's Paid Family Leave (PFL) benefit. Paid Family Leave does not provide employees with a protected leave of absence. Rather, Paid Family Leave provides only partial wage replacement benefits when an employee has been approved for a leave of absence. In order to obtain approval for leave of absence for the reasons set forth below, the employee must contact Administration. Leave to care for certain family members may be covered by applicable law for certain eligible employees. Leave that is not covered by applicable law may or may not be approved by SCVi, in SCVi's sole discretion. Nothing in this policy guarantees that SCVi will provide additional leaves of absence other than those already required by applicable law.

The PFL fund is administered by the California Employment Development Department ("EDD"), not SCVi, which means that employees must apply to the EDD to receive this benefit. Through the PFL fund, the EDD will provide eligible employees with a wage supplement for a maximum of six weeks within a 12-month period. PFL benefits may be available from the EDD for a leave of absence for the following:

- For the birth or placement of a child, as defined by the PFL law, for adoption or foster care within one year of the birth or placement of the child; or
- To care for an immediate family member (spouse, registered domestic partner, child or parent, grandparent, grandchild, sibling and parent-in-law, as defined by the PFL law) who is seriously ill and requires care.

PFL benefits will be coordinated with an otherwise authorized leave of absence. In such circumstances, the use of PFL benefits and/or paid time off during the leave period will not extend the length of the leave beyond what is required by applicable law and/or SCVi policy.

WORKERS' COMPENSATION INSURANCE

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

LEAVES OF ABSENCE

At SCVi, we understand employees may experience personal or medical matters during their time of employment here. If an employee has a need for a Leave of Absence, please notify your supervisor and follow the guidelines outlined below.

Under certain circumstances, SCVi may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to the Administration as far in advance as possible. To open the lines of communication, while on leave, we ask employees to keep in contact with the Administration and notify the Administration if the date to return to work changes. If an employee's leave expires and the employee fails to return to work without contacting the Administration, it will be presumed that the employee abandoned his/her position with SCVi and

employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated as permitted by law.

This Guidebook summarizes leave that may be available to employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc. Therefore, employees should contact the Administration to request specific information relating to a particular leave policy. Employee benefits, including, but not limited to, paid sick leave, do not accrue during a leave of absence unless otherwise required by law or by applicable SCVi policies.

While out on a leave of absence, employees may not accept employment with another employer or person unless agreed to in advance in writing by the Administration. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with SCVi, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

FAMILY AND MEDICAL LEAVE[1]

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by SCVi for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees within a 75 mile radius.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the SCVi request form as detailed further below. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1.	the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2.	the care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";

3.	the "serious health condition" of the employee;

4.	the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

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[1] To be eligible for leave under this policy, an employee must work at a worksite where there are 50 or more employees of SCVi within a 75-mile radius.

5.   any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide SCVi with a medical certification from your health care provider establishing eligibility for the leave, and you must provide SCVi with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to SCVi in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You may be required to use any accrued PSL during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and SCVi may mutually agree to supplement such benefit payments with available PSL.

Benefit accrual, such PSL and holiday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. SCVi will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PROCEDURES FOR REQUESTING AND SCHEDULING FMLA LEAVE

An employee should request FMLA leave by completing a Request for Leave form (available from Human Resources) and submitting it to Administration. An employee asking for a Request for Leave form will receive a copy of SCVi's then-current FMLA leave policy.

Employees should provide not less than 30 days' notice of their intent to take FMLA leave or if such notice is not possible, employees should provide notice as soon as is practicable, for foreseeable childbirth, placement or any planned medical treatment for the employee or his/her spouse, domestic partner, child or parent.. Failure to provide such notice is grounds for denial of a leave request, except in situations where the need for FMLA leave is an emergency or otherwise unforeseeable.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

In most cases, SCVi will respond to a FMLA leave request within 5 business days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason. If an FMLA leave request is granted, SCVi will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

RETURN TO WORK

Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or comparable position to the employee's original position in terms of pay, benefits and working conditions unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

PREGNANCY DISABILITY LEAVE

SCVi provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to SCVi. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

SCVi will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, SCVi may require the employee to transfer temporarily to an available alternative position. This alternative position will have

equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and SCVi may mutually agree to supplement such benefit payments with available sick leave.

Benefit accrual, such as sick leave and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide SCVi with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

Unpaid Leave of Absence

Under emergency circumstances, for medical, personal, or other reasons, you may need to be temporarily released from the duties of your job with SCVi. It is the policy of SCVi to allow its eligible employees to apply for and be considered for certain specific leaves of absence not otherwise set forth in this handbook.

Time off for any reason during a working day will count first against your allotted paid time off. Thereafter, unless specifically exempted, any time off will be without pay.

Failure to return to work as scheduled from an approved leave of absence, or failure to inform Human Resources of an acceptable reason for not returning as scheduled, will be considered a voluntary resignation of employment.

All requests for leaves of absence shall be submitted in writing to Human Resources. Each request shall provide sufficient detail, including the reason for the leave, the expected duration of the leave, and the relationship of family members, if applicable.

Regular full time employees who have completed one year of service are eligible for an unpaid personal leave of absence of thirty (30) calendar days. During that time, you will remain covered under SCVi's medical plans subject to plan eligibility and requirements.

A request for a personal leave will be evaluated on a number of factors, including anticipated operational and staffing requirements during the proposed time of absence. In the case where the initial 30 calendar days are insufficient, consideration may be given for an extension of 30 more days if your manager is informed in writing.

If you are on leave for more than 30 days, you must pay the full costs of your insurance benefits. SCVi will resume payments when you return to active employment.

FUNERAL/BEREAVEMENT LEAVE

SCVi employees will be allowed up to 5 consecutive working days off to arrange and attend the funeral of an immediate family member (3 days in-state or 5 days out of state). Regular exempt full-time employees will receive this time with pay. For all other employees, the time off will be unpaid.

For purposes of this policy, an employee's immediate family member includes a current spouse, parent, legal guardian, sibling, child, current parent-, sister-, or brother-in-law, grandparent, grandchild, or domestic partner.

In certain circumstances, SCVi may offer up to two weeks of additional paid bereavement leave. Such leave will be allowed only at the discretion and approval of the Administration.

MILITARY LEAVE OF ABSENCE

All employees who leave SCVi for active military service or military reserve duty will be placed on an unpaid military leave of absence. Employees are entitled to reinstatement upon completion of such military service or duty, provided an application for reinstatement is made within 90 days of discharge, or as otherwise provided by law.

Time spent on military leave counts for purposes of determining "length of service." However, you will not accrue sick leave or receive holiday pay during military leave.

FAMILY MILITARY LEAVE

Qualified employees are eligible for up to 10 days of unpaid leave when their spouse or registered domestic partner is on leave from military deployment. A qualified employee is one who regularly works more than 20 hours per week and whose spouse or registered domestic partner is a member of the Armed Forces, National Guard, or Reserves and is on leave from deployment during a period of military conflict.

If you are eligible for such leave, please submit a written request for leave to Human Resources within two business days of receiving official notice that your spouse or registered domestic partner will be on leave from deployment. You will also be required to provide written documentation certifying that your spouse or registered domestic partner will be on leave from deployment.

The employee may take this time off without pay unless otherwise required by applicable law.

DRUG AND ALCOHOL REHABILITATION LEAVE

SCVi will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. SCVi will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact the Administration. SCVi will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use paid sick leave, if any, during requested leave.

Nothing in this policy shall prohibit SCVi from refusing to hire or from discharging an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

TIME OFF TO ATTEND CHILD'S SCHOOL DISCIPLINE

Any employee who is a parent or legal guardian of a child that has received written notice from the child's school requesting his or her attendance at a disciplinary conference is entitled to take unpaid leave to attend the conference. Please contact the Administration to determine eligibility and scheduling before taking any leave to attend a disciplinary conference.

TIME OFF TO ATTEND CHILD'S SCHOOL ACTIVITIES

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities, to find, enroll or re-enroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency. You may take no more than eight hours off for this purpose in any one calendar month. Unless it is to address an emergency, you should schedule this time off with your supervisor in advance.

You may be asked to provide documentation from SCVi or day care facility that you participated in the activity to confirm your attendance at its facility for reasons covered under this policy on the specific date and time that you took the leave. This time off is unpaid.

TIME OFF FOR JURY AND WITNESS DUTY

SCVi encourages employees to serve on jury or witness duty when called. An employee must notify their supervisor of the need for time off for jury or witness duty as soon as a notice or summons from the court or a subpoena is received. Time off for jury and witness duty is unpaid. Any jury pay or mileage may be kept by the employee. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek.

Verification from the court clerk of having served may be required and you will be expected to report or return to work for the remainder of your work schedule on any day you are dismissed from jury or witness duty.

Time Off and Accommodation for Domestic Violence, Sexual Assault and Stalking Victims

If you are a victim of domestic violence, sexual assault, or stalking, you may take unpaid time off to help ensure the health, safety, or welfare of you and/or that of your child. Specifically, you may take such leave for the following reasons:

(a)　　To obtain a temporary or permanent restraining order or other court assistance;

(b)　　To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

(c)　　To obtain services from a shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;

(d)　　To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or

(e)　　To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

If you need to take time off for any of the above reasons, you should notify your supervisor in advance, if possible. If your absence is unscheduled, you may be asked to provide documentation, such as a police report, court order, or other evidence that you appeared in court, or documentation from a counselor or domestic violence advocate. Although this leave is unpaid, you may use your accrued PSL, as appropriate, if you wish to receive compensation for this time off.

You may also take unpaid time off to recover from domestic violence, sexual assault, or stalking pursuant to SCVi's family and medical leave policy.

Additionally, SCVi will engage in a timely, good faith and interactive process to provide reasonable accommodations for employees who are victims of domestic violence, sexual assault or stalking upon request in order to protect the safety of the employee while at work. Such reasonable accommodations may include implementation of safety measures including a transfer, reassignment, modified schedule, changed work telephone, changed work station, installed lock or safety procedures. SCVi may request certification from the employee requesting the accommodation that the employee is a victim of domestic violence, sexual assault or stalking. SCVi is not required to provide an accommodation which is an undue hardship on SCVi's business operations or that interferes with SCVi's obligation to provide a safe and healthful working environment for all employees.

SCVi does not tolerate any acts of discrimination, harassment, or retaliation against employees who are victims of domestic violence, sexual assault, or stalking. If you believe you have been the victim of any such act, please contact your supervisor, the Human Resources Department, or any another manager, as appropriate. SCVi will maintain the confidentiality of requests for time off due to domestic violence, sexual assault, or stalking to the extent possible and as allowed by law.

TIME OFF FOR VICTIMS OF CRIME

If you are the victim—or an immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child of a registered domestic partner) of the victim—of a violent felony, serious felony (as defined by the California Penal Code), or felonies related to theft or embezzlement, you are permitted to be absent from work to attend judicial proceedings related to the crime.

You must provide your supervisor with written notification for each scheduled proceeding, unless advance notice is not possible. This time off is unpaid.

The types of verification SCVi may require for an unscheduled judicial processing include: documentation evidencing the judicial proceeding from any of the following entities: the court or government agency setting the hearing; the district attorney or prosecuting attorney's office; or the victim/witness office that is advocating on behalf of the victim.

TIME OFF FOR VOLUNTEER FIREFIGHTERS, RESERVE PEACE OFFICERS OR EMERGENCY RESCUE PERSONNEL

If you are a registered volunteer firefighter, reserve peace officer, or emergency rescue personnel (including an officer, employee or member of a disaster medical response entity sponsored or requested by the state) who intends to perform emergency duty during work hours, please alert your supervisor so SCVi is aware of the fact that you may have to take time off to perform emergency duty. In the event any employee needs to take time off for this type of emergency duty, a supervisor must be notified before leaving work. All time off for these purposes is unpaid.

Registered volunteer firefighters, reserve peace officers or emergency rescue personnel are eligible to take temporary unpaid leaves of absence for fire or law enforcement training not to exceed 14 days per calendar year. In the event you need to take time off for this type of emergency duty training, you must notify your supervisor and Human Resources in advance.

CIVIL AIR PATROL LEAVE

SCVi will not discriminate against an employee for membership in the Civil Air Patrol. Additionally, SCVi will not retaliate against an employee for requesting or taking Civil Air Patrol leave, which is unpaid.

SCVi will provide not less than 10 days per year of leave but no more than 3 days at a time to employees who are volunteer members of the California Wing of the Civil Air Patrol unless the emergency is extended by the entity in charge of the operation and SCVi approves the leave. Employees must have been employed by SCVi for at least 90 days immediately preceding the commencement of leave, and must be duly directed and authorized by a political entity that has the authority to authorize an emergency operational mission of the California Wing of the Civil Air Patrol.

Employees must request leave with as much notice as possible in order to respond to an emergency operational mission of the California Wing of the Civil Air Patrol.

Leave under this policy is unpaid. Following leave under this policy, an employee must return to work as soon as practicable and must provide evidence of the satisfactory completion of civil air patrol service. If the employee

complies with these requirements, the employee will be restored to their prior position without loss of status, pay, or other benefits.

TIME OFF TO VOTE

SCVi encourages all employees to fulfill their civic responsibilities and to vote in all public elections. Most employees' schedules provide sufficient time to vote either before or after working hours.

Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If you do not have sufficient time outside of working hours to vote, you may receive up to two hours of paid time off to vote. Any additional time off will be without pay.

Employees must request time off from their supervisor at least two working days before election day so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to normal work schedules.

If approved for time off, you will not incur any attendance infractions for missing work to vote. Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

WORKERS' COMPENSATION LEAVE

SCVi will grant you a workers' compensation disability leave in accordance with state law if you incur an occupational illness or injury. As an alternative, SCVi may offer you modified work. Leave taken under the workers' compensation disability policy runs concurrently with family and medical leave under both federal and state law and is unpaid (although certain wage replacement benefits may be available).

An employee who sustains a work-related injury or illness should inform his or her supervisor and Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage.

TIME OFF FOR BONE MARROW DONATION

Pursuant to California law, SCVi will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person; SCVi will also provide up to 30 business days of paid leave within a one-year period to an employee who donates an organ to another person. SCVi requires that bone marrow donor's use up to five days of available accrued sick time during the course of the leave. Organ donors must use up to ten days of available accrued PSL time during the course of the leave.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide SCVi with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, SCVi will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give SCVi as much notice as possible of the intended dates upon which the leave would begin and end.

ADULT LITERACY LEAVE

Pursuant to California law, SCVi will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on SCVi. SCVi does not provide paid time off for participation in an adult literacy education.

EMPLOYMENT EVALUATION AND SEPARATION

EMPLOYEE REVIEWS AND EVALUATIONS

To encourage open communication with employees and supervisors, SCVi supports the Performance Review also known as Reflective Supervision process. SCVi strives to conduct employee performance reviews annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

There are several advantages to work planning:

- It helps you and your supervisor establish priorities among different work activities. It sets standards or goals that can help you increase your own productivity by providing a focus on your efforts in relation to goals.
- It provides an opportunity for you to share your ideas on doing your job better.
- It establishes expectations in advance, together with the results that will be used to determine success, which will help to ensure that your performance is judged fairly.

The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of SCVi and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that is has been presented to you, that you have discussed it with the Administration, and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship. Failure by SCVi to conduct a performance review will not prevent SCVi from terminating your employment.

DISCIPLINE AND INVOLUNTARY TERMINATION

Violation of SCVi's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. SCVi's disciplinary system is informal and SCVi may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

VOLUNTARY TERMINATION

Either the employee or SCVi may terminate the employment relationship at any time, with or without notice and with or without cause. We hope that you will enjoy your employment with SCVi. However, if you decide to resign,

while it is not required, SCVi requests that you give as much advance notice as possible (preferably two weeks) to allow SCVi to plan for your departure.

SCVi values its employees and is committed to providing a positive, rewarding and productive work environment. As a result, we appreciate your honest feedback during your exit interview. An exit interview may be scheduled on the last day of work with the Administration. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any SCVi property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at SCVi. Final pay will be provided in accordance with state law.

RETURN OF PROPERTY

Employees are required to return SCVi property that is in their possession or control in the event of termination of employment, resignation, or layoff, or immediately upon request. We may also take all action deemed appropriate to recover or protect SCVi property.

REFERENCES

All requests for references and employment verifications must be promptly directed to the Administration. When contacted for a reference or employment verification, SCVi will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verification.

ACKNOWLEDGEMENT OF GUIDEBOOK AND AT WILL EMPLOYMENT

I acknowledge that have received the Employee Guidebook. I have read the Guidebook and understand the contents of the Guidebook. I agree to abide by all of SCVi's policies.

I understand and agree to my at-will employment status as described in the Guidebook, summarized as follows:

- This Guidebook does not in any way reflect a contract of employment, either express or implied between SCVi and me.

- SCVi is an at-will employer. I am free to terminate the employment relationship with SCVi at any time; SCVi, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, SCVi may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.

- Nothing in this Guidebook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and SCVi for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that no supervisor or representative of SCVi has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the Board of Directors has the authority to make any such agreement and then only in writing signed by the Board of Directors.

Employee's Name: _____

Employee's Signature:_____

Dated: _____

[TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE]

Appendix G

2019-2020
Family Guidebook

Free To Think. Inspired To Lead.

INTRODUCTION

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

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

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

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

Table of Contents

SECTION 1:
iLEAD SCHOOLS EDUCATIONAL OVERVIEW
OUR MISSION AND VALUES

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

iLEAD Schools Values

iLEAD Means…

International

> Learning foreign languages and cultures makes our learners compassionate, open-minded world citizens.

Leadership

> Practicing for a lifetime of listening, collaborating, inspiring and leading.

Entrepreneurial Development

> Encouraging learners to work in teams, take risks and learn from failure, nurtures the ability to innovate and ignites their entrepreneurial spirit.

Arts

> Creating & exploring the world through the artistic experience enhances all subject areas for our learners.

Design Thinking

> Participating in project-based learning leads to more meaningful experiences and a deeper understanding for our learners.

At iLEAD Schools we are not teaching static facts to students, we are facilitating a dynamic process with our learners. We believe that education is not the filling of a vessel, but rather, the lighting of a flame.

OUR METHODOLOGY

Project-Based Learning (PBL)

Over the past 100 years, the world we live in has radically changed. If we as a society are going to keep up, the way we educate our children must also change. Project-based Learning (PBL) is a teaching methodology that actively engages learners by challenging them to deeply investigate a personally interesting and complex

question, problem or challenge. Then from this deep investigation, create and publically present something unique and original and authentic in response.

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

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

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

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

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

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

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

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

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

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

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

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

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

What is PBL? and PBL Outcomes from Buck Institute

Social and Emotional Learning (SEL)

It takes more than book-smarts to be an effective leader in the 21st century. Today's leaders must possess the ability to successfully manage themselves and others. In the digital world we live in, these vital skills are becoming more and more scarce. If schools are not teaching them, we are not preparing our learners. **Social and Emotional Learning (SEL)** teaches learners to manage their emotions, resolve conflict, and make responsible and well thought out decisions.

Implementation and evaluation (assessment) of SEL has become an integral part of our approaches to teaching and learning through Project-Based Learning. Based on practices such as the 7 Habits of Highly Effective People/Kids/Teens® (Stephen/Sean Covey) and Character Lab® aspects (Learner Outcomes), we measure and report SEL progress as part of every project, ILP (Individualized Learning Plan) goals, and Reports of Progress. We have also developed SEL and Academic Rigor rubrics that add a well-balanced approach to mindfulness and reflective practice for facilitators, learners, parents, and administrators.

Other elements or SEL implementation, practice and assessment include: Leader Led Conferences (LLCs); Presentations of Learning (POLs); Passion Projects; Individualized Learning Plans (ILPs); Advisory Program; Learner Driven Ambassador Groups and Class Greeters.

CURRICULUM

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

Curriculum is implemented with the following best practices in education:

Global Understanding: 21st Century learners are faced with the challenge of engaging in an increasingly interdependent world where knowledge is constantly developing and evolving. Rigorous curriculum covering

global connectivity will give learners a sense of belonging in our ever changing world and prepare them to thrive in the global marketplace upon graduation and post-college. Exploring diverse cultures will give learners a positive attitude toward learning and greater understanding of the world around them.

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

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

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

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

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

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

Health/Sex Ed: In accordance with California Assembly Bill No. 2601, which amends existing law, the California Healthy Youth Act, requires charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education, as specified.

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

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

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

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

SECTION 2:
GENERAL OPERATIONS

OFFICE HOURS 8:00am to 4:00pm
Front Desk Phone Number: (661) 705-4820

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

INSTRUCTIONAL CALENDAR
See the SCVi Charter School website at https://ileadsantaclarita.org/ for the current year's Instructional Calendar.

STAFF
See the SCVi Charter School website at https://ileadsantaclarita.org/ for staff listings and biographies.

POLICIES
Our school is governed by a set of Policies and Procedures that are updated regularly. If you are interested we encourage you to make an appointment to review the policies and procedures by contacting registrar@scvi-k12.org

SECTION 3:
DAILY OPERATIONS

DROP OFF AND VALET PROCEDURES

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

For the safety of all learners and to alleviate traffic in front of school, please drop off at the specified valet only. If you would like your child to enter at the front entrance. Please park in the designated parking stalls and walk them in or have the use the designated sidewalk and crossing guard.

In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the SCVi Charter School campus;

- Drive slowly and watch for families and children walking through the parking lot;
- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary Grade children should be accompanied through the parking lot by a parent or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that he/she/they can exit quickly.
- Be prepared- have your child ready to exit with backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before exiting the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot.

For a map and more information please visit our website:https://ileadsantaclarita.org/

ATTENDANCE

We try to make every minute of school engaging for the learners, and our expectation is that all learners will be at school on time and for the entire course of the school day. Learners arriving late could miss important beginning of the day information that is relevant to their education. Arriving on time also allows your child to settle in and feel prepared before class begins. It's a great way to ensure a positive start to each day!

Absence

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

office is closed. You many also visit our website at https://ileadsantaclarita.org/ and choose the "Quick Link" drop down, choose "Report an Absence" and complete the quick online absence report.

Tardiness

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

Truancy

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

Illness

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

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

BEFORE AND AFTER SCHOOL CARE:

iLEAD SCVi Charter School offers our own unique after school care program, **iCREATE.** iCREATE is an innovative after school program providing learners a safe and welcoming space to exercise their mind, heart, body and creative spirit. Learners are guided through daily activities in the areas of science, arts, engineering, music, and indoor and outdoor activities, extending the philosophy of iLEAD Schools. Learners are inspired to grow their own creative after school experience.

iCREATE is available for learners in grades Kindergarten through Seventh grade, Monday through Friday. We are so excited to announce that beginning this Fall semester, 2019 iCREATE will be apart of the Little iLEADers family. Little iLEADers after school care will continue to focus on the developmental needs of all children and structures its environment with respect to each child's particular learning style. Families will continue to have the same extended day options through Little iLEADers. Little iLEADers iCREATE After School program will offer extended day options until 6:00 p.m. M-F and on all school extended breaks throughout the 12 month calendar year, excluding major holidays.

If you plan on having your child attend for the fall 2019 after school program, please take a moment and click on the following link:

http://littleileaders.org/register

If you have any questions please contact:

Candice Butera at candice.butera@littleileaders.org or

Wendy Ruiz at wendy.ruiz@littleileaders.org

SCHOOL LUNCH PROGRAM

iLEAD SCVi Charter School offers a school lunch program. For more information on the program and meal charge policy, please see the SCVi Charter School website at https://ileadsantaclarita.org/.

ENRICHMENT ACTIVITIES

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

TRANSPORTATION

SCVi Charter School does not provide transportation.Families need to arrange their own transportation to and from campus/studio. There is bus transportation available from the San Fernando Valley through our Scarlet Foundation. For more information, please email Bus@ScarletParents.org. Field Studies participation includes transportation details and are arranged on a per field study basis. Please see individual Field Study documentation for further information.

LOTTERY GUIDELINES

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

SECTION 4:
LEARNER CONDUCT
EXPECTATIONS FOR SCHOOL BEHAVIOR

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

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

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

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

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

CONSEQUENCES

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

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

- **Warning and reminder:** This may take place in or out of the classroom.
- **Reflection time:** This allows children to cool off and the situation to diffuse before it becomes a larger issue. A reflection time may take place in the office or outside of a classroom.

- **A respectful, related consequence:** This step allows the flexibility for a child or adult created consequence. For instance, if a child wrote on a table, the consequence may be to clean the tables.
- **A disciplinary referral to the office:** This consequence reflects the seriousness of the situation. At this time, the learner will meet with an administrator, describe what happened, what she or he could have done differently, and what could be changed at the school that could prevent this from happening again.
- **Suspension/parental supervision :** The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.
- **Emergency Removal:** See *Emergency Removal* section on the next page.

SUSPENSION/EXPULSION PROCEDURES

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

Suspension

- The school administrator or administrative designee can suspend a learner.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the Administrator. At the conference, the learner shall be informed of the reason for the disciplinary action and the evidence against him/her/them and shall be given the opportunity to present his/her/their version and evidence in his/her/their defense.
- A written notice of suspension must be sent or given within one school day to the parent, guardian, or custodian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the Administrator within fourteen (14) calendar days of the written notice of suspension. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Note: A learner under a suspension shall have the right to make up all academic work missed. From the day he/she/they return to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

Expulsion

- Only the School Director can recommend expulsion. EDN 48900
- The School Director may grant an extension of time. If granted, the Administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent must have an opportunity to appear, on request, before the school Administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.

- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such learner is withdrawn, the expulsion process must continue to be followed to its conclusion
- Only the governing board may make the decision to expel a learner. Following that decision:
- The letter of expulsion is sent.
- Within one (1) school day, the Administrator shall notify the Registrar, in writing of the decision to expel.
- The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school Administrator within fourteen (14) calendar days of the written letter of expulsion. The Administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

EMERGENCY REMOVAL

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

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

LEARNER (or STUDENT) SEARCH
The school director or administrative designee may search the person of a learner, the learner's locker, backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

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

PARENT RESPONSIBILITY
Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children, which result in death or injury to other learners, school personnel, or school property. Parents are also liable for any school property loaned to the learner and willfully not returned.

The school may withhold the grades, diplomas, or transcripts of the learner responsible until such damages are paid or the property returned, or until completion of a voluntary work program in lieu of payment of money. [EC 48904, Civil Code 1714.1]

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

SECTION 5:
TECHNOLOGY

ELECTRONICS

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

INTERNET USAGE

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

NETWORK USE GUIDELINES

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

Learners will have access to:

1. Electronic mail (e-mail) communication with people all over the world.
2. Information and news from a variety of sources and research institutions.
3. Public domain and shareware software of all types.
4. Discussion groups on a wide variety of topics.
5. Many university libraries, the Library of Congress, and more!
6. Educational Software

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

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

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

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

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, the distribution of:

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

NETIQUETTE (Network Etiquette)

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

1. Be polite. Do not send abusive messages to anyone.
2. Use appropriate language. In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden.
3. Maintain privacy. Do not reveal the personal address or phone numbers of yourself or other persons. Before publishing a learner's picture, first name, or work on the Internet, the school must have on file a parent release authorizing publication.

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

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

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

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

SUPERVISION AND MONITORING

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

CYBERBULLYING

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

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

SECTION 6:
POLICIES AND PROCEDURES

ATTIRE

We do lots of walking, running, sitting on the carpet, art, etc. Therefore, our parents and learners have found that loose-fitting, comfortable clothing and closed-toed sneakers or comfortable walking shoes work best at our school. Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents to inform them about the inappropriate choice of clothing when necessary.

COMPLAINT PROCEDURE

It is always our intent to resolve concerns in the simplest manner for all. If a parent has a classroom concern, it is expected that he/she/they will try to resolve the concern with the classroom facilitator. If the concern is not resolved, please bring your concern to the school administration. Every effort will be made to find a fair resolution through a personal conference or a meeting between the parties involved.

FIELD STUDIES

Throughout the school year, learners will take many trips, often planned through facilitator and parent collaboration. These trips are a part of SCVi Charter School's project-based curriculum and may include walking trips, trips by private or school vehicles, and buses. Participation is a vital part of the learning process and is strongly encouraged.

A walking field trip permission slip is completed as part of the enrollment packet. Signing the form indicates you have granted your child permission to participate in SCVi Charter School's ongoing walking field trip program throughout the school year. Facilitators will not send home trip slips for each individual walking field trip.

Field Trip Permission Slips will be required for all non-walking field trips. Learners must have a permission slip on file in order to participate in a field trip.

Approved volunteers* are encouraged to accompany your child's class on a field trip, please let the facilitator know in advance. We appreciate all volunteers for trips. *See Family Expectations for information on the volunteer process.

EMERGENCY MEDICAL AUTHORIZATION

Each parent is asked to complete the Emergency Medical Authorization portion of the Enrollment/Information Form and Emergency Contact Information. These forms will include the necessary information the school must have should an emergency arise. It is extremely important that the authorization and Emergency Contact Information be fully completed.

LEARNER MEDICATIONS ASSISTANCE

If your learner requires emergency or other medications (such as an inhaler, epi-pen, or oral medication), it must be prescribed by a doctor and will be kept in a locked compartment in the front office. A parent or guardian must complete a Request for Assistance Concerning Learner Medications form prior to the learner attending classes at SCVi Charter School. This form is available in the front office or on the SCVi Charter School website at: https://ileadsantaclarita.org/

EMERGENCY PROCEDURES

DRILLS

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners.

If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent volunteer or other school staff member. These supervisors will call SCVi Charter School to provide an update and next steps.

ACTUAL EMERGENCY

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only.

When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

SCHOOL SAFETY PLAN

A Comprehensive School Site Safety Plan has been adopted at SCVi Charter School. This plan is available upon request from the school office.

PARENTS' RIGHT TO KNOW FACILITATOR QUALIFICATIONS

Parents may request the following regarding their child's facilitator(s):
- Licensure and certification information
- Emergency or provisional teaching certificate
- Educational background
- Qualifications of Instructional Aides (if applicable)

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records.

For more information on FERPA, visit the U.S. Department of Education's website at: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

SERVICES TO DISABLED PUPILS

If you have reason to believe your learner has a disability requiring special services or accommodations, please notify the school through verbal or written communication.(tell or write the school.) Your learner will be evaluated to determine whether he/she/they are eligible for free special or modified instruction or services. The school has policies guiding procedures for identification and referral. Learners identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

PUPIL FEES

SCVi Charter School is a tuition-free public school and does not have any mandated fees.

SEXUAL HARASSMENT

SCVi Charter School is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. The school strongly encourages any learner who feels that he/she/they are (is) being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another learner or adult to immediately contact his/her/their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at: (661) 705-4820.

NON DISCRIMINIATION

SCVi Charter School is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs,

services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender learners shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The School assures that lack of English language skills will not be a barrier to admission or participation in School programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact the school office at (661) 705-4820.

SAFE PLACE TO LEARN ACT

SCVi Charter School is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the district office at (661) 705-4820.

FOSTER YOUTH

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

LCFF and LCAP

The school LCAP is available for viewing on our website https://ileadsantaclarita.org/ and is updated annually.

SCHOOL ACCOUNTABILITY REPORT CARD

The school SARC is available for viewing on http://sarconline.org and is updated annually.

DRUG AND ALCOHOL/TOBACCO PREVENTION

SCVi Charter School functions as a drug, alcohol, and tobacco free workplace.

PESTICIDE USE

SCVi Charter School may utilize outside companies to control pests. If, in any given situation, non-chemical methods of pest management are ineffective and it is deemed necessary to use a pesticide during the school year, the area of application will be placarded in advance, as required by law. Parents or guardians who wish to be personally notified of any pesticide applied at SCVI Charter School, please contact the office at (661) 705-4820.

MENTAL HEALTH AND SUICIDE PREVENTION POLICY

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee shall develop preventive strategies, intervention and postvention procedures. The purpose of this policy is to protect the health and well-being of all (district?) SCVi Charter School learners by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the School, the School Director or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, learners, local health agencies, mental health professionals, and community organizations. Please contact the school office at (661) 705-4820 for more information.

SECTION 7:
COMMUNICATION

COMMUNICATION METHODS

WEBSITE

The best way to keep updated with current events and activities at SCVi Charter School is via the website: https://ileadsantaclarita.org/

MONDAY MESSAGE

Each Monday, school information and reminders are sent home via the Monday Message. You can sign up using a link on the SCVi Charter School website homepage https://ileadsantaclarita.org/

FACEBOOK

You can follow our journey at SCVi Charter

CLASS NEWSLETTERS/WEBSITE

Most facilitators/grade level teams have an informational website. Your learner's facilitator will provide this website information at Meet the Facilitator Night.

PHONE/TEXT

You will receive periodic phone calls and/or texts our automated calling system. These phone calls will contain important information and reminders. In the event of inclement weather or an emergency, we will also utilize this system. Please make sure that we have your current phone number in our system at all times.

To update your information, email: registrar@scvi-k12.org

SECTION 8:
FAMILIES AND SCVi CHARTER SCHOOL WORKING TOGETHER

FAMILY PARTICIPATION EXPECTATIONS

SCVi Charter School seeks to make education a community passion. To this end, parent participation is essential to the success of the education process. Parents are strongly encouraged to participate in the operation of the school as an integral part of the staffing and support team and with the charter staff in the development and successful completion of the individual learning plan for your child.

It is because of families like you that we are able to offer such a unique program for our children here at SCVi Charter School.

Volunteering and participation are always optional. We do strongly encourage participation in order to foster the home-school connection and work tirelessly to create a culture where families feel welcome to come onto campus often, but of course, we understand that is not an option for every family. If possible, families are asked to participate 40 hours per year, which works out to 1 hour per week or 4 hours per month. These hours can be earned through a variety of opportunities intentionally designed to accommodate a range of schedules and ability to participate, including classroom volunteering, operational / facilities assistance, relevant professional expertise, administrative tasks or by attending Parent University workshops and seminars.

See the Volunteering page for a list of volunteer needs, and watch the Monday Message for current volunteer needs at: ileadsantaclarita.org/scvi-families/volunteering/

Families having difficulties meeting the participation commitment should contact volunteers@scvi-k12.org

Hours completed off campus or by learner volunteers can be emailed to volunteers@scvi-k12.org

EXAMPLES OF FAMILY VOLUNTEER WORK
- In-class support as an educator aide
- Adult workshops – parents teaching other parents
- Outside research in support of specific school projects
- Driving on field trips (must register as driver)
- Organizing a community service project for learners
- Supervising at the school – lunch periods, recess, before school
- Operation support – maintenance of the campus
- Hosting an activity in your home or business

NOTE: All volunteers working with children must have a current TB test on file which are valid for 4 years, as well as a LiveScan criminal background check. LiveScan screenings are valid for the full duration of stay at the school. LiveScan can be obtained at various LiveScan locations and could take up to 2 weeks to clear. Please

see the SCVi Charter School website at https://ileadsantaclarita.org/ for a list of locations as well as the necessary LiveScan paperwork.

RECORDING VOLUNTEER HOURS

All volunteers should record their volunteer hours into the Check In system located in the SCVi Charter School lobby. Hours completed off-campus can be forwarded to volunteers@scvi-k12.org

TRADITIONS

At SCVi Charter School we have several traditions in place. These are the traditions which we consider our cornerstone events:

- Multi-Cultural Feast (Fall)
- Winter Production (Winter)
- Spring School Community Event (ex. Art Festival, Back Yard Bash, School Carnival)

You will be notified of the exact dates for these events, as well as other learning displays and community building events in the Monday Message or via the Events Calendar on the SCVi Charter School website. https://ileadsantaclarita.org/

ANNUAL FAMILY GIVING

Annual Family Giving is a tradition at many charter schools in California. As a charter school, SCVi Charter School receives significantly less per child funding from the state than a traditional school would get. In addition to reduced funding, SCVi Charter School directly pays the lease for our buildings.

The SCVi Charter School Annual Family Giving Campaign donations directly benefit every learner by providing hands-on curricula, state-of-the-art technology, field trips, college visits, art materials, professional development, and the day-to-day operating expenses that are not funded by the state of California.

Annual Family Giving Campaign is an important part of strengthening your child's school as well as demonstrating our collective commitment to SCVi Charter School. While family giving is voluntary, our school expenses are mandatory, and no financial gift is too small.

SECTION 9:
GOVERNANCE

HISTORY

SCVi Charter School's Governing Board is comprised of community leaders passionate about providing innovative educational opportunities within the Santa Clarita Valley. Each of these Board members came to SCVi Charter School with the vision and ability to create and maintain a successful school. For a list of current board members, please visit https://ileadsantaclarita.org/.

SCHOOL GOVERNANCE

SCVi Charter School is governed by a California public benefit corporation with IRS 501c3 tax-exempt status. The school is subject to the Bylaws of the corporation. While SCVi Charter School's charter authorizing agency is the William S. Hart Unified School District, we are self governed, manage our own operations and maintain our own board of directors.

The listing of the current SCVi Charter School Board of Directors can be found on the SCVi Charter School website:https://ileadsantaclarita.org/

Decisions made by the Board will be on a majority basis. The Board will oversee SCVi Charter School's policies and operations, and will receive regular reports on the school's academic, financial, and operational progress.

Governing board meetings are open to the public and generally regularly on the campus of SCVi Charter School. Meeting notifications are posted on campus prior to the next scheduled Board meeting. Recorded minutes from past meetings are available upon request from the School Administrative office.

SCVi Charter School is an innovative public charter school organization that works closely with our learners, families and communities to develop leaders for the 21st century. We do so through a rigorous, project-based curriculum, which gives a great deal of voice and choice to our learners. We feel that our schools are on the forefront of project-based learning which is giving our children the skills to thrive, not only in the future, but to be active members of their community today. We thank you for joining us on this journey.

Appendix H

RESTATED ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the president and the secretary, respectively, of Santa Clarita Valley International School, a California corporation.

2. The Articles of Incorporation of this corporation are amended and restated to read as follows:

I.

The name of the corporation is Santa Clarita Valley International School ("Corporation").

II.

A. This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this Corporation is to operate a public charter school.

III.

A. The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 as amended (the "Code").

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

C. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

D. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

-1-

E.   It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly. In the event the Corporation is determined to be a private foundation within the meaning of section 509 of the Code, then during such period:

(i)   The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax or undistributed income imposed by section 4942 of the Code.

(ii)   The Corporation shall not engage in any act of self-dealing, as defined in section 4941(d) of the Code.

(iii)   The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code.

(iv)   The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code.

(v)   The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Code.

IV.

Upon the dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the applicable court in the county which the principal office of the Corporation is then located, exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

V.

Subject to the provisions of the Nonprofit Public Benefit Corporation Law of the State of California, and any limitations in these Articles or the Bylaws of the Corporation relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

Except as otherwise provided herein, all conditions, qualifications, requirements, privileges and regulations regarding the board of directors of this Corporation, including voting rights if any, shall be fixed and governed by or pursuant to the Bylaws of the Corporation.

VI.

The authorized number and qualifications of members of the Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof shall be set forth in the Bylaws of the Corporation.

VII.

The Corporation is authorized to indemnify its agents (as defined in section 5238 of the California Nonprofit Corporation Law) to the fullest extent permissible under California law.

3. The foregoing amendment and restatement of Articles of Incorporation has been duly approved by the board of directors.

4. The foregoing amendment and restatement of Articles of Incorporation has been duly approved by the required vote of the 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: 12-12- , 2016

_____
Amber Raskin, President

_____
_____, Secretary

Appendix
I

RESOLUTION NO. 2019.2020.2

RESOLUTION OF THE BOARD OF DIRECTORS OF SANTA CLARITA VALLEY INTERNATIONAL SCHOOL AUTHORIZING THE ADOPTION OF A CONFLICT OF INTEREST CODE AND CERTAIN OTHER ACTIONS RELATED THERETO

WHEREAS, Santa Clarita Valley International School ("SCVi"), as a California nonprofit public benefit corporation that operates a public charter school, is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300;

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. § 18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700s, Statement of Economic Interests; and

WHEREAS, SCVi desires to adopt a Conflict of Interest Code adopting and incorporating the FPPC Model Code by reference.

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

Section 1.   A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.

Section 2.   The Director of Operations and Culture ("School Director") or designee is directed to seek preliminary review of the Conflict of Interest Code by the code reviewing body and is authorized to make amendments to the Code as requested by the code reviewing body.

Section 3.   After receiving preliminary review from the code reviewing body, the School Director or designee is directed to notify any individuals who will hold "designated positions" under the Conflict of Interest Code by providing them with a copy of the Code.

Section 4.   After providing notice to individuals designated in the Conflict of Interest Code, the School Director or designee is directed and authorized to submit a copy thereof and any other required documents or information to the code reviewing body for final approval.

Section 5.   This resolution shall take effect immediately upon its adoption.

SECRETARY'S CERTIFICATE

I, T e r e s a S w e e t l a n d - H i l d, Secretary of the Board of Directors of Santa Clarita Valley International School, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Santa Clarita Valley International School, which was duly held on the 18 day of September, 2019, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES: 5

NOES:

ABSTAIN:

ABSENT:

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

WITNESS my hand this 18 day of September, 2019.

Secretary
Santa Clarita Valley International School

EXHIBIT A

[Conflict of Interest Code]

CONFLICT OF INTEREST CODE
SANTA CLARITA VALLEY INTERNATIONAL SCHOOL

1.   Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Santa Clarita Valley International School, a California nonprofit public benefit corporation ("Corporation"), is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) that contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2.   Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation ("Code"). This Code shall take effect when approved by the Los Angeles County Board of Supervisors.

3.   Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. § 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Los Angeles County Board of Supervisors. Original statements for all other designated employees shall be retained by the Secretary. All retained statements shall be available for public inspection and reproduction (Gov. Code § 81008).

APPENDIX TO
CONFLICT OF INTEREST CODE OF
SANTA CLARITA VALLEY INTERNATIONAL SCHOOL

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Santa Clarita Valley International School, a California nonprofit public benefit corporation ("Corporation"). (Gov. Code, § 83114; 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code, § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

I.

Designated Employees

Designated Positions	Disclosure Categories
Members of the Board of Directors	1, 2
President	1, 2
Treasurer	1, 2
Secretary	1, 2
Director of Operations and Culture	1, 3
Lower School Director	3
Consultants/ New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the Code, subject to the following limitation:

> The President or designee may determine in writing that a particular consultant/ new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's/ new position's duties and, based upon that description, a statement of the extent of

disclosure requirements. The President's or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this code. (Gov. Code, § 81008.)

II.

Disclosure Categories

Category 1
Designated positions assigned to this category must report:

All interests in real property which are located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

Category 2
Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by Corporation.

Category 3
Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position's department. For the purpose of this category, the department of the Director of Operations and Culture and the Lower School Director is his or her entire school site.

Policy Category	Governance
Policy Name	Conflict of Interest Policy
Table of Contents #	
Board Approval Date	**12/12/16**
District Required	Yes_____ No_____
Committee Names	**Raskin, Legal Counsel**

CODING

CMO_SUGGESTED_____
SCV_DRAFT_____
SCV_APPROVED_____

Secretary Initials_____

CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

Section 1.   PURPOSE. The purpose of this conflict of interest policy ("Policy") is to protect Santa Clarita Valley International School's ("School") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the School or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to charter schools.

ARTICLE II
DEFINITIONS

Section 1.   INTERESTED PERSON.   Any director, officer, or member of a committee with Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.   FINANCIAL INTEREST. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

a) An ownership or investment interest in any entity with which the School has a transaction or arrangement;

b) A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement; or

c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the governing Board decides that a conflict of interest exists.

ARTICLE III
PROCEDURES

Section 1.   DUTY TO DISCLOSE. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors considering the proposed transaction or arrangement.

Section 2.   DETERMINING WHETHER A CONFLICT EXISTS. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall recuse him/herself, and leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining financially disinterested Board members shall decide if a conflict of interest exists.

Section 3.   PROCEDURES FOR ADDRESSING THE CONFLICT. The procedures for addressing the conflict of interest are:

a) An interested person should disclose his/her potential conflict of interest at the Board meeting. Then he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b) The Board President shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c) After exercising due diligence, the Board shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4.   VIOLATIONS OF THE POLICY. Violations of the conflict of interest policy include:

a) If the Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV
RECORDS OF PROCEEDINGS

Section 1.   RECORDS OF PROCEEDINGS. The minutes of the Board shall contain:

a) The names of persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V
COMPENSATION

Section 1.   COMPENSATION. A member of the Board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

*   *   *   *   *

The ___SCVi___ Board of Directors hereby adopts this Conflict of Interest Policy, which shall apply to all Board members, officers, candidates for membership and office on the Board, and committee members with governing Board delegated powers.

Date: ___12/12___, 2016
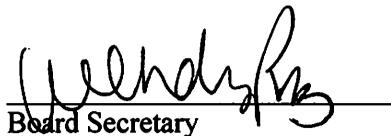
_____
Board Secretary

Appendix J

CERTIFICATE OF LIABILITY INSURANCE

ACORD®

DATE (MM/DD/YYYY)
9/20/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Arpi Suleymanyan	
Arthur J. Gallagher & Co. Insurance Broker of CA, Inc. LIC #0726293 505 N Brand Boulevard Suite 600 Glendale CA 91203	PHONE (A/C, No, Ext): 818-539-1459	FAX (A/C, No): 818-539-1759
	E-MAIL ADDRESS: arpi_suleymanyan@ajg.com	

	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURED Santa Clarita Valley International School 28060 Hasley Canyon Rd. Castaic, CA 91384	INSURER A : United Educators Ins	10020
	INSURER B : NOVA Casualty Company	42552
	INSURER C : Hartford Fire Insurance Company	19682
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES CERTIFICATE NUMBER: 1479696327 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY			Z76-51I	7/1/2019	7/1/2020	EACH OCCURRENCE	$ 1,000,000
	☐ CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:						EMPL BENEFIT	$ 1,000,000
B	AUTOMOBILE LIABILITY			CF1-ML-10002637-00	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	X OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N		N / A	72WEOY4H2Y	7/1/2019	7/1/2020	X PER STATUTE ☐ OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ (Mandatory in NH)						E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Proof of Coverage

CERTIFICATE HOLDER	CANCELLATION
Proof of Coverage	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

ACORD 25 (2016/03)   The ACORD name and logo are registered marks of ACORD

Appendix K

iLEAD Schools

FREE TO THINK. INSPIRED TO LEAD.
iLEADSCHOOLS.ORG   SERVING GRADES K-12

iLEAD
SCHOOLS

Comprehensive
School Site Safety Plan

SCVi Charter

Developed 11/2015
Site Revision 2018
By: Joshua Van Houten

Table of Contents

Signatory Page

iLEAD Schools Emergency Operations plan has been completed and approved through a collaboration of efforts in the community, including:

Nicole Padovich
Operations Director and Upper School
SCVi

Farnaz Kauffman
Head of School
SCVi

Nessa Roffredo
Lower School Director
SCVi

Tina Toval
Leadership Resident
SCVi

Malaka Donovan
Innovations Studios Coordinator
SCVi

April Cauthron
Director of Facilities, iLEAD

School Information

School Address: 28060 Hasley Canyon Road, Castaic, CA 91384

Phone Number: **Little iLeaders**   **(661) 383-0400**
                  Lower School   **(661) 705-4820**
                  Upper School   **(661) 705-8420**

Email Address: **leadership@scvi-k12.org**

Director of Operations: Nicole Padovich (nicole.padovich@scvi-k12.org)

Office Manager: Little iLeaders - Cristine Brown christine.brown@scvi-k12.org
                     Lower School - Colleen Shanahan colleen.shanahan@scvi-k12.org
                     Upper School - Lori Garden lori.garden@scvi-k12.org

Facilities: Adam Kaufman - adam.kaufman@ileadschools.org

School Nurse: Carolina Jimenez - carolina.jimenez@scvi-k12.org

Emergency Operations Organizational Plan

2017-18

Address: 28040-28080 Hasley Canyon Road
Castaic, CA 91384

Phone number: Little iLeaders   **(661) 383-0400**
Lower School   **(661) 705-4820**
Upper School   **(661) 705-8420**

Personnel

Staff Roles	Report To	Assigned Roles
Incident Commander	Designated Command Center (or as directed by situation)	Nicole Padovich **Alt:** Farnaz Kauffman **Alt:** Tina Toval
- IC Secretary	Designated Command Center (Stay with IC)	Nessa Roffredo **Alt:** Donna Wood
Parent Communication Updates	Designated Command Center	Kris Nilsen **Alt:** Colleen Shanahan
- Internal Communications	Designated Command Center	Tina Toval Alt:
- Press Relations Officer	CC and/or Reunification Site	April Cauthron Alt: Charlene Spiteri
- Family Communications Officer	Reunification Site	SCVi School Rep/ISD Rep
- First Responder	Designated Command	Ken Erenberg

Liaison	Center	Alt: AJ Moosa
Staff Liaison - Little iLEADERS	Designated Command Center	Amber Curiel - TK/K/1 Candice Butera - Preschool Alt: Megan Courtney
Staff Liaison - Lower School	Designated Command Center	Alan Kingsley Alt: Casey Blaszczyk
Staff Liaison - Upper School	Designated Command Center	Michael Dub Alt: Cheryl Sena
Medical/First Aid	Lower School Office or as directed by Command Center (CC)	Carolina Jimenez Alt: Michelle Vasquez
Security/Area Safety	Lower School Front Desk or as directed by Command Center (CC)	AJ Moosa Alt: Keith Faulkner
- Search and Rescue	Lower School Front Desk or as directed by Command Center (CC)	LiL - Paola Santiago LS1st floor - Chris Jackson LS 2nd floor - Ben Thomas US - Ingrid Moon
Facilities Liaison	Begin Duties as directed, then report to CC	Adam Kaufman Alt: Nico
Mental Health	Lower School Front Desk or as directed by Command Center (CC)	Malaka Donovan Erika Cedeno Kelly Mehr
Facilitators in Classrooms	Classroom assignments or evacuation site	Roster in Appendix B
Reunification/Learner	Where: If on campus - in	Lori Garden, April

Check-out Site	front of Upper School, if off campus - Hasley Canyon Park until we have secured another site (April Cauthron)	Cauthron, Anita Kornick, Kenchy Ragsdale
- *Reunification Liaison*	Where: If on campus - in front of Upper School, if off campus - Hasley Canyon Park until we have secured another site (April Cauthron)	Gris Ibarra Alt: Cheryl Sena
- *Family Communications Officers (Team)*	Where: If on campus - in front of Upper School, if off campus - Hasley Canyon Park until we have secured another site (April Cauthron)	(ISD) Danijela Kuric

iLEAD Schools Vision

It is the vision of iLEAD schools to provide a safe learning environment for all of our learners, staff and families. It is our goal to provide a safe learning space, where families feel comfortable leaving their learners for the day, knowing they will be protected and kept safe. It is a place where learners feel welcomed and comfortable. A place where learning is the focus and safety is not a concern.

Introduction

A. Purpose of the Plan

The Purpose of the iLEAD Schools Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining responsibilities and duties of all iLEAD Schools and its employees. Developing, maintaining and exercising the plan empowers employees to respond quickly and knowledgeably in the case of an incident or an emergency. The plan identifies the roles for all staff, faculty, learners, and other key stakeholders including their respective responsibilities before, during, and after an incident. This plan provides parents and other community members with assurance that iLEAD Schools has developed and established guidelines and procedures to respond to an incident or a hazard in an effective way.

The developed guideline and procedures for dealing with existing and potential learners and School/Studio incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to prevent, prepare for, respond to, and recover for an incident. Staff and volunteers have be trained to assess the seriousness of an incident and respond according to these procedures and guidelines. iLEAD Schools regularly schedules Professional Development for Staff.

B. Scope of the Plan

iLEAD Schools Emergency Operations Plan outline the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazards and vulnerability and responses/recovery.

1. **Definitions**

Incidents: An incident is an occurrence- natural, technological, or human caused-which requires a response to protect life and/or property. The School/Site Director, shall have the authority to determine when an emergency has occurred and to implement procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harms to Learners, Personnel, and/or facilities. Hazards include, but are not limited to natural, technological, and human caused incidents. Hazards may require an interagency response involving Law Enforcement, and/or Emergency service agencies, depending on the size and scope of the incident.

C. Situation Overview/Hazard Analysis Summary
1.School Population
a. General Population

iLEAD School's current enrolment is approximately 750 Learners, located in one two story building located on campus. These Learners are supported by a committed staff consisting of:

A Master schedule of where classes, grade level, and staff are located during the day is located inside the main office. The Master Schedule is also located in Appendix A as a reference.

b. Special Needs population

iLEAD Schools is committed to the safe evacuation and transport of Learners and Staff with Special Needs. The Special Needs populations includes Learners and Staff with
- Limited English Proficiency
- Blindness/Visual Deficiency
- Cognitive or Emotional Disabilities

- Deafness or Hearing loss
- Mobility/physical Disabilities (permanent/temporary)
- Medically fragile health (Asthma, diabetes, severe allergies)

The School/Studio current enrollment of Learners/ Staff with special needs may fluctuate. Learners/Staff may require special or additional assistance if they are temporarily on crutches, wearing a cast etc.

iLEAD Staff has been trained and assigned to assist Learners/Staff with Special Needs during drills, exercises, or and incident. These Staff members have been designated and a list of their assignment and locations can be found in Appendix B.

2. Building Information:

iLEAD is located on a 2.5 acre lot which includes 7 buildings located on Hasley Canyon Road. All Classes take place in 6 different buildings in upper, lower, and Little iLEADERS.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous material storage, and utility shut offs is located in Appendix C. All Staff members are required to know of all of the locations of these items, as well as how to operate the utility shutoffs.

3. Preparedness, Prevention, and Mitigation Overview:

Preparedness is achieved by a continual cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective actions. Continued preparedness efforts require coordination among all of those who are involved in emergency management, and incident response activities. iLEAD schools' goal is to foster preparedness for an incident at all levels including; Learners, Parents, and Staff.

Examples of preparedness actions include, maintaining Emergency Operations Plan (EOP), conducting regular trainings, planning and implementing regular drills and exercises.

Prevention includes actions to avoid an incident, or to intervene to stop an incident from occurring. iLEAD Schools is committed to taking proactive prevention measure wherever possible to protect the safety and security of its learners and staff. There are security Systems are in place to provide a greater level of protection for our Learners and Staff. In addition iLEAD Schools require all volunteers to be cleared through a background check procedure, and guests are required to display an identification badge.

Mitigation includes activities to reduce the loss of life, or minimize the loss of property damage caused by a natural disaster, and/or a human caused disaster by avoiding or lessening the impact of a disaster and providing value to the public by providing a safe community. iLEAD School has taken precautions to reduce or eliminate the adverse effects of a natural, technological, and human caused hazard on people or property.

D. Planning Assumption and Limitations
1. Planning Assumptions

Stating the planning assumptions allows iLEAD Schools to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:
- The School Community will continually be exposed to and subject to hazards outlined in the Hazard Analysis Summary, as well as lesser hazards and those which may develop in the future.
- A major disaster could occur at any time as well as at any place. In many cases dissemination of warning to the public and implementation of increase readiness may be possible; however some incidents occur with little to no warning.

- A single site incident (e.g., a fire, water main break) may occur at any time without warning, and the staff of the location affected cannot wait and should not wait for direction or instruction from local response agencies. Immediate action is required to help prevent the loss of life and/or property.
- After a major catastrophic incident, the School/Studio should be prepared to rely on its own resources to be self-sustaining for up to 48 hours.
- There may be a number of injuries of varying degree of seriousness to staff, learners, or volunteers. Rapid and appropriate response and treatment of these injuries will reduce the amount and severity of the injuries.
- Outside assistance from local fire departments, Law Enforcement, and other emergency personnel, may be available in the most serious emergencies. Because it takes time and coordination to notify outside agencies of the request for assistance, it is imperative the School/Studio be prepared to carry out the initial incident response until emergency personnel respond to the incident scene.
- Proper prevention and mitigation action, such as creating a positive learning environment, and conducting regular fire inspections and safety inspections, will prevent or reduce incident related loss.
- Proper maintenance of the School/Studio EOP and providing frequent opportunities for stakeholders (Learners, staff, parents, first responders, etc.) to exercise the plan can improve the School/Studios readiness to respond to an incident.
- A spirit of Volunteerism among School/Studio employees, learners, staff, and parents will result in their providing assistance and support to incident management efforts.

2. Limitations:

It is the policy of iLEAD Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and staff may become overwhelmed by the

incident or the emergency, iLEAD Schools can only endeavour to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. Concepts of Operations

A. General Information

This disaster plan has been prepared in compliance with California Administrative Code Title 5, Education Code Section 560 and the California Government Code 8607 California Standardized Emergency Management System (SEMS). Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used to school planning and training.

Key Responsibilities of a successful Safety Plan

The Director of each school or his/her designee will maintain a site specific School Disaster Plan based on the District Disaster Plan (SEMS). The staff of each school must be familiar with the emergency response procedures. All staff members will be trained to meet emergencies and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters.

> *Each school site will use the INCIDENT COMMAND SYSTEM when responding to an emergency.*

More than likely, the site Director/Designee will activate the School's Emergency or Crisis Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community. When the Emergency Crisis Plan is activated, staff will follow an Incident Command System (ICS). ICS is an organizational structure

used by all emergency responders in the State of California when responding to an incident.

ICS ensures centralized direction and coordination. Under ICS, one person (the Command Post/Team Leader) is in charge of the emergency at the school site. The Command Post/Team Leader has full authority to command and direct resources. The site Director/Designee is typically the Command Post/Team Leader.

Depending on the nature and scope of the emergency, the site Director/Designee may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics and Finance and Administration. If the situation warrants, the Director/Designee can perform any or all five functions.

Each site Director shall assign staff assignments according to the five SEMS functions:

III. Organization and Assignment of Responsibilities

A: Command Center Roles

Job Description: This is the team that will coordinate and initiate the Emergency Plan. This team manages and directs emergency response activities on the campus and coordinates with off campus staff and Law Enforcement throughout the process.
Team Roles & Responsibilities are as follows:

1. **Incident Commander:** Responsible for emergency operations to ensure the safety of learners, staff and others who are on campus. Makes decisions and initiates plan procedures when and as needed.
   a. Assess the emergency or threat and the impact it presents to the learners, staff, school property, and surrounding area.
   b. Activate and manage emergency plan, and activate Incident Command System.
      i.   Decide to stay in place or evacuate
   c. Order outside emergency services
   d. Establish an Incident Command Post
   e. Establish and communicate a plan for action.
   f. Provide status updates as needed.
   g. Debrief emergency response team leaders.
   h. Release staff members as appropriate

i. Declare end of emergency-initiate recovery if appropriate.

j. Remain in charge of the incident on the campus until relieved by Fire or Law Enforcement Personnel.

2. **Public Communications Officer:**

    a. May make critical call (911)

    b. Authorize any release of public information with the school commander's approval.

        i. Use pre written emails (in appendix)

    c. Use walkie talkies

    d. Use of school records systems - Pathways and Emergency Cards

    e. Manage email/text/phone calls

    f. Manage site phones

    g. Maintain records of event

    h. Coordinate with iLEAD ISD personal to assimilate information for media.

    i. Establish on-site or nearby media area.

    j. Coordinate message that learners and facilitators can share on social media.

3. **Security/Area Safety:**

    a. Secure building & monitor exits.

    b. Coordinate building searches.

    c. Activate and manage Sweep Team

    d. Activate and manage Search and Rescue Team.

    e. Coordinate site check and security with Facilities Officer.

    f. Set up various staging areas (Sanitation, feeding etc)

    g. Coordinate shut off all utilities to each building

    h. Block off unsafe areas

     i. Interface with emergency service agencies

     j. Communicate with commander.

4. Facilities Liaison:

     a. Shut down utilities and valves as required.

     b. Secure building & monitor exits.

     c. On site traffic control.

     d. Coordinate site check and security with Securities Officer.

     e. Set up various staging areas (Sanitation, feeding etc)

     f. Retrieve Emergency Supply Kits and bring to staging area

     g. Coordinate Shut off to all utilities to each building

     h. Communicate with School Commander

     i. Retrieve Emergency Supply Kits and bring to staging area.

     j. Coordinate rooftop access for visual assessment and monitoring, if needed.

     k. Assist with Search and Rescue if needed

     l. Set up hygiene/sanitation stations

5. Medical/First Aid:

     a. Coordinate medical aide.

     b. Triage multiple victims.

     c. Administer immediate first aid.

     d. Determine need of additional medical staff.

     e. Identify victims.

     f. Provide staff to accompany victims.

6. Staff Liaison:

     a. Point person for staff questions and disseminating information.

     b. Ensure that areas with learners have staff member coverage.

     c. Keep school commander informed.

     d. Communicate with each team including Little iLeaders.

e. Report staff inquiries and staff reports.

f. Assist with staff meeting.

g. Schedule breaks or relief of staff if needed

h. Re-assign staff as needed, and make arrangements for additional support

7. **Family Communications Officer:**

a. Share EOP at PAC/PAL meeting

b. Coordinate Learner release and pick-up

c. Make contact with PAC/PAL representative.

d. Organize parent debriefs

e. Sign in volunteers and assign to stations as needed

f. Determine whether additional supplies, equipment, personnel is needed.

  i. Report to plan monitor

g. Coordinate volunteer efforts, donations and supplies.

h. Make arrangements for transportation of food, supplies and lodging of personnel.

8. **Plan Monitor/Logistics:** Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status boards, report/update Team Leader.

a. Assist Team Leader/School Commander

b. Collect all information pertinent to the incident (internal and external)

c. Open disaster containers and maintain emergency kits

d. Distribute supplies, kits, etc.

  i. Guarantee teams have enough supplies/maintain emergency kits.

e. Analyze information for potential impacts or changes.

f. Prepare updates and status reports.

g. Manage and update staff assignment boards & schedules.

h. Update Emergency Plan as needed.

i. Monitor Schedules

j. Document all supplies redirected for use during the emergency.

k. Document all personnel time redirected to the emergency (Number of hours and job description during the emergency).

l. Check with Section Chiefs to determine if additional supplies will be need to be purchased for use during the emergency.

m. Purchase all required items.

n. Document all activities.

9. **Mental Health:** Ensure & coordinate addressing needs for the mental health of staff, parents, & learners.

    a. Make arrangement for additional support.

    b. Assess learners emotional needs.

        i. Coordinate Mental health counseling.

            1. Establish Location for Counseling

                a. Coordinate/Assign staff and /or volunteers for counseling

            2. For Staff

                a. Ensure Staff are receiving breaks or support as needed.

                b. Coordinate lodging or emergency transportation if needed.

            3. For Learners

                a. Assess learners emotional needs

b. Coordinate a learner messenger system, Active learner debriefing plan.

c. Coordinate lodging or evacuation transportation if needed.

4. For Parents/Families

a. Coordinate a family messenger system (Parent Square) and implement an active learner debriefing plan.

c. Re-assign staff as needed, make arrangements for additional support.

i. Coordinate with Plan Monitor/Parent Liaison for access or request for additional resources.

10. **Reunification/Learner Check-out**

a. Coordinates the reunification of families including on relaying family communication from Command Center, checking emergency cards, and checking out learners at the end of the incident, if dismissal is ordered by incident commander

B: Each Sites Emergency Disaster Plan Components:

- **An evacuation route map.**
- **A disaster map showing the location of <u>disaster supplies, learner checkout station, first aid area, morgue, and emergency sanitation area.</u>**
- **Current employee assignments during the emergency** (Command post team, first aid team, search and rescue teams)

- **Learner and employee system and forms.**
- **Learner checkout procedures and forms.**

Command Post

1. **Introduction**
    a. The command post shall consist of the "management staff", which consist of representatives, as designated in the Emergency Operations Directors Section at the beginning of this plan, including:
        - Incident Commander (includes Incident Commander Secretary)
        - Public Communications Officer
        - Staff Liaison
        - Medical/First Aid
        - Security/Area Safety
        - Search & Rescue
        - Mental Health
        - Facilities Liaison
        - Family Communication Officer
        - Reunification/Learner Check Out
        - Plan Monitor
    b. The command post will provide direction to all teams and act as a center for communication.
    c. The command post will be the main point of contact for all emergency personnel (Police, Fire, or other agencies).
        i. An Incident Commander shall be pre-established prior to an emergency occurring.
            1. The Incident Commander will provide all direction to support staff.
            2. The Incident Commander's main focus will be the maintaining order, and the safety of learners and staff.

3. The Incident Commander will have a secretary by their side at all times.
   a. The secretary's primary responsibility is to record all notifications, decisions, and notable information which is provided.
      i. The secretary will record the date, time, names, locations, etc.
      ii. The secretary will document all information which is passed on.
4. A predetermined staff member shall be assigned to provide information to emergency personnel (often times this will be a member of the maintenance team, or facilities team).

ii. **Public Communications Officer:** A member of the command staff will be predetermined to handle all communication including:
   1. The person in charge of all radio communication will provide orders to response teams given by the Incident Commander
   2. Press Relations Officer
      a. A predetermined person shall be established to provide information to the media as needed.
         i. This person needs to remain informed of the incident as it develops.
         ii. This member's needs to be confident and comfortable in front of the camera or in an interview.
            1. This member should understand confidentiality and be aware of what information to release.

iii.   **Facilities Liaison:** This individual is responsible to provide maps, keys, and any additional information emergency personnel may request in regards to the building.

iv.   **Security/Area Safety:** This person should be equipped with a detailed map of the site.

    1. The map should contain, shut off valves (Gas, water electric).

      a. It should provide locations of emergency equipment, or rooms which possess a safety concern (science labs which contain gas, maintenance rooms where combustibles may be located)

    2. This individual also should be responsible for monitoring the radio and documenting where the trapped, injured, or suspect are located.

V. **Search and Rescue:**

    a. This team serves a very important part in the case of an emergency. The sweep team is comprised of 2 to 4 person and 4 teams. The teams are responsible for covering the campus in a predetermined pattern. After the evacuation is complete, the sweep team will do a search of the campus for those who may be trapped, injured, or missing.

    b. The search and rescue team will then notify the command post of the location of the trapped or injured via handheld radios. The search and rescue team will mark the location with designated marking or tag to provide the rescue teams with a clear

locations (ex. paint on the doors, or ground around the trapped or injured.)

    c. The search and rescue team will provide immediate care and reassurance, but will continue the sweep and search for additional victims.

Vi. **Medical/First Aid:**

    3. Predetermine a first aid team. Team members shall hold a current First aid/CPR certification. A leader should be designated prior to an emergency occurring. The leader will act as the triage person. A mobile first aid center shall be a mobile unit. Team members shall be equipped to provide first aid for several days if needed. All first aid supplies shall be fully stocked at all times.

        a. Preparation

           i. Make sure all members certifications remain up to date.

    4. Know the location of all first aid kits.

        a. Keep all first Aid supplies fully stocked and current (Month checks should be conducted)

    5. Activate Triage, and administer first aid supplies

    6. Supervise use and distribution of first aid supplies

    7. Keep the command post updated on injuries

8. Assist emergency service personnel

9. Team members will initially be mobile. They will scan the area and provide care as needed. Team members will assist the injured to the designated Health center, if they are able to be moved.

10. The primary responsibility of the school nurse is to provide medical aid to those who are at the command post.

11. A medical station shall be set up where the injured can receive medical treatment, and medical personnel can respond and bring and treat the injured.

Vii. Financial Advisor (Incident Commander)

12. A financial Advisor who is authorized to provide payment shall be on site.

13. The financial advice will remain on site to provide payment for supplies needed during the duration of the emergency.
    a. Necessary expense are:
        i. Food, water, medical supplies, emergency equipment, etc

Security

Introduction

a. These teams serve a very important part in the case of an emergency. The sweep team is comprised of 2 to 4 person and 4 teams. The teams are responsible for covering the campus in a predetermined pattern. After the

evacuation is complete, the sweep team will do a search of the campus for those who may be trapped, injured, or missing.

b. The Sweep team will then notify the command post of the location of the trapped or injured via handheld radios. The sweep team will mark the location with designated marking or tag to provide the rescue teams with a clear locations (ex. paint on the doors, or ground around the trapped or injured.)

c. The sweep team will provide immediate care and reassurance, but will continue the sweep and search for additional victims.

Search and Rescue

1. Introduction

   a. A team of 2-4 personnel shall be established to provide medical aid, and rescue those who are trapped.

   b. The Search and Rescue team will consist of members who are medically trained.

   c. The responsibility of the Search and Rescue team is to respond to areas where the sweep team has identified trapped or injured.

   d. The Search and Rescue team will provide immediate medical treatment to those who require treatment.

      i. If possible to escort the injured to the command post, the Search and Rescue team will coordinate with and available team to have

the injured escorted to the command post medical for further treatment.

ii. The medical team will take over and complete triage those who are injured and tend to those who are most severely injured fist.

    1. This is where the rescue team and sweep team will have a "colored code" developed for severity of injuries. (Appendix C)

iii. The Search and Rescue team will also assist in the rescue of those who are trapped.

    1. If the trapped individual can be safely removed, without causing further injury.

    2. If trapped can not be moved safely, provide treatment if possible.

        a. Mark the area as "trapped"

        b. Radio Command post with location of the trapped

Emergency Response Team General Duties - updated February 2018

Incident Commander	Designee **Nicole Padovich** Alternate **Farnaz Kauffman** Alternate **Tina Toval**	• Assess the emergency or threat and the impact it presents to the learners, staff, school property, and surrounding area. • Activate and manage emergency plan, and activate Incident Command System. • Decide stay in place or evacuate • Order outside emergency services • Establish an Incident Command Post • Establish and communicate a plan for action. • Provide status updates as needed. • Debrief emergency response team leaders. • Release staff members as appropriate • Declare end of emergency-initiate recovery if appropriate. • Remain in charge of the incident on the campus until relieved by Fire or Law Enforcement Personnel. • Evacuation Transportation Coordinator
Incident Command Secretary	Designee **Nessa Roffredo** Alternate **Donna Wood**	• Record all notifications, decisions, and notable information which is provided. ○ The secretary will record the date, time, names, locations, etc. • Maintain record of events
Public Communications Officer	Designee **Farnaz Kauffman** Press Designee **Farnaz Kauffman** Alternate **Kris Nilsen Front Desk Staff**	• May make critical call (911) • Authorize any release of public information with the school commander's approval. • Use pre written emails • Use Intercom/or paging system • Use of school records systems • Manage email/text/phone calls • Manage phones (Front Desk Staff) • Work with Regional Public Information Officer • Coordinate with iLEAD ISD personal to assimilate information for media. • Establish on-site or nearby media area.

		• Coordinate message that learners and facilitators can share on social media.
Medical/First Aid	**Designee** **Carolina** **Jimenez** **Alternate**	• Coordinate medical aide • Triage multiple victims • Administer immediate first aid • Determine need for additional medical staff • Identify victims (if needed) • Provide staffing to accompany victims.
Security/Area Safety	**Designee** **AJ Moosa** **Alternate** **Keith** **Faulkner**	• Secure building & monitor exits. • Coordinate building searches. • Activate and manage Sweep Team • Activate and manage Search and Rescue Team. • Coordinate site check and security with Facilities Officer. • Set up various staging areas (Sanitation, feeding etc) • Coordinate Shut off all utilities to each building • Block off unsafe areas • Interface with emergency service agencies • Communicate with commander.
Facilities	**Designee** **Adam** **Kauffman** **Alternate** **Nico**	• Shut down utilities and valves as required. • Secure building & monitor exits. • On site traffic control. • Coordinate site check and security with Securities Officer. • Set up various staging areas (Sanitation, feeding etc) • Retrieve Emergency Supply Kits and bring to staging area • Coordinate Shut off all utilities to each building • Communicate with School Commander • Retrieve Emergency Supply Kits and bring to staging area. • Coordinate rooftop access for visual assessment and monitoring, if needed. • Coordinate lodging or evacuation transportation if needed. • Assist with Search and Rescue if needed • Set up hygiene/sanitation stations

		• Provide food if needed. • Purchase all required items.
Staff Liaison	**Little iLeaders** **Amber Curiel** **Alternate** **Megan Courtney** **Lower School** **Alan Kingsley** **Alternate** **Casey Blaszczyk** **Upper School** **Cheryl Sena** **Alternate** **Michael Dub**	• Point person for staff questions and disseminating information. • Ensure that areas with learners have staff member coverage. • Keep school commander informed. • Communicate with each team including Little iLeaders. • Report staff inquiries and staff reports. • Assist with staff meeting. • Schedule breaks or relief of staff if needed • Re-assign staff as needed, and make arrangements for additional support • Assist with staff meetings
Family Communications Officer	**Designee** **Nessa Roffredo** **Alternate** **Malaka Donovan**	• Share EOP at PAC/PAL meeting • Coordinate Learner release and pick-up • Make contact with PAC/PAL representative. • Organize parent debriefs • Sign in volunteers and assign to stations as needed • Report to plan monitor • Coordinate volunteer efforts, donations and supplies. • Make arrangements for transportation of food, supplies and lodging of personnel. • Follow the checkout release procedures

Plan Monitor-Logistics	Designee Crisis Management Team Alternate Operations Team	• Collect all information pertinent to the incident (internal and external) • Open disaster containers and maintain emergency kits • Distribute supplies, kits, etc. • Guarantee teams have enough supplies/maintain emergency kits. • Analyze information for potential impacts or changes. • Prepare updates and status reports. • Manage and update staff assignment. • Update Emergency Plan as needed. • Monitor Schedules • Document all supplies redirected for use during the emergency. • Document all personnel time redirected to the emergency (Number of hours and job description during the emergency).

Mental Health	Designee Karlyn Johnson
	
	Alternate Danielle Monton
		• Make arrangement for additional support.
		• Assess learners emotional needs.
		• Coordinate Mental health counseling.
		• Establish Location for Counseling
		• Coordinate/Assign staff and /or volunteers for counseling
		• For Staff
		   ○ Ensure Staff are receiving breaks or support as needed.
		   ○ Coordinate lodging or emergency transportation if needed.
		• For Learners
		   ○ Assess Learners emotional needs
		   ○ Coordinate a learner messenger system, Active learner debriefing plan.
		• For Parents/Families
		   ○ Coordinate a learner messenger system and implement an active learner debriefing plan.

		- Re-assign staff as needed, make arrangements for additional support. - Coordinate with Plan Monitor/Parent Liaison for access or request for additional resources.

iLEAD Disaster Preparedness

It is required emergency drills be conducted at learning studios on a regular basis. The attached evacuation map should coincide with the the building evacuation maps located inside the door of each learning space. At the time of a fire drill, take account of all of your learners, and proceeded to the designated evacuation location by following the safe evacuation route. After arrival at the designated evacuation location, account for all of your learners by taking attendance. After completing your attendance sheets, it will be provided to the Evacuation area leader. The evacuation area leader will provide the Command post with the names of any missing learners.

A search and rescue team will be present to complete a check of all areas for any missing learners or staff members. The search and rescue team will provide the command post with an all clear once all buildings have be cleared, and all learners and staff are accounted for. Once the command post receives an "all clear" an announcement will be placed providing further instruction. All learners and staff are required to remain in their designated evacuation area until given the "all clear" and advised to return to their learning space.

Fire-Evacuation Plan:

1. The responsibility of all staff members
   a. If a fire/smoke is seen
      i. Evacuate learners from the area, follow the designated evacuation route
         1. Once in the designated evacuation zone, account for all learners and classroom staff (i.e. CARE team etc.)
         2. Once attendance is taken, hold up green sign for all present, red to notify of missing individual.

        3. Provide a list of any missing learners to staff liaison.

        4. The staff liaisons will notify the Command Post of any missing learners or staff

            a. (see rescue team procedures)

    ii. Locate and pull the closest fire alarm

    iii. Advise the Command Post of the location of the fire/smoke

    iv. Do not attempt to extinguish the fire

  b. If you smell smoke or fire.

    i. Notify the front office of the smell of smoke

    ii. The front office will assign a team to investigate the smell

    iii. If a fire is located, activate the closest fire alarm

    iv. Evacuate the classrooms closest to the fire

    v. Follow the above procedures

2. The Responsibility of the Front Office/Incident Commander/Communications

  a. When a fire or smoke is reported

    i. If fire is seen

      1. Notify the Local fire Department (Dial 911)

      2. Contact the sheriff 661-255-1121

      3. Assure the fire alarm has been Activated

        a. Notify other site buildings that an alarm has been activated

      4. Initiate evacuation procedures

      5. Initiate the Command Post

        a. Follow the established Command Post procedures

    ii. If Smoke is seen or the smell of smoke is reported

      1. Notify Maintenance or available personnel to investigate

      2. If smoke is located, determine the cause of the smoke.

      3. If smoke appears to be caused due to a fire, notify Fire Department

4. Activate the fire Alarm

5. Begin evacuation procedures

6. Activate the Command Post

    a. Follow the established Command Post procedures

7. Incident Command/Command Post will determine if the learners will be released to family or if they will remain on campus once given the "all clear' by the fire Department

b. If learners or staff are reported as missing

    i. The Command Post will activate the Search and Rescue team

        1. A check of the Command Post will be conduct to insure the learner or staff member is not with them

        2. The Command Post will check the sign out binders to insure the learner(s) were not checked out for the day.

        3. The Search and Rescue team will conduct a search of the area for the missing.

            a. Once a area is checked and cleared, the door will be mark to designate the area has been checked.

            b. All information will be relayed back to the Command Post

3. If release of the learners is issued by the Command Post

    a. Standard check-out procedures will be followed.

        i. Families will be notified of the emergency and where to respond to pick up their learners

            1. A pre-designated location will be established for pick-up

        ii. The Command Post will Assign personnel to be responsible for the pickup process

            1. The families will check in with Valid Id at the Designated location

2. The assigned reunification personnel will verify the individual is on the learners emergency contact and has approval to pick up

    a. ***Only those who are listed as the emergency contact will be able to sign a learner out.***

3. Any individual who is stated on the emergency contact record are allowed to sign the learner out

4. The learner will be escorted to the pick up location and released to an approved party.

Earthquake Preparedness Plan:

I.   Responsibility of **all** staff members

    a. Staff members are to respond to the first shaking of the ground, or a building by giving a DROP command.

        i. <u>If inside a building-</u> DROP means all learners and staff are to immediately drop to the ground and seek cover underneath a table or desk with their back to the windows. Everyone should drop to their knees, place one arm over their head (back of their neck) and clasp the other hand around the leg of the desk or table (to help prevent it from turning over). While on their knees they should close their eyes, and pull their arms and legs into their body making them as small as possible.

        ii. <u>If Outside a building-</u> If an earthquake occurs, all learners and staff should move safely away from all buildings, and the DROP command shall be given. Once the DROP command has been given, anyone who is outside shall drop to their knees, cover their head, and close their eyes. No one shall move away from their location, until given the order to move. No one shall leave campus.

    iii.   Once the shaking has stopped, Everyone shall remain in the tucked and covered position for one minute to ensure an aftershock is not immediately following.

b. Once the shaking has ended, and there is no immediate aftershocks, staff will give the order to evacuate. Staff members will assist all learners to the designated evacuation locations.

    i.   If a learner or staff member is injured, assist them to evacuation zones if they are able to move, if it is unsafe to move them, provide them with necessary care if it is safe to do so, and you are not escorting learners to an evacuation zone.

    ii.   If able, remove emergency evacuation bag from empty learning space.

c. If a staff member is not assigned a specific job they are to remain with their classes.

    i.   If a staff member **is** assigned a specific job (i.e. search team, medical team,) they are to ensure coverage for their class, and then report to stated area to report for duty. .

d. Staff members who are aware of any injured, shall relay this information immediately to their immediate sites (Little iLeaders, Lower School or Upper School) staff liaison.

e. No one shall re enter any structure unless they are part of a rescue/search team.

f. All staff members responsible for the evacuation zones, shall maintain control over all learners until give the authorization to release to an authorized caregiver.

g. Facilities team shall respond to the site utilities and turn off when appropriate (gas, water, electricity) to prevent further damage or danger.

Bomb Threat Procedures:

1. The individual who receives the Phone Call
   a. Remain on the phone DO NOT HANG UP (or place them on hold).
   b. Listen closely to what the caller is saying. (Write everything down)
      i. Follow the attached guideline/sheet posted at all main phone line desks. (Appendix B)
   c. Have another staff member call 911 and relay information to site director(s).
   d. Remain calm.
2. Site Director/Designee
   a. Determine if it would be best to evacuate, or remain in the learning spaces
      i. Without knowing where the bomb is located, it is often safer to remain in place.
   b. Initiate the Command Post and await Emergency Personnel Arrival.
      i. Emergency Personnel will advise the best plan of action
         1. If evacuation is ordered,
            a. Advise Staff to evacuate to designated evacuation locations
         2. If the order is given to remain in place.
            a. Follow Lockdown procedures.
               i. Remain off all electronic devices
3. Staff Responsibilities
   a. If a suspicious package/item is observed
      i. Immediately evacuate the area around the package/item
         1. Evacuate away from the package/item
         2. Advise the site director of description/location of item
         3. Remain off the radio or electronic devices
   b. If an evacuation is ordered

i.   Follow the designated evacuation route (unless instructed otherwise)

ii.   Remain calm and orderly

iii.   Insure all learners and staff are evacuated prior to locking door

iv.   Once at the designated evacuation location, account for all learners and staff.

    1.   If a learner or staff member is missing, advise the command post/Staff Liaison

        a.   Provide the Command Post with the name, last known location and description (including clothing)

        b.   Do not attempt to locate the missing

v.   Remain at the designated evacuation location until given further instruction.

    1.   If an "All Clear" is given, escort learners back to their learning spaces

    2.   If Dismissal is ordered

        a.   Follow emergency dismissal procedures

Bomb Threat Checklist (see Appendix A)

Explosion:

1.   If an Explosion is heard

    a.   Facilitators/Staff will give the "DROP AND COVER" command.

        i.   Learners and staff will Drop to the ground where they are at and cover their heads and neck with their hands and arms

        ii.   Learners and staff will remain in the covered position until told to evacuate.

            1.   Evacuation will follow the designated evacuation plan if safe to do so

      a. If the designated evacuation route is not safe, site director will determine the next best route to evacuate

2. Evacuated to designated evacuation location.

      a. Account for all learners and staff

            i. If there are learners and staff missing

                  1. Advise the Command Post

                        a. Provide names,

                        b. Last known location

                        c. Description

      b. Remain at the designated location until

            i. Given the "All Clear"

                  1. Return to the learning spaces

            ii. Advised to dismiss Learners

                  1. Follow emergency dismissal procedures

b. Director/Designee

    i. Advice Emergency Personnel of the explosion

        1. Provide as much information as possible

            a. Location

            b. Affected area

            c. Size

            d. Sound

            e. Smell

    ii. Activate the Command Post

        1. Follow designated Command Post Protocol

Aircraft/Airport related Incident:

1. If an aircraft crashes around the site.
    a. If it is safe to do so
        i. Move all Learners inside the buildings.
        ii. Keep away from windows
        iii. Prepare "Shelter in Place"
        iv. Comfort Learners.
    b. If it unsafe to return to building
        i. Move Learners safely away from the area.
        ii. Remain upwind as much as possible.
        iii. Notify Command Post/Team Leader of Evacuation Location

Chemical Spill/Environmental Hazard

1. Move all Learners inside the building
    a. Once inside the building
        i. Place a wet towel or other fabric at the base of the door.
        ii. Turn off all air units
            1. Turn off HVAC
            2. Turn off Heater
        iii. Make sure all doors and windows are closed and sealed.
        iv. Have Learners place mask over their nose and mouth
            1. If masks are not available
                a. Use clothing or other fabric
                    i. Shirts, Jacket, towel
        v. Prepare for "Shelter in Place"

Indirect Threat to Campus:

1. In-direct threat to the Site
   a. Site is advised by Law Enforcement of an outstanding suspect in the area
   b. The Site Director or Incident Commander will advise staff of a of the threat and advise all staff to remain inside.
      1. Staff members will close and lock all door and windows
         a. Do not open the door for anyone
            i. If a Sweep of the learning spaces is going to be conducted, a key will be provided to the appropriate personnel
      2. Learners will be kept away from windows and doors
      3. Everyone (learners and staff will remain in a locked and secure room)
         a. Security team may be assigned to monitor the perimeter of the site
      4. No one will be allowed to enter or exit the facility
      5. Any suspicious activity shall be reported to Law Enforcement
      6. Remain inside with door locked until The Command Post advice "All Clear"

SOFT LOCKDOWN:

1. No outside activities are permitted until the event is resolved.
2. School goes on as usual.
3. All outside doors are locked with the exception of the front door which is monitored by an administrator or security team. If a person requests admittance and raises suspicion, access will be denied and the appropriate police agency is immediately notified.
4. Ground floor windows remain closed and locked.
5. Parents will be notified if the situation becomes a lockdown.

LOCKDOWN:

1. Immediately advise of "LOCKDOWN"
    a. Call 911 and advise of the emergency
        i. Provide as much information as possible
            a. Physical Description
            b. Clothing Description
            c. How many are involved
            d. Vehicle Description (if any)
            e. Weapons
            f. Anything the Suspect(s) said
            g. If the Suspect(s) are know
    b. Everyone shall go inside lockable doors
        1. Facilitators and staff escort all learners inside the learning spaces or open room.
            a. Prior to locking the door
                i. Check outside the door for learners
                ii. Bring learners and staff inside (if a learner is not in their regular room, email facilitator that they are suppose to be with.)
                iii. Lock Doors
                iv. Take attendance for all learners on a class roster.
                v. Lock all doors and windows
                vi. No doors shall be open for anyone
                vii. If entry is needed the appropriate personnel will be provided keys

b. Move all learners and staff to the safest area of the room

    1. Keep learners away from windows, doors and exterior walls

    2. Hide if possible

c. Close blinds/curtains or cover windows

    1. Turn off all lights

    2. Remain quiet and calm

        a. Staff shall redirect learners in a positive way

        b. Reassure learners

Active Shooter/Lethal Assailant:

1. Suspect with a gun on campus

    a. During class

        i. A order to "LOCKDOWN" will be issued.

            1. Give the "LOCKDOWN" command three times, pausing briefly between commands.

            2. A LOCKDOWN, means

                a. lock all doors

                b. move all learners away from windows, doors and walls which lead to the exterior.

                c. Turn off all lights.

                d. Keep all learners quiet and calm.

                e. Follow ALICE protocol

        3. During the Lockdown Announcement

            a. Advice of Location of the Suspect

            b. Give a detailed description of the suspect

            c. Advise of weapon description

            d. Provide as much information as possible.

4. Once the Lockdown order has been given, office staff/communications director shall call emergency personnel. (if possible have another staff member call 911 while the lockdown announcement is given.)

5. Any staff member who is out of their learning space shall check their immediate area for learners who are outside, and escort them to the nearest learning space or lockable secure space.

6. All other available personnel shall report to the command post for further instruction.

b. If a LOCKDOWN is ordered while learners are outside.

    i. Staff shall escort all learners to the nearest learning space, and follow lockdown procedures.

IF SHOTS ARE HEARD, DROP AND BEGIN MAKING YOUR WAY THE NEAREST LEARNING SPACE OR OFFICE BUILDING.

If the attacker attempts to gain entry in Learning space

1. When notified of a Lethal Assault, barricade yourself in place.
   a. Use furniture to place in front of the door to deny entry, or hinder entry.
   b. Secure the door in any way possible.
          i. Make sure the door is locked.
          ii. Use tools to help prevent the door from opening.

2. Evacuate if possible.
   a. If a safe exit is present away from the attacker, use it.
   b. Move learners away from the area to a predetermined "safe zone"
   c. Make sure all learners and visitors are evacuated safely
   d. Account for all learners, staff, and visitors.
   e. Advise the incident leader of your current location.

    f. Advise the staff liaison if any learners, staff, or visitors are not accounted for.

3. Be prepared to fight.

    a. If you are directly faced with an attacker and no other option is available, do whatever is needed to protect the Learners.

        i. Keep the learners as far away from the attacker as possible.

        ii. Use items located inside the space to protect yourself and the learners.

            1. Fire Extinguisher

            2. Scissors

            3. Chairs

        iii. Once the attacker has been neutralized or is no longer a direct threat.

            1. Evacuate the area.

                a. If the attacker has been neutralized and is no longer a direct threat, move the Learners to a safe location.

                b. Once safely evacuated, advise the Command Post/Team Leader of your location.

                c. Advise the Command Post/Team Leader of any Learners, Staff, or Visitors who are not accounted for

            2. Lockdown/Secure the location

                a. If the attacker has left the space, but is still in the area, secure the space if possible.

                    i. Advice the Incident Commander of your location and any information regarding the attacker you can provide.

                        1. Location

                        2. Description

                        3. Direction he is headed.

Flood/High Winds:

1. Natural Disasters such as high winds and flooding often times come with some forewarning from a government agencies.
2. The site director(s) or a designee with provide facilitators/staff of what, if any action will be taken.
3. It will be the best decision to remain indoors unless directed to do otherwise. If, in an extreme circumstance, the disaster requires evacuation, wait for instruction from the school director or designee.
4. It is imperative the facilitators and staff remain calm and provide the learners with comfort and confidence.

Power Failure:

1. If a power outage (blackout) is to occur while learners are on site, it is the responsibility of the facilitators and staff to remain calm and reassure learners.
2. Contact maintenance personnel who will check for resolutions to the problem.
   a. If a resolution to the problem is not discovered, maintenance will contact the power company to determine the source of the issue, and the length of time until the issue will be resolved.
3. The facilitators are to remain with their learners inside of their learning space and wait for further instruction.
   a. Facilitators will turn on their two way radio to provide a means of communication, in the instance the phone lines and not operational, and remain off the air unless there is an emergency which requires immediate attention.
   b. Depending on the length of time the site will be without power, it will be up to the director's discretion whether to cancel learning for the day, or remain open.

Evacuation Locations

1. During an emergency all learning spaces shall evacuate to their designated evacuation location by the designated evacuation route if it is safe to do so.
   a. If the designated route is blocked, the facilitator will assess the situation and determine a safe route to evacuate.
   b. If it is unsafe to evacuate to the designated "safe area" the facilitator should evaluate the situation and determine a safe location to evacuate to.
      i. Once everyone has been safely evacuated to an alternate location, the facilitator shall notify the Command Post the location where they evacuated to and their status.
      ii. The Command Post will then document the location of the learners and will arrange for escort of the learners to the safe evacuation zone once it is safe to do so.
2. Prior to an emergency, the "Command Staff" shall develop an "off Campus evacuation zone.
   a. This should be large enough to provide safety for all who are on the campus.
   b. Any area around the campus should be designated and a plan developed on how to safely escort learners to the off campus evacuation zone.
   c. An off campus evacuation center will remain as a secure place where all learners and staff will be accounted for, and release of the learners will be documented and approved prior to a learner leaving the area.
      i. This should be a location with the required amenities if available (restrooms, food, water, shelter).

Check out/Release Procedure

1. When it has been deemed safe to do so, the Command Post/Team Leader may authorize the release of the learners. ***Learners will be released to an authorized parent/guardian only.***

2. The location of the reunification center shall be developed by the site to designate as an emergency response area for the families.

    a. This area will be away from the operations of the Command Post, and not have direct access to the learners.

    b. The families will respond to the location and will check in with a reunification center member.

        i. The staff members assigned to the Checkout/Release will be equipped with a two way radio to connect with staff members who are supervising the learners in the evacuation center and the Command Post.

        ii. The staff member(s) will check ALL identification of the individual requesting to pick up the learner.

        iii. The staff member will cross check the identification with the emergency contact forms in the emergency binders to insure the parent/guardian is authorized for pick-up.

        iv. Once the parent/guardians has been confirmed as an authorized emergency contact, the learner will be escorted by an assigned staff member to the "pick-up zone" and released to the authorized parent/guardian.

        v. Prior the the learner being released, the staff member assigned to the "pick-up zone" will

            1. document the learner's name,

            2. the individual's name who took custody of the learner,

            3. the time the learner was "checked out".

      vi.   The parent/guardian checking out the learner will then sign the release form

      vii.   The staff member releasing the learner will also sign the release form.

3. The staff member at the reunification center will not release any information regarding the status of any learner or details regarding the emergency.

    a. All information regarding the incident will be directed to the Incident Commander, or the Public Communications Officer.

Emergency Safety Kits

Every learning space shall be equipped with an Emergency evacuation bag. These Emergency Bags are to remain near the emergency exit route and are to be taken any time the learners are evacuated from their learning space. These bags shall contain the following items:

1. Fully stocked first aid kit
2. Emergency folder; containing Class roster, emergency evacuation routes and maps, Evacuation procedures and learner release procedures.
3. Water bottles and emergency snacks.
4. Flashlight
5. Glow sticks
6. Whistle

Lockdown Emergency Kits are to be kept in every learning space to be used in the case of an extended lockdown occurs or if trapped. These kits shall be stored in a safe space within the learning space where they will not be tampered with. These kits shall remain sealed and fully stocked until an emergency occurs and the necessity arises to open the kit. These kits shall contain the following items.

1. Emergency first aid kit (this kit shall be equipped with more emergency supplies and have enough supplies to provide for all members inside the learning space).
2. Emergency food and water supplies (Food bars with a high calorie count and need no preparation. Food shall have at least a 5 year shelf life. Water should be boxed water or other ready to drink water options)
3. Water purification tablets.
4. Heating source, (flint)
5. Goggles, safety gloves, and dust masks.
6. Emergency Blankets.
7. Sanitation kit (A bucket with disposable sanitation bags)
8. Flashlight
9. Extra batteries
10. Portable radio
11. Whistle

Child Abuse Reporting Procedures

PENAL CODE SECTION 11164-11174.3

11164.

(a) This article shall be known and may be cited as the Child Abuse and Neglect Reporting Act. The intent and purpose of this article is to protect children from abuse and neglect.

(b) In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

11165.

(a) As used in this article "child" means a person under the age of 18 years.

What must be reported:

Any of the below acts involving anyone under the age of 18 years:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The Mandated report is only required to have *Reasonable Suspicion* that a child has been mistreated in any way; No evidence or proof is required prior to making a report. The case will be further investigated by Law Enforcement and/or Child Welfare services.

Within the *School environment,* A Mandated Reporter includes:

- Facilitator
- Care team member
- An aide
- Any Classified employee
- Any administrative personnel
- Counselor
- Nurse
- Any athletic coach

How to report Suspected Child Abuse

By Phone; immediately, or as soon as possible, a call should be placed to Child protective services and the local Law enforcement Agency.

1. Child Protective Services Phone # (800)540-4000

2. Police Department phone # (888) 693-5680

In Writing; Within 36 hours, a written report must be sent, faxed, or submitted electronically. The written report shall be submitted on the state form 8572, which can be downloaded at:

http://ag.ca.gov/childabuse/pdf/ss_8572.pdf
http://DCFS.Co.Ca.us

Safeguards for Mandated Reporters:

The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.

As long as a report is filed in good faith, a mandated reporter cannot be held liable in civil or criminal court.

Failure to report: Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a $1,000 fine.

For the complete law and a list of mandated reporters refer to California Penal Code 11164- 11174.3.

This document and Mandated Reporting information can be found at: www.mandatedreporterca.com.

Discrimination/Harassment

U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202-1100
August 2010

Introduction

The Department of Education's (ED) Office for Civil Rights (OCR) enforces several statutes that protect the rights of beneficiaries in programs or activities that receive financial assistance from ED. These laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the *Civil Rights Act of 1964*), sex (Title IX of the Education Amendments of 1972), disability (*Section 504 of the Rehabilitation Act of 1973*), and age (*Age Discrimination Act of 1975*). OCR also has enforcement responsibilities under Title II of the *Americans with Disabilities Act*, which prohibits state and local governments from discriminating on the basis of disability. In addition, OCR enforces the *Boy Scouts of America Equal Access Act*, which addresses equal access to meet on school premises or in school facilities for the Boy Scouts of America and other designated youth groups.

This fact sheet explains the requirements for schools, colleges, and state and local governments that receive federal funds to issue notices of non-discrimination, clarifies the information that they should include in their nondiscrimination notices, and provides a sample notice of non-discrimination. This fact sheet is designed to assist education institutions in establishing a notice of non-discrimination that meets the requirements of the applicable regulations.

Notice of Non-discrimination Requirements

The regulations implementing Title VI, Title IX, Section 504, the *Age Discrimination Act*, and the *Boy Scouts Act* contain requirements for recipients to issue notices of non-discrimination. (See 34 C.F.R. Sections 100.6(d), 106.9, 104.8, 110.25, and 108.9, respectively.) The Title II regulation also contains a notice requirement that applies to all entities of state or local government, whether or not they receive federal financial assistance. (See 28 C.F.R. Section 35.106.)

These regulations require that recipients notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and,

if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups. However, these regulations contain minor differences relating to the required content of recipient notices of non-discrimination and the methods used to publish them.

The Title VI regulation requires schools and colleges to notify students and others of the regulatory provisions in a manner that a responsible ED official would find necessary to tell students of their protections against discrimination under the statute and regulation.

The Boy Scouts Act regulation incorporates the Title VI regulatory provision concerning notice of non-discrimination. Public elementary and secondary schools and local and state educational agencies that receive funds made available through ED must make available information regarding the provisions of the Boy Scouts Act. This information must be made available in a manner that a responsible ED official would find necessary to inform people of the protections provided under the Boy Scouts Act and its regulation. Entities other than public elementary and secondary schools and local and state educational agencies that receive funds made available through ED need not provide this notice, as the Boy Scouts Act does not apply to them.

The Title IX and the Section 504 regulations both contain more detailed requirements that specify the information that must be included in a notice of non-discrimination. These regulations also require recipients to designate at least one employee to coordinate efforts to comply with and carry out responsibilities.

The Title IX regulation requires schools and colleges to implement specific and continuing steps to inform students and others of the protections against discrimination on the basis of sex. The notification must state that the requirement of non-discrimination in educational programs and activities extends to employment and admission. It also must say that questions about Title IX may be referred to the employee designated to coordinate Title IX compliance or to the assistant secretary for civil rights. Schools are required to include the name, address, and telephone number of the designated coordinator in their notifications.

The Section 504 regulation requires that schools and colleges employing 15 or more persons implement appropriate, continuing steps to notify students and others that the school does not discriminate on the basis of disability in violation of the statute and regulation. The notification must state, where appropriate, that the school or college does not discriminate in admission, treatment, or access to its programs or activities. The notification also must state that the school or college does not discriminate in employment in its programs or activities. The employee designated to coordinate compliance with the Section 504 regulation must be identified in the notification.

The Title II regulation requires that a public entity generally make information regarding the provisions of Title II available to applicants, participants and other interested persons in such a manner as the head of the entity finds necessary to apprise such persons of the protections against discrimination under the Americans with Disabilities Act. The regulation implementing the Age Discrimination Act requires a school or college to notify its students and applicants, in a continuing manner, of information regarding the provisions of the act and these regulations. The notice must identify the compliance coordinator by name or title, address, and telephone number.

Methods of Notification

In accordance with the Title IX and Section 504 regulations, notification may include posting information notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school or its students, publishing in alumnae or alumni newspapers or magazines, or distributing memoranda or other written communications to students and employees. In addition, recipients are required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees. As noted in the pertinent Section 504 regulatory provision, schools may meet this requirement either by including appropriate inserts in

existing materials and publications or by revising and reprinting the materials and publications.

Neither the Title VI regulation, the *Boy Scouts Act* regulation, the *Age Discrimination Act* regulation, nor the Title II regulation specifies the methods to be used by recipients in publishing notices of non-discrimination.

Combined Requirements

OCR recognizes the variations among the regulations governing notice requirements and understands that schools and colleges may wish to use one statement to comply with all requirements of the regulations implementing Title VI, Title IX, Section 504, the *Age Discrimination Act*, and, if applicable, the *Boy Scouts Act*. Public institutions also may wish to include Title II of the *Americans with Disabilities Act* in their statement. OCR encourages one combined notice for the regulations.

A combined non-discrimination notice should contain two basic elements: (1) a statement of non-discrimination that specifies the basis for non-discrimination; and (2) identification by name or title, address, and telephone number of the employee or employees responsible for coordinating the compliance efforts.

The regulations do not require that a recipient identify the pertinent regulations by title. Please see the sample notice at the end of this pamphlet.

The Title IX regulation requires a recipient to provide the name of the person responsible for its compliance effort in addition to the address and telephone number where that person may be contacted. However, because OCR recognizes that the inclusion of a person's name in a non-discrimination notice may result in an overly burdensome requirement to publish the notice if a person leaves the

coordinator position, it is acceptable for a recipient to identify its coordinator only through a position title.

The Section 504 regulation does not require a recipient to include the address or telephone number of the responsible employee assigned to coordinate its compliance efforts. However, OCR considers that identifying the responsible employee without information on how to contact that person does not constitute an effective notice. An acceptable non-discrimination notice should provide information on how to contact the responsible employee.

Compliance with the notification requirements of Section 504 will also generally satisfy the notification requirements of Title II for state and local governments.

Although the Section 504 and Title IX regulations state that schools and colleges, where appropriate, shall specify non-discrimination in the areas of admission and employment, a general statement indicating non-discrimination in all programs is acceptable.

The Title IX regulation indicates that inquiries concerning the application of the Title IX regulation may be referred to the coordinator or to the assistant secretary for civil rights. An acceptable notice may include the names and titles of either one or both individuals.

However, since the Section 504 regulation requires identification of a coordinator, a combined non-discrimination notice should include the name and/or title of the responsible employee. If a recipient designates two different people to coordinate compliance with Section 504 and Title IX, both names or titles should be included in the notice.

Sample Notice of Non-discrimination

The following sample notice of non-discrimination meets the minimum requirements of the regulations enforced by OCR:

ILead does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.1 The following person has been designated to handle inquiries regarding the nondiscrimination policies:

HR Department

29477 The Old Road, Castaic, CA. 91384

HR@ileadschools.org   661-441-6883

For further information on notice of non-discrimination, visit http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Appendix A

Emergency Survival Kit Supplies

Emergency Food & Water
3 3600 Calorie Food Bars

30 Water Pouches 4.2 oz

Shelter & Warmth

3 Emergency Thermal Blanket

Emergency Radio & Lighting

1 Mini Radio with Batteries

1 Pump LED Flashlight

2 Light Sticks (12 hour)

First Aid

2 Pairs of Vinyl Gloves

Emergency Supplies

1 Plastic Whistle with Lanyard

1 Roll of Duct Tape

1 5' x 7' Plastic Tarp

Sanitation & Hygiene

2 Tissue Packs

2 Toilet Chemical Pouches

6 Toilet Bags

1 Roll of Toilet Paper

30 Moist Towelettes

Snap on Toilet Seat with Cover

1 Container

1- 5 Gallon Red Pail with Airtight Lid

First Aid Kit Supplies

200 1 x 3 Plastic Bandages

1 2 x 2 Sterile Gauze Pads (100 count)

2 2" Non-Sterile Gauze Rolls (12 pack)

1 3 x 3 Sterile Gauze Pads (100 count)

10 Elastic Bandages 3"

15 Adhesive Tape 1 x 10 yards

1 Alcohol (16 ounces)

1 Ammonia Inhalant Ampules (Box of 10)

1 Antiseptic Towelettes (100 count)

4 Bandage Shears

25 Bloodstoppers

2 Burn Care Kit (15 Pieces)

2 Cervical Collar

2 Eye Wash (4 ounces)

1 Hydrogen Peroxide (16 ounces)

12 Instant Ice Pack 4.5 x 6 Bag

1 Butterfly Bandages (100 count)

2 Latex Gloves (100 count)

20 Multi Trauma Dressing 10 x 30

5 Paramedic Blanket 54 x 80

2 Penlight

25 Emergency Blankets 6' x 4'

2 Splint Kit (1-18" & 1-24" + Gauze & Pins)

10 Triangle Bandages 36 x 52

Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: _____Date: _____Time:_____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.

Do not interrupt the caller except to ask:

1. *What time is the bomb set for?*_____

2. *Where has it been placed?*_____

3. *What does it look like?*_____

4. *Why are you doing this?*_____

5. *Who are you?*_____

List words used by caller _____

_____

Description of the caller: □ Male □ Female Estimated age of caller: _____

Voice characteristics: □ Loud □ Soft □ Deep □ High Pitched

□ Raspy □ Pleasant □ Intoxicated □ Nasal

Other: _____

Manner: □ Calm □ Coherent □ Emotional Accent: □ Local□ Angry □ Irrational □ Incoherent □

Deliberate □Righteous □ Laughing □ Excited □ Crying □Foreign

Other: _____

Background Noises: □Airplane □Animals □Industrial Machines □Static □Motors □Office

Machines □Quiet □Music □Party Scene □Street Traffic □Trains □PA System □ TV □Voices □

Other:_____

Appendix B

Emergency Phone Numbers

In the Case of any emergency, always call 911

Local Police/Sheriff's Department ....1(661)255-1121

Local Fire Department...1(661)257-3020

Local Hospital/Medical Center.....................................1(661)200-2000

Southern California Edison (Electricity).......................1 (800)655-4555

Southern California Gas Company ....1(800)427-2200

Water Company..1(661)294-0828

Department Of Child and Family Services.....................1(800)540-4000

Poison Control..1(800)222-1222

Local Red Cross..1(310)445-9900

BUILDING EVACUATION DUE TO BOMB THREAT

Dear iLEAD Families

iLEAD Schools is dedicated to maintaining a strong partnership with our families, in our effort to provide the very best education for learners. Key to that partnership is open communication. For this reason, I want to make you aware of the facts surrounding the building evacuation that occurred today.

We received a bomb threat today, and always take any threat to the safety of the Learners and Staff seriously. We involved law enforcement immediately and put our evacuation procedures in motion. We evacuated all students and accounted for each and every one safely.

Once the building had been carefully checked and cleared, we re-entered and resumed our school day. We practice safety procedures regularly, and we are very pleased with how smoothly we were able to evacuate and with our ability to account quickly for the safety of everyone in our charge.

Our Learners behaved admirably, which made it possible for us to do our jobs efficiently, for us to re-enter the building calmly, and for us to resume the teaching and learning for which we are here. Please commend your child for his/her excellent behavior during the exercise, and if you have any further questions, do not hesitate to give us a call.

Sincerely,

FIRE AT SCHOOL/STUDIO

Dear iLEAD Families,

At iLEAD Schools, emphasis is placed on safety in every area of school/studio. That includes communicating accurate information to you which may involve issues of safety. We want to inform you of an incident that occurred today.

Today (date and time) a fire was started in the (*location*) and was quickly and safely extinguished. I am proud to report that our Learners and Facilitators knew exactly how to respond by following our Emergency Fire Procedures. Thanks to your Learners cooperation and the quick response by our staff, there were no injuries, and no damage was done to our facilities.

I'd like to take this opportunity to ask for your assistance in stressing fire safety. Please remind your Learners of the dangers of fire and review home safety precautions. We will continue to do the same at school.

We want you to be aware as we partner with you for the safety of your child. Thank you for entrusting your child to our care. Please contact me should you have questions.

Sincerely,

Dear iLEAD Families

iLEAD Schools is dedicated to maintaining a strong partnership with our families, in our effort to provide the very best education for learners. Key to that partnership is open communication. For this reason, I want to make you aware of the facts surrounding the lockdown which occurred today.

Today (date and time) we received notification from the local Law Enforcement agency of an emergency surrounding the site. As always we take any threat to the safety of the Learners and Staff seriously. Due to the nature of the emergency, and after advisement from Law enforcement officials, we determined it would be in the best interest of the Learners and Staff to initiate our procedures.   All Learners were safely locked down in a secure and supervised space. We had assigned personnel along with Law Enforcement monitor the perimeter of the campus and insure our campus remained secure.

At (time) Law Enforcement informed us it was safe to continue our normal operations. We advised our staff to return to normal duties and the surrounding area was reported as all clear. We continued to have staff monitor the perimeter of the site and report any suspicious behavior or concerns they observed. The remainder of the day continued without any concerns.

Our Learners behaved admirably, which made it possible for us to do our jobs efficiently, and for us to resume the teaching and learning for which we are here. Please commend your child for his/her excellent behavior during the exercise, and if you have any further questions, do not hesitate to give us a call.

Sincerely,

Appendix C

Evacuation Map:

Little iLEADERS
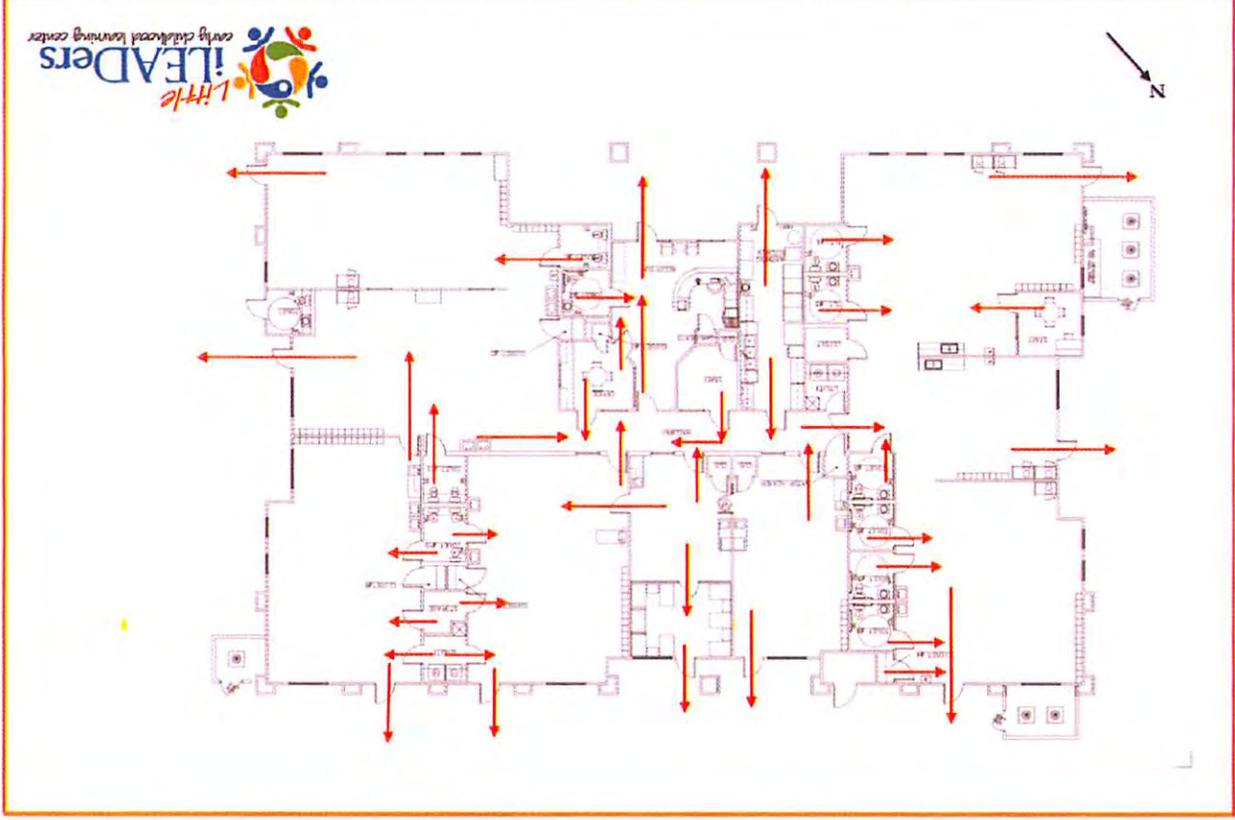
Lower School First Floor

Emergency Evacuation Plan

SCVi
An iLEAD School

N

28060 Hasley Canyon Road
Castaic CA 91384
(661) 705-4820
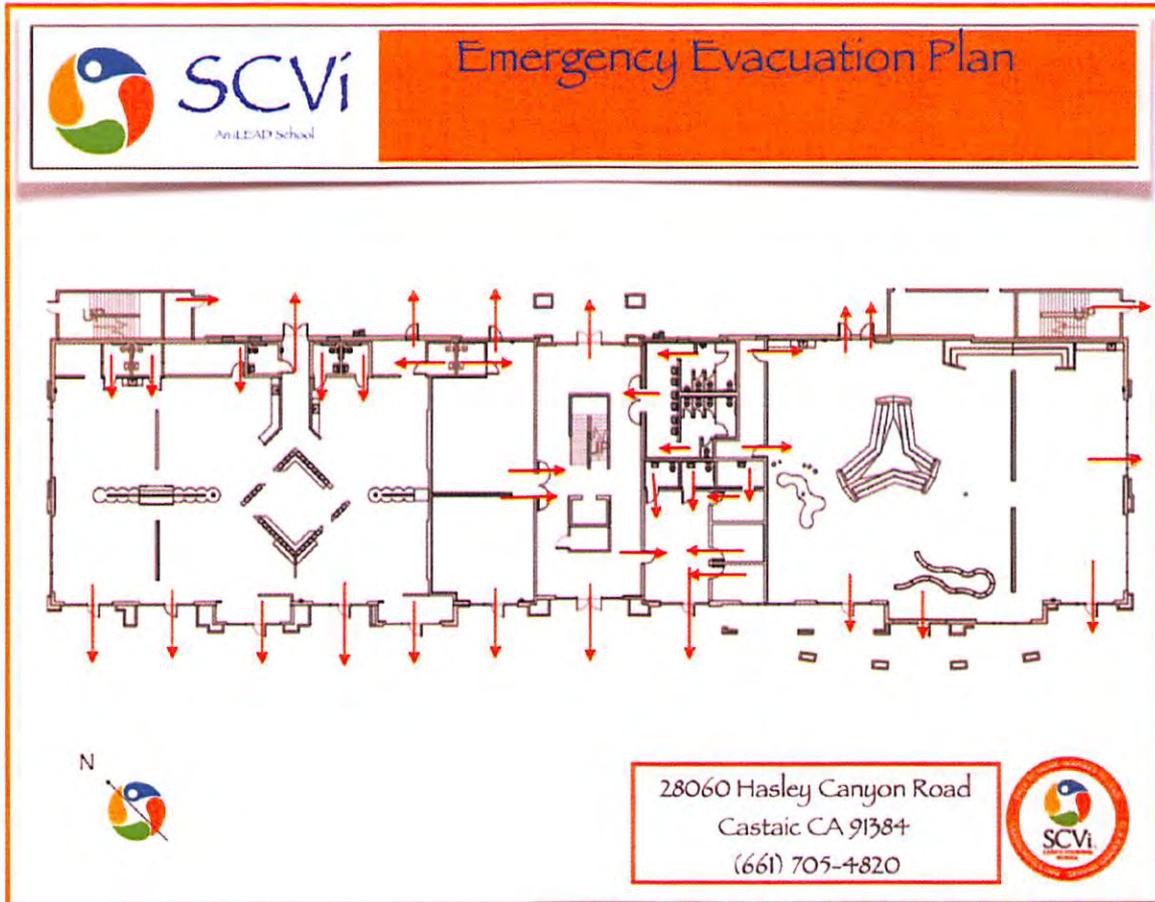
Lower School Second Floor

Emergency Evacuation Plan

SCVi
An iLEAD School

N
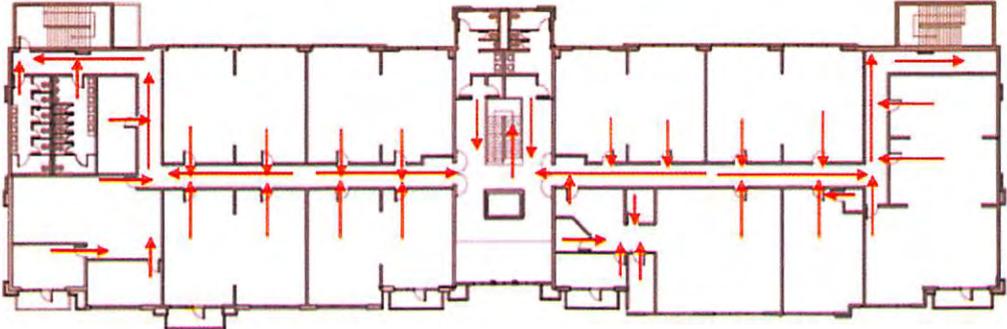
28060 Hasley Canyon Road
Castaic, CA 91384
(661) 705-4820

Upper School (Operations Team)

SCVi Upper School Evacuation Plan
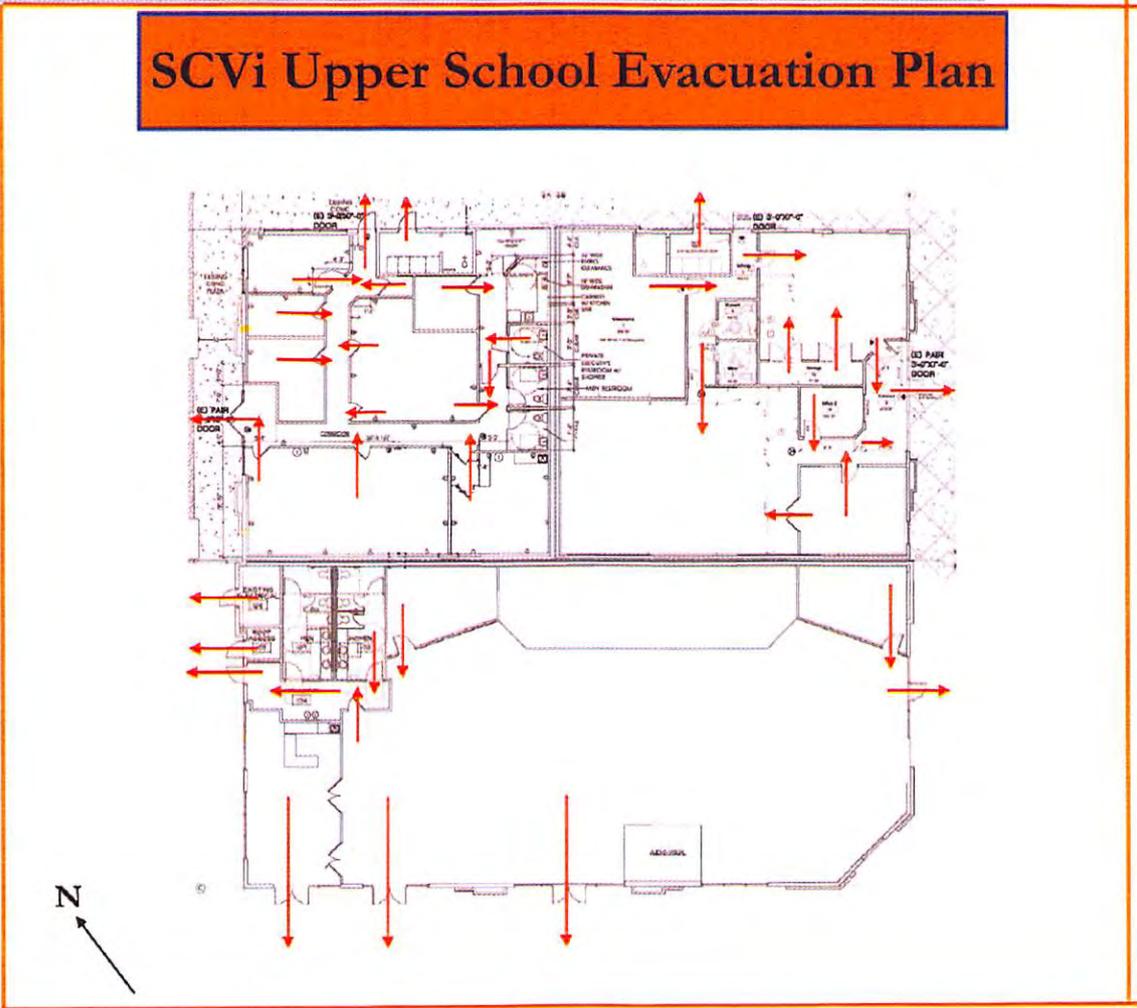
Emergency Shut Off Map: (Operations Team)

Designated Safety Zones Map (Operations Team):

Site Contact #'s (Operations)

Farnaz Kauffman - 818 422-6238

Nessa Roffredo - 818-269-9668

Tina Toval - 661-476-0753

Nicole Padovich - 559-760-9049

Lori Garden - 1310-497-8571

Colleen Shanahan - 661-313-2388

Elizabeth Olivier - 661-607-2577

Alan Kingsley - 319-621-0632

EDUCATION CODE SECTION 32280-32289

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive,operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a district wide comprehensive school safety plan that is applicable to each school site.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that

include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the

following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each school site council or school safety planning committee in developing and updating a comprehensive school safety plan shall, where practicable, consult, cooperate, and coordinate with other school site councils or school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval under subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses, if the school district uses these people.

(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:

(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:

(A) While on school grounds.

(B) While going to or coming from school.

(C) During a lunch period whether on or off campus.

(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the Office of Emergency Services to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and school site personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32283.5. The department shall develop an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying. The online training module shall include, but is not limited to, identifying an act of bullying or cyberbullying, and implementing strategies to address bullying and cyberbullying.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred.

(b) Make an assessment of not more than two thousand dollars ($2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the school site.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of

any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7114 (d)(7)) may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Sections 4600) of Title 5 of the California Code of Regulations.

Appendix L

SCVI School Mental Health and Suicide Prevention Policy

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to reduce suicidal behavior and its impact on learners and families, the Director(s) or designee shall develop preventive strategies, intervention and postvention procedures.

The Director(s) or designee will involve school health professionals, school counselors, administrators, other staff, parents/guardians, learners, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the LEA's strategies for suicide prevention, intervention and postvention.

In a recent poll of 858 teachers by the Association of Teachers and Lecturers, 75 percent of respondents reported that they entered the profession because they wanted to make a difference. Although *making a difference* likely holds a different meaning for each new teacher, it can be reasonably assumed that academic proficiency is only one piece of what drives millions of dedicated educators to arrive at schools across the country each day. Academic growth is an unquestionably high priority, yet it is secondary to creating a safe and supportive learning environment in which the basic needs and well- being of youth are assured. Only then are learners available to learn, interact, and grow into individuals who are prepared to excel in college, career, and civic life.

Background

Despite an ongoing focus on social-emotional learning and the physical and emotional well-being of youth in America, a growing number of learners continue to experience severe challenges related to anxiety, depression, self-harm and ultimately, suicidal ideation. Whether due to societal pressures, academic stress, bullying, relationship challenges, or mental health factors, rates of suicide among youth continue to increase.

According to the Center for Disease Control, suicide is now the second leading cause of death for youth between the ages of 10 and 24, and results in approximately 4,600 lives lost each year (CDC, 2015, 2016). The number of learners who have survived suicide attempts is also staggering. Data indicates that for every youth suicide that occurs, there have been nearly 34 attempts resulting in approximately 157,000 youths who receive medical care for self-inflicted injuries in hospitals across the country each year. A nationwide survey of learners in grades 9–12 in public and private schools in the United States found that 16 percent of learners reported seriously considering suicide, 13 percent reported creating a plan, and 8 percent reporting trying to take their own life in the 12 months preceding the survey (CDC, 2015).

SCVi
iLEAD's Founding School
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Suicide affects all youth groups, but some groups are at higher risk than others. Males are more likely than females to die from suicide. Of the reported suicides in the 10 to 24 age group, 81 percent of the deaths were males and 19 percent were females. However, females are more likely to report attempting suicide than males. Cultural variations in suicide rates also exist, with Native American/Alaskan Native youth having the highest rates of suicide-related fatalities. A nationwide survey of learners in grades 9-12 in public and private schools in the U.S. found Hispanic youth were more likely to report attempting suicide than their black and white, non-Hispanic peers. Studies have also shown that lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth are up to four times more likely to attempt suicide than their non-LGBTQ peers. (El Dorado SELPA Mental Health Guideline Manual)

With those statistics in mind, a nationwide survey conducted by The Jason Foundation indicated that **the number one person that a learner would turn to when trying to help a friend at-risk of suicide is a teacher** and there is no greater opportunity to make a difference than by providing the life-saving support a learner requires. Therefore, it is imperative that teachers and other school personnel be equipped with the knowledge and skills needed to effectively assist learners at risk of suicide.

PREVENTION

According to the Suicide Prevention Resource Center, the best way to prevent suicide is through a comprehensive approach that utilizes **school-wide prevention** to promote emotional well-being and connectedness among all learners. Each school will be provided a comprehensive Mental Health and Wellness procedural guidebook for assistance in taking preventive measures and establishing program to address existing law which requires the governing board or body of a county office of education, school district, state special school, or charter school that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups. Existing law requires the Superintendent of Public Instruction to send a notice to each middle school, junior high school, and high school that encourages each school to provide suicide prevention training to each school counselor, provides information on the availability of certain suicide prevention training curriculum, informs schools about certain suicide prevention training, and describes how a school might retain those service. At the onset of the school year, LEA with grades 7-12 will issue identification cards with printed stickers of telephone number for a suicide prevention hotline and crisis text line (SB 972).

As outlined by AB 2246, it is essential that all **learners and personnel are knowledgeable** in how to identify learners who may be at risk for suicide, as well as confidently know how to

get help. Also, as outlined in AB 1436, the LEA will require educational psychologist to complete suicide prevention training assessments, treatment, and management. In addition, the LEA will review their policies on learner prevention every five years and update the policies if necessary (AB 2639). The LEA must **be prepared to respond** when a suicide attempt or death occurs. LEA will have procedures ready to notify pupils, parents, or guardians at least twice a year (AB 2022). The LEA will be required to disseminate brochures (Back-to-School- August to September and Open-House-April-June) how to access learners mental health services on campus or in the community.

Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances learners' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among learners. Programs such as; PBIS, Love and Logic, Restorative Justice Practice, ALICE Safe-school and MindUp Curriculum will be used as a first tiered level of intervention to address non-emergency behaviors and establish strong social emotional support addressing learner's behaviors.

The LEA's focus on Social Emotional learning supports the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated in the secondary grades and foundational programs in building emotional grit will be incorporated in the primary level curriculum in assisting learners from the foundational ages with resource emotional support tools. Such instruction shall be aligned with state content standards and shall be designed to help learners analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Director(s) or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the LEA's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Teaching and Reinforcing Social-Emotional and Life Skills

To promote the well-being of learners and the development of their sense of self by teaching them the necessary skills required to be successful in life. Schools should:

1. Incorporate within their Local Control Accountability Plan strategies for the development of social emotional character functions such as mind set, grit and self-efficacy.
2. Provide learners opportunities to practice learned skills, advocate among their peers, and have leadership opportunities in the school and community.
3. Help learners understand the link between physical fitness, good health practices, positive body image, and self-esteem.
4. Incorporate opportunities to build social-emotional skills within the Health and Physical Education curriculum.

School-wide Screening and Early Identification of Problems

In order to prevent the escalation of social-emotional problems, schools should have methods and procedures for screening and early identification of behavioral problems. Schools should promote early identification by:

1. Conducting mental health assessments of learners for trauma, Adverse Childhood Experiences (ACES) and other chronic health conditions and develop treatment interventions specific to the severity of their co-occurring mental health needs.
2. Developing and implementing a strategic plan for identification of learners with chronic health conditions (such as asthma, diabetes, and obesity) that are known to have co-occurring social-emotional issues.
3. Establishing a Multi-Tiered Support System Team as a means for identifying learners needing support, delivering of services (triage), monitoring, and evaluating the effectiveness of support services.
4. Establishing a Learner Success Team (SST) as a vehicle for the development of intervention strategies, individual case management, coordination, and implementation of school and community resources.
5. Helping staff become more aware of behaviors and health conditions that may require mental health or medical interventions and/or support.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to learners at risk of suicide. The training shall be offered under the direction of a LEA's counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in learners' appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

4. School and community resources and services.

5. LEA procedures for intervening when a learner attempts, threatens, or discloses the desire to commit suicide.

6. The LEA will have established clear protocol through staff development and procedures put in place in contacting the Mental Health teams available locally when hospitalization may be a need. In addition, procedures for reenter of schools and progress monitoring will be followed for success reunification of the learner and to maintain the safety of the other learners.

Building Awareness

Twice during the school year; the school will disseminate informational brochures with resources that include tips on suicide prevention-knowing the warning signs, hotline numbers, and various community resources available within their community of outside additional mental health resources. In addition to the brochures, for learners in grades 7-12, a sticker of suicide and help hotline will be placed on every learner's ID card given to them at the commencement of the school year or when enrolled in the school as part of the welcome packet.

As part of the outreach for awareness, we will take due diligence in reaching out to parents and learners through the various means of social network in disseminating resources for mental health wellness. Mental health articles, resources, and tips will be placed in the Facebook, Website and Parents Newsletters.

INTERVENTION

Whenever a staff member suspects or has knowledge of a learner's suicidal intentions, he/she shall promptly notify the director, school psychologist or school counselor. The school psychologist or school counselor shall complete an assessment to determine the learner's risk level. The director, school psychologist, or school counselor shall notify the student's parents/guardians as soon as possible and may refer the learner to mental health resources in the school or community.

Learners shall be encouraged to notify a facilitator, director, school psychologist, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another learner's suicidal intentions.

The Director(s) or designee shall establish crisis intervention procedures to ensure learner safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

Comprehensive Learner Support Programs

The school will develop programs to offer comprehensive learner support that addresses learner achievement, attitude (behavior), and attendance utilizing established screening and early identification processes. The Student Support Department in collaboration with the director and the Maker Staff Development Team will provide a variety of programs, services and strategies to increase learner attendance and implement evidenced based strategies for school dropout prevention and re-entry; including early identification of at-risk youth, intensive case management, support for transitions, enrollment in appropriate educational programs, and parent engagement. Learner Support Services supports learners and families including providing direct, individual, and family counseling; visiting learners' homes to exchange information and collaborating with school officials and community agencies. Every school shall have a formal, written, proactive Attendance and Dropout Prevention Plan. E.C. 48340 encourages school districts to adopt learner attendance policy based on the active involvement of parents/guardians, learners, teachers, administrators, other school personnel and community members. The Director shall designate an Attendance and Dropout Prevention Team SART/SARB and convene with them at least twice a year to develop, review and implement a school-wide Attendance and Dropout Prevention Plan. This plan shall be incorporated in the Coordinated Safe and Healthy School Plan for the school.

Programs should offer both specific and targeted, intensive interventions that may include strategies, programs, and services such as:

1. Utilizing credentialed Pupil Personnel Services (PPS) staff in the design, implementation, and coordination of universal prevention programs such as Love and Logic, Restorative Justice Practices, PBIS, targeting school and classroom-wide systems for all learners, facilitators and other community stakeholders.
2. Utilizing existing funding sources, including LCCF the development and maintenance of comprehensive Multi-Tiered Support System (MTSS) programs to promote a safe school climate and enhance academic achievement.
3. Using community-based resources to supplement learner support services.
4. Implement intervention programs to provide early detection and intervention for learners in primary and middle schools as a method for preventing moderate-to-serious emotional and behavioral problems.
5. Providing professional staff such as our counselors, BCBA, and psychologist in development of our facilitative staff capacity with support services about the preventive and therapeutic benefits.
6. Educating all professionals about the comprehensive mental health resources available via ILEAD SCHOOLS, universal, targeted and intensive services.
7. Maintaining active crisis intervention teams having at least two staff members who are trained through Non-Violent Crisis Intervention Prevention at the school.

Coordination of School and Community Resources

In order to ensure every learner meets his or her potential, schools must have clearly developed systems to coordinate and provide support to all learners. Schools must have clearly defined teams in place and participate in community-based partnerships to meet the individual needs of learners who are struggling with academic, attitude (behavior), or attendance problems.

Using community and school resources, schools should provide coordinated support efforts to learners and families by:

1. Utilizing community resources such family focus centers, SELPA, regional and other outreach centers services that promote learner wellness.
2. Participating on local Resource Coordinating Councils.
3. Collaborating with Organizational Facilitators to foster the development of community relationships.
4. Having systematic documentation processes that clearly define and communicate the prevention and intervention efforts attempted on behalf of individual learners.
5. Developed/refine methods such as the ILPs to articulate learner academic, social, and emotional needs and supports across grade levels and during transitions between schools, grades and to post-secondary programs.

6. Promoting and enhancing mental health consultations with facilitators, directors, and other support services personnel.
7. Promoting and expanding mental health providers at school-base.
8. Assuring that support service personnel have consistent opportunities to communicate and collaborate to ensure the best use of available resources and delivery of service.

POSTVENTION

In the event that a suicide occurs or is attempted on campus, the Director or designee shall follow the crisis intervention procedures contained in the school safety plan. After consultation with the Director(s) or designee and the learner's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of learner record information, the Director(s) or designee may provide learners, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with learners.

The Director or designee shall implement procedures to address learners' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide learners, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with learners.

Any response to media inquiries shall be handled by the LEA-designated spokesperson who shall not divulge confidential information. The LEA's response shall not sensationalize suicide and shall focus on the LEA's postvention plan and available resources.

After any suicide or attempted suicide by a learner, the Director(s) or designee shall provide an opportunity for all staff and others who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

The following are provided to assist school site in implementing components of the SCVI Mental Health Wellness Plan:

Model Safe School- Emergency Procedures - The Safe School Plans address violence prevention, emergency preparedness, traffic safety and crisis intervention.

iLEAD California Support Counseling and Intervention Services (CIS) – The Student Support of iLEAD California provide services as needed for Crisis Counseling and Intervention, School Mental Health and is dedicated to restoring and maintaining a safe and healthy learning environment for all Leaners and the facilitated staff iLEAD Schools. CIS professional counselors, psychologist as well other facilitators provide crisis response and recovery services in collaboration with law enforcements, Educational Service Centers, and community resources.

Resources links:

At-Risk Student Intervention Programs

Matrix for Guide from South Carolina to help with drop-out rate

https://www2.ed.gov/rschstat/eval/sectech/pathways2careers/AtRiskStudentGuide.pdf

Warning Signs-FACTS: Feelings, Actions, Changes, Threats, Signs

http://www.sptsusa.org/wp-content/uploads/2015/05/FACTS_Warning_Signs_of_Suicide1.pdf

Non-Violent Crisis Prevention Intervention Training NCPI

https://www.crisisprevention.com/What-We-Do/Nonviolent-Crisis-Intervention

California Teen Hotline

https://teenlineonline.org/yyp/california-youth-crisis-line/

National Suicide Prevention

https://suicidepreventionlifeline.org/

https://www.crisistextline.org

Get free help now: Text CONNECT to 741741 in the United States

PBIS Resources

- Positive Behavioral Interventions and Supports: www.pbis.org

- School-Wide Information Systems: www.swis.org

- Association for Positive Behavior Support: www.apbs.org

- Florida's Positive Behavior Support Project: http://flpbs.fmhi.usf.edu

- PBIS World – A collection of specific strategies: http://www.pbisworld.com/

- SELPA Professional Learning Catalog (PBIS trainings available):

  - www.edcoecharterselpa.org/what-we-do/professional-learning

  - http://edcoe.org/educational-services/selpa-special-education-local-plan-area/professional- development

The National Registry of Evidence-Based Programs and Practices (NREPP)

NREPP is designed to provide reliable information on evidence-based mental health and substance use interventions. The purpose of NREPP is to help people learn more about available evidence-based programs and practices, and determine which of these may best meet their needs. Together with the Substance Abuse and Mental Health Services Administration (SAMHSA), NREPP is working to improve access to information on evaluated interventions and practical applications in the field (NREPP website). For more information and to access the NREPP list of evidence-based practices and programs, please visit: https://www.samhsa.gov/nrepp

School Interventions to Prevent Youth Suicide (Technical Assistance Sample)

Author: Center for Mental Health in Schools at UCLA Date: Revised 2016

Web link: http://smhp.psych.ucla.edu/pdfdocs/sampler/suicide/suicide.pdf

Description: This packet of author-produced and other collected materials provides the following: an overview of the problem; a suicide risk assessment; information on planning school interventions and training personnel; guidance on providing support and preventing contagion in the aftermath of a suicide; and sources for hotlines, consultants, and mental health services

Screening/Assessing Students: Indicators and Tools

Author: Center for Mental Health in Schools at UCLA Date: Revised 2015

Web link: http://smhp.psych.ucla.edu/pdfdocs/assessment/assessment.pdf

Description: This packet of author-produced and other collected materials includes overviews, outlines, checklists, instruments, and recommendations and guidelines from Federal agencies related to early identification through screening. It also examines the controversy related to the many false positives resulting from universal screening, as well as issues related to screening high- risk youth.

Suicide Prevention (Quick Training Aids)

Author: Center for Mental Health in Schools at UCLA Date: Revised 2007

Web link: http://www.smhp.psych.ucla.edu/pdfdocs/quicktraining/suicideprevention.pdf

Description: These quick training aids provide factsheets on suicide rates and methods to assess suicide risk and prevent suicide. Author-produced and other collected materials include several tools and handouts for use with presentations.

Helping Every Living Person (HELP) Depression and Suicide Prevention Curriculum

Author: Sue Eastgard, Washington State's Youth Suicide Prevention Program

Web link: http://www.yspp.org/

Description: This pilot-tested and evaluated curriculum is most appropriate for 9th and 10th grades but may be used in 11th and 12th grades. It consists of four 45-minute lessons designed to be taught by a classroom teacher and can be easily incorporated into existing health classes. The program aims to build students' resiliency, increase their help-seeking behavior, and empower them to help other youth. Activities include discussion, problem-solving, and skill

practice. The curriculum includes the DVD *"A Cry for Help."* Training to learn how to teach this curriculum is strongly recommended but not required

Cost: In Washington State: materials are $100; training is free.

Outside of Washington State: materials are $250; training is a negotiable fee.

LEADS: for Youth (Linking Education and Awareness of Depression and Suicide)

Author: Suicide Awareness Voices of Education

Web link: https://www.save.org/what-we-do/education/leads-for-youth-program/

Description: Student Curriculum: This three-hour curriculum is designed to be presented in three separate class sessions and is usually given during health classes. It is geared toward students in grades 9-12 and combines lecture and discussion. It covers signs and symptoms of depression, risk and protective factors and warning signs for suicide, and the barriers and benefits of seeking help. iLEAD's emphasizes connecting students and teachers to school and community resources and increases skills in how to seek help for oneself or a friend. Training for teachers is included in the curriculum materials. Technical assistance is also available.

Protocols: Also included is a guide to help implement a school suicide crisis management plan that covers prevention, intervention, and postvention.

Cost: $125

Review: http://legacy.nreppadmin.net/ViewIntervention.aspx?id=269

Appendix M

EL DORADO CHARTERSELPA
Special Education Local Plan Area

Dr. Ed Manansala
County Superintendent of Schools
El Dorado County Office of Education

David M. Toston
Associate Superintendent
El Dorado County SELPA / Charter SELPA

800-524-8100
530-295-2462

530-295-9227

6767 Green Valley Rd
Placerville, CA 95667

October 25th, 2019

SCVi Board Members
Santa Clarita Valley International
28060 Hasley Canyon Road, Suite 200,
Castaic, CA 91384

Re: Santa Clarita Valley International CDS# 19-65136-0117234

Dear SCVi Board Members,

Santa Clarita Valley International has been a member of the El Dorado Charter SELPA since July 2011. Santa Clarita Valley International are members in good standing and have demonstrated the commitment and capacity to function as LEAs for special education services.

Please contact me if you have any questions.

Sincerely,
Respectfully Submitted,

Ginese Quann
Charter SELPA Director

GQ:jt

Appendix N

Board Approved:
June 12, 2019

Santa Clarita Valley International Wellness Policy

Table of Contents

SCVi
iLEAD's Founding School
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Santa Clarita Valley International Wellness Policy

Preamble

Santa Clarita Valley International, SCVi (hereto referred to as the SFA) is committed to the optimal development of every student. The SFA believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.[i,ii,iii,iv,v,vi,vii] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.[viii,ix,x] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.[xi,xii,xiii,xiv]

This policy outlines the SFA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the SFA have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the SFA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The SFA establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the SFA.

I.   School Wellness Committee

Committee Role and Membership

The SFA will convene a representative school wellness committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least twice per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this SFA-level wellness policy (heretofore referred as "wellness policy").

The SWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Director or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Name	Title	Role
TBD		Wellness Coordinator
TBD		Food Service Director

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The SFA will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at: https://ileadsantaclarita.org/

Recordkeeping

The SFA will retain records to document compliance with the requirements of the wellness policy at the school office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Triennial Progress Assessments

At least once every three years, the SFA will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the SFA are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the SFA's wellness policy.

The SWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as SFA priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The SFA is committed to being responsive to community input, which begins with awareness of the wellness policy. The SFA will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that SFA. The SFA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The SFA will use electronic mechanisms, such as email or displaying notices on the SFA's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The SFA will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the SFA and individual schools are communicating other important school information with parents.

The SFA will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The SFA will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III.   <u>Nutrition</u>

School Meals

Our school SFA is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the SFA participate in USDA child nutrition programs, including the School Breakfast Program (SBP), and *any additional programs the school may elect.* All schools within the SFA are committed to offering school meals through the SBP program, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The SFA offers reimbursable school meals that meet USDA nutrition standards.)

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The SFA will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The SFA is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at:
http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The SFA will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents.
3. Rewards and incentives. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The SFA will make available to parents and teachers a list of healthy fundraising ideas

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The SFA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The SFA aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Include nutrition education training for teachers and other staff.

Food and Beverage Marketing in Schools

The SFA is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The SFA strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on SFA property that contains messages inconsistent with the health information the SFA is imparting through nutrition education and health promotion efforts. It is the intent of the SFA to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the SFA's wellness policy.

IV. <u>Physical Activity</u>

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason.

To the extent practicable, the SFA will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The SFA will conduct necessary inspections and repairs.

Physical Education

The SFA will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided equal opportunity to participate in physical education classes. The SFA will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or SFA must conduct **indoor recess,** teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Each *school will maintain and enforce its own indoor recess guidelines*

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

V. Other Activities that Promote Student Wellness

The SFA will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The SFA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development,

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1)   mail: U.S. Department of Agriculture   (2) fax: (202) 690-7442   (3) email: program.intake@usda.gov
        Office of the Assistant Secretary for Civil Rights
        1400 Independence Avenue, SW
        Washington, D.C. 20250-9410

This institution is an equal opportunity provider

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Policy Category	Employee	
Policy Name	Discrimination, Unlawful Harassment and Retaliation Prevention Policy	
Table of Contents #	1	
Board Approval Date	6/26/16	
District Required	Yes____ No____	
Committee Names	Jose, Breitstein	

CODING

CMO_SUGGESTED_____
SCV_DRAFT_____
SCV_APPROVED_____

Secretary Initials_____

Discrimination, Unlawful Harassment and Retaliation Prevention Policy

Equal Employment Opportunity

iLEAD SCHOOLS ("the School") is an equal opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. Employment decisions are based on an individual's qualifications as they relate to the job under consideration. The School's policy prohibits unlawful discrimination based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, Civil Air Patrol status, military and veteran status and any other consideration protected by federal, state or local law (sometimes referred to, collectively, as "protected characteristics").

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. An employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law. Our commitment to equal employment opportunity applies to all persons involved in our operations and prohibits unlawful discrimination by any employee, including supervisors and co--workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Human Resources Department and request such an accommodation, specifying what accommodation he or she needs to perform the job. The School will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

Unlawful Harassment

The School is committed to providing a work environment that is free from unlawful harassment. As a result, the School's policy prohibits harassment based on race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations. For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States. All such harassment is prohibited.

The School's unlawful harassment policy applies to all persons involved in our operations, including co--workers, supervisors, managers, and third parties. The School will take all reasonable steps to prevent or eliminate unlawful harassment by third parties, including students, parents, and vendors, who have workplace contact with our employees.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Offering employment benefits in exchange for sexual favors, making threats and demands to submit to sexual requests as a condition of continued employment, or making or threatening reprisals after a negative response to sexual advances.

- Visual conduct: leering, making sexual gestures, and displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages.

- Verbal conduct: making or using derogatory comments or jokes, epithets, slurs, or unwanted sexual advances, invitations, or comments.

- Physical conduct such as assault, unwanted touching, impeding or blocking movements, or interfering with work because of any protected basis

- Retaliation for reporting harassment or threatening to report unlawful harassment in good faith.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if the School had no knowledge of such conduct.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

Retaliation

The School prohibits retaliation against any employee for using the School's complaint procedure, reporting proscribed discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing or because of the employee's opposition to a practice or conduct the employee reasonably believes to be unlawful. Any retaliatory adverse action may be unlawful and will not be tolerated.

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If you believe you have been subjected to unlawful retaliation, please follow the complaint procedure outlined below.

Abusive Conduct Prevention

It is expected that the School and persons in the workplace perform their jobs productively as assigned, and in a manner that meets all of managements' expectations, during working times, and that they and refrain from any malicious abusive conduct, including but not limited to conduct that a reasonable person would find hostile, offensive, and unrelated to the School's legitimate business interests. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

If you believe you have been subjected to abusive conduct, please follow the complaint procedure outlined below.

Discrimination, Unlawful Harassment, Retaliation and Abusive Conduct Complaint Procedure

Employees must report all incidents believed to be discrimination, unlawful harassment, or retaliation, regardless of whether they are the alleged victim, witness, a bystander, or otherwise. If you believe that you have been subjected to any form of unlawful conduct, or have knowledge of such unlawful conduct, submit a written or verbal report to your supervisor, any member of management, Human Resources, or the Director of Human Resources. Employees are not required to make a complaint directly to their immediate supervisor. Supervisors and managers who receive complaints of misconduct must immediately report such complaints to the Director of HR who will attempt to resolve issues internally. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding unlawful discrimination, harassment, or retaliation to the Director of Human Resources.

When a report is received, the School will promptly undertake a fair, timely, thorough and objective investigation through the use of "qualified personnel" and using methods that provide all parties "appropriate due process." During the investigation, the School will provide regular progress updates, as appropriate, to those directly involved. The School will strive to complete its investigation as

efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected. The School expects all employees to fully cooperate with any investigation conducted by the School into a complaint of proscribed harassment, discrimination or retaliation, or regarding the alleged violation of any other School policies. The School will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law.

Upon completion of the investigation, the School will communicate its conclusion as soon as practical. If the School determines that this policy has been violated, appropriate remedial measures will be taken, commensurate with the severity of the offense, up to and including termination of employment. Appropriate action will also be taken to deter any such conduct in the future.

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven.

Employees who believe that they have been unlawfully discriminated against, harassed, or retaliated against may also file a complaint with the local office of the California Department of Fair Employment and Housing ("DFEH") or the Equal Employment Opportunity Commission ("EEOC"), who will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. The DFEH and the California Fair Employment and Housing Council ("FEHC") as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, harassment, and/or retaliation or make other changes in School policies. Information may be located by visiting the agency website at www.eeoc.gov or www.dfeh.ca.gov.

Adopted:

Amended:

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HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY
Complaint with the Safe Place to Learn Act

Board Approved:

It is the policy of Santa Clarita Valley international to create and maintain a learning environment where learners and employees are treated with dignity, decency and respect. It is also the policy of Santa Clarita Valley international to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any learners or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any learners or families or bar children from enrolling or attending school.

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

Each year, the School shall educate learners about the negative impact of bullying other learners based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train facilitators, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

➢ Discuss the varying immigration experiences among members of the student body and school community;

➢ Discuss bullying-prevention strategies with learners, and teach learners to recognize the behavior and characteristics of bullying perpetrators and victims;

➢ Identify the signs of bullying or harassing behavior;

➢ Take immediate corrective action when bullying is observed; and

➢ Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits learners from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols

- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or

intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more learners that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with is or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediate report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their facilitator, school counselor or other school personnel
- The school director of the School

Complaints may be submitted to the School director by any of the following methods:

- By phone at 661-705-4820
- By email at info@ileadschools.org
- By mail at 28060 Hasley Canyon Rd.,

Any facilitator, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the School director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the

alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the School director and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the School director and/or Board of Directors will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the School director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform learners who are the victims of hate crimes of their right to report such crimes.

Policy Category	Governance
Policy Name	Public Records Requests – Public Records Act Compliant
Table of Contents #	10
Board Approval Date	**05-07-2015**
District Required	Yes_____ No_____
Committee Names	Kuric, Raskin

CODING

CMO_SUGGESTED_____
SCV_DRAFT_____
SCV_APPROVED_____

Secretary Initials_____

Public Records

Public Records Defined

The Santa Clarita Valley International Charter School (the "School") provides the public with access to its public records in accordance with legal requirements. Public records are those writings containing information relating to the conduct of the School's business that are prepared, owned, used or retained by the School regardless of physical form or characteristics. Certain public records, however, are exempt from disclosure by express provision of law. These records will not be provided to the public. The School may not deny disclosure of records based on the purpose for which the record is being requested.

Records Exempt from Disclosure

Some of the records that are exempt from disclosure include the following categories. This is not an exhaustive list.

1. Preliminary drafts, notes or inter/intra-School memoranda that are not retained by the School in the ordinary course of business;

2. Records pertaining to pending litigation to which the School is a party or to claims made pursuant to the Tort Claims Act.

3. Personnel, medical, student records, or similar files.

4. Test questions, scoring keys and other examination data used to administer an examination for employment or academic examination, unless specifically authorized by law.

5. The content of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the School relative to the acquisition of property, until all of the property has been acquired.

6. Records, the disclosure of which is exempted or prohibited pursuant to federal or state law, including, but not limited to, provisions of the Evidence Code relating to privilege.

7. A document prepared by or for the School that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt the Schools operations and that is for distribution or consideration in a closed session.

8. Trade secrets.

9. Computer software developed by the School.

10. Records where, on the facts of the particular case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record.

The School may, in its discretion and as permitted by law, waive the applicable exemption to the records. In this case, the disclosure constitutes a waiver for all requesters of that public record and will be open to inspection by all requesters.

Process for Requesting Public Records

Requests for Public Records

Any person wishing to inspect the School's public records shall make the request, preferably in writing, to Santa Clarita Valley International, Attn: Public Records Request, 28060 Hasley Canyon Road, Castaic, CA 91384. The request must reasonably describe an identifiable public record(s) and must be specific and focused.

To the extent reasonable under the circumstances, the School will assist the requester to make a focused and effective request by:

1. Assisting the member of the public to identify records and information that are responsive to the request or to the purpose of the request, if stated.

2. Describing the information technology and physical location in which the records exist.

3. Providing suggestions for overcoming any practical basis for denying access to the records or information sought.

If the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record(s), the School will not provide further assistance to the requester.

Response to Public Records Request

Santa Clarita Valley International will, within 10 days of receipt of the request, provide a written response to the requester of public records. The written response shall contain the following information:

1. Notice informing the requester whether the request, in whole or in part, seeks copies of disclosable public records in the possession of the School and the reasons for the determination.

2. If the School denies any request for records, in whole or in part, and the request was in writing, the notification of denial will set forth the names and titles or positions of each person responsible for the denial.

3. The date and time when the records will be made available.

4. If the request identifies information which is contained in both electronic format and hard copy, the notice may inform the requester that the information is available in either format.

5. If the requester seeks copies of the records, the School may identify a fee covering the direct costs of duplication.

6. If the requester seeks copies in electronic format, the School may charge the requester the direct cost of producing a copy of the record in that format. If, in order to comply with these requirements relating to electronic formatted records described below, the School is required to produce a copy of an electronic record and the record is one that is produced only at otherwise regularly scheduled intervals or the request would require data compilation, extraction or programming to produce the record, the School may charge the requester the cost to construct a record, the cost of programming and computer services necessary to produce the record.

Records Inspections or Copies

Time and Place of Inspection: A person who has made a public records request may inspect the records after the date and time identified in the response to the request. Generally, records inspections may take place at 28060 Hasley Canyon Road, Castaic, CA 91384 during office hours of the School, which are Monday through Friday, 8:30 a.m. – 3:30 p.m.

Electronic Formatted Records: If the School has information that constitutes an identifiable public record not exempt from disclosure that is in an electronic format, and it has been requested in an electronic format, the School will make that information available in an electronic format. The School will make the information available for inspection in any electronic format in which it holds the information. If the requested format is one that the School uses to create copies for its own use or for provision to other agencies, the School will provide a copy of the electronic record. The School will not, however, provide electronic records in the electronic form in which it is held by the School if its release jeopardizes or compromises the security or integrity of the original record or of any proprietary software in which it is maintained.

If the School no longer has the record in electronic format, the School will not reconstruct the record in electronic format.

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Free to Think. Inspired to Lead.

Partial Disclosure: If the requested records may only partially be disclosed because some are exempt from disclosure, the reasonably segregable portion of the record(s) will be made available for inspection.

Adopted:

Amended:

Appendix O

SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL
5-Year Budget Summary

Object Code	REVENUE	2020-21	2021-22	2022-23	2023-24	2024-25
8011	State Aid	5,847,381	6,351,941	7,059,743	7,799,672	7,924,232
8012	EPA	1,652,081	1,693,212	1,772,535	1,849,247	1,881,495
8096	In Lieu Taxes	1,993,053	2,040,506	2,135,414	2,230,321	2,277,774
8100	Federal Revenue (SpEd)	124,509	122,476	125,392	131,225	137,057
8311	Other State Funding Apportionments (SpEd)	528,368	540,949	566,109	591,269	605,071
8312	Other State Funding Apportionments (Mental Health)	84,000	84,000	84,000	84,000	84,000
8250	Child Nutrition	28,906	28,906	28,906	28,906	28,906
8550	Other State Revenue (Mandated Costs)	26,243	28,568	30,495	32,820	32,124
8560	Other State Revenue (Lottery)	209,525	214,514	224,492	234,469	239,942
8640	Other Revenues	586,579	586,579	586,579	586,579	586,579
	Total Revenue	**11,080,646**	**11,691,651**	**12,613,665**	**13,568,508**	**13,797,180**
	EXPENDITURES					
1000	Certificated Salaries	3,330,336	3,631,256	4,092,260	4,452,252	4,622,521
2000	Classified Salaries	950,687	969,701	1,030,547	1,130,376	1,152,984
3101	STRS	612,782	657,257	740,699	805,858	836,676
3000	Non-STRS Employee Benefits	645,596	695,945	791,344	879,486	919,663
4000	Books & Supplies	580,002	597,518	591,660	597,576	603,552
5200	Professional Development	30,000	30,000	30,000	30,000	30,000
5310	Dues & Memberships	17,252	17,252	17,424	17,599	17,775
5400	Insurance	7,210	7,210	7,282	7,355	7,429
5500	Operations - Utilities	185,391	187,244	189,117	191,008	192,918
5610	Operations - Facilities Rent & CAM	1,716,268	1,750,593	1,785,605	1,821,317	1,857,743
5600	Operations - Other Facilities	63,630	64,266	64,909	65,558	66,214
5801	Service Fees	1,423,877	1,512,849	1,645,154	1,781,886	1,812,525
5802	District Oversight Fees	94,925	100,857	109,677	118,792	120,835
5800	All Other Operating Exp. (Excluding Int Exp)	660,313	666,670	673,092	679,577	686,127
5900	Communications	60,443	61,048	61,658	62,275	62,898
6000	Capital Outlay	150,000	150,000	150,000	150,000	150,000
	Total Expenditures	**10,528,712**	**11,099,667**	**11,980,428**	**12,790,917**	**13,139,859**
	Change in net assets	551,934	591,984	633,237	777,591	657,320
	Reserve for Economic Uncertainty (5%)	526,436	554,983	599,021	639,546	656,993
	Net Income	**25,498**	**37,000**	**34,215**	**138,045**	**327**

SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL

Enrollment and Average Daily Attendance (ADA) Assumptions

Enrollment By Grade	2020-2021	2021-22	2022-23	2023-2024	2024-2025
Kindergarten	100	100	125	125	125
Grade 1	75	100	100	125	125
Grade 2	75	75	100	100	125
Grade 3	50	75	75	100	100
Grade 4	74	50	75	75	100
Grade 5	63	75	50	75	75
Grade 6	86	65	75	50	75
Grade 7	90	80	70	75	75
Grade 8	98	90	80	70	70
Grade 9	120	90	90	80	70
Grade 10	75	120	90	90	80
Grade 11	80	75	120	90	90
Grade 12	64	80	75	120	90
Total Enrollment	**1050**	**1075**	**1125**	**1175**	**1200**

Daily Attendance Rate	2020-2021	2021-22	2022-23	2023-2024	2024-2025
Target ADA Rate (%)	96.40%	96.40%	96.40%	96.40%	96.40%

Average Daily Attendance by Grade	2020-2021	2021-22	2022-23	2023-2024	2024-2025
Kindergarten	96	96	121	121	121
Grade 1	72	96	96	121	121
Grade 2	72	72	96	96	121
Grade 3	48	72	72	96	96
Grade 4	71	48	72	72	96
Grade 5	61	72	48	72	72
Grade 6	83	63	72	48	72
Grade 7	87	77	67	72	72
Grade 8	94	87	77	67	67
Grade 9	116	87	87	77	67
Grade 10	72	116	87	87	77
Grade 11	77	72	116	87	87
Grade 12	62	77	72	116	89
Average Overall Daily Attendance	**1012**	**1036**	**1085**	**1133**	**1159**

Average Daily Attendance by Grade Range	2020-2021	2021-22	2022-23	2023-2024	2024-2025
ADA Grades K-3	289	337	386	434	458
ADA Grades 4-6	215	183	193	193	241
ADA Grades 7-8	181	164	145	140	140
ADA Grades 9-12	327	352	362	366	320
Average Overall Daily Attendance	**1012**	**1036**	**1085**	**1133**	**1159**

Overall Unduplicated Pupil Percentage	2020-2021	2021-22	2022-23	2023-2024	2024-2025
	28%	33%	37%	38%	38%

SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL
Staffing Assumptions

		20/21		21/22		22/23		23/24		24/25	
1110	*Faciliator*	$ 61,404.71	$	64,910.40	$	66,208.61	$	67,532.78	$	68,883.44	*average salary*
		31.0		31.0		34.0		35.0		36.0	*FTE*
		27.4		28.1		26.8		27.2		27.0	*pupil teacher ratio*
		$ 1,903,545.98	$	2,012,222.50	$	2,251,092.78	$	2,363,647.42	$	2,479,803.81	
1120	*Independent Study Facilitator*	$ 59,850.00	$	62,500.50	$	62,791.20	$	63,177.25	$	65,811.88	*average salary*
		8.00		8.00		8.50		9.00		9.00	*FTE*
		24.94		25.53		25.15		24.81		25.33	*pupil teacher ratio*
		$ 478,800.00	$	500,004.00	$	533,725.20	$	568,595.25	$	592,306.88	
1130	*Ed Specialist*	7.0		8.0		9.0		9.0		9.0	*FTE*
		$ 55,264.31	$	56,369.59	$	57,496.99	$	58,646.93	$	59,819.86	*averge salary*
		$ 386,850.16	$	450,956.76	$	517,472.88	$	527,822.34	$	538,378.78	
1150	*Substitute Faciliator*	1.0		1.0		1.5		1.5		1.5	*FTE*
		$ 42,640.00	$	43,492.80	$	44,362.66	$	45,249.91	$	46,154.91	*averge salary*
		$ 42,640.00	$	43,492.80	$	66,543.98	$	67,874.86	$	69,232.36	
1210	*School Psych*	1.0		1.0		1.0		2.0		2.0	*FTE*
		$ 110,000.00	$	112,200.00	$	114,444.00	$	116,732.88	$	119,067.54	*averge salary*
		$ 110,000.00	$	112,200.00	$	114,444.00	$	233,465.76	$	238,135.08	
1220	*Speech Language Pathologist*	1.0		1.5		1.5		2.0		2.0	*FTE*
		$ 75,000.00	$	76,500.00	$	78,030.00	$	79,590.60	$	81,182.41	*averge salary*
		$ 75,000.00	$	114,750.00	$	117,045.00	$	159,181.20	$	162,364.82	
1230	*Counselor*	1.5		2.5		2.5		3.0		3.0	*FTE*
		$ 56,333.39	$	57,460.05	$	58,609.26	$	59,781.44	$	60,977.07	*averge salary*
		$ 84,500.08	$	143,650.14	$	146,523.14	$	179,344.32	$	182,931.21	
1310	*Directors*	3.0		3.0		4.0		4.0		4.0	*FTE*
		$ 83,000.06	$	84,660.07	$	86,353.27	$	88,080.33	$	89,841.94	*averge salary*
		$ 249,000.19	$	253,980.20	$	345,413.07	$	352,321.33	$	359,367.75	
		53.50		56.00		62.00		65.50		66.50	*Total FTE*
1000s	**Total Certificated Staff**	$ 3,330,336.41	$	3,631,256.39	$	4,092,260.05	$	4,452,252.48	$	4,622,520.70	
2110	*Elective Teachers*	4.00		4.00		4.00		4.00		4.00	*FTE*
		$ 33,244.67	$	33,909.56	$	34,587.75	$	35,279.50	$	35,985.09	*averge salary*
		$ 132,978.66	$	135,638.23	$	138,351.00	$	141,118.02	$	143,940.38	
2120	*Care Team (Student Support)*	9.00		9.00		9.00		9.00		9.00	*FTE*
		30,968.89		31,588.27		32,220.03		32,864.43		33,521.72	*averge salary*

				278,720.00		**284,294.40**		**289,980.29**		**295,779.89**		**301,695.49**	
	2230	*Guide*		1.00		1.00		1.00		2.00		2.00	*FTE*
			$	43,680.00	$	44,553.60	$	45,444.67	$	46,353.57	$	47,280.64	*averge salary*
			$	**43,680.00**	$	**44,553.60**	$	**45,444.67**	$	**92,707.13**	$	**94,561.27**	
	2410	*Office Support*		4.00		4.00		5.00		5.00		5.00	*FTE*
			$	39,842.64	$	40,639.50	$	41,452.29	$	42,281.33	$	43,126.96	*averge salary*
			$	**159,370.58**	$	**162,557.99**	$	**207,261.43**	$	**211,406.66**	$	**215,634.80**	
	2940	*Café*		2.00		2.00		2.00		2.00		2.00	*FTE*
			$	32,175.00	$	32,818.50	$	33,474.87	$	34,144.37	$	34,827.25	*averge salary*
			$	**64,350.00**	$	**65,637.00**	$	**66,949.74**	$	**68,288.73**	$	**69,654.51**	
	2910	*Care Team (Classroom Aid)*		4.00		4.00		4.00		5.00		5.00	*FTE*
			$	30,968.89	$	31,588.27	$	32,220.03	$	32,864.43	$	33,521.72	*averge salary*
			$	**123,875.56**	$	**126,353.07**	$	**128,880.13**	$	**164,322.16**	$	**167,608.61**	
	2950	*Operations Maintenance*		3.00		3.00		3.00		3.00		3.00	*FTE*
			$	49,237.50	$	50,222.25	$	51,226.70	$	52,251.23	$	53,296.25	*averge salary*
			$	**147,712.50**	$	**150,666.75**	$	**153,680.09**	$	**156,753.69**	$	**159,888.76**	
				10.00		10.00		10.00		10.00		10.00	*FTE - Part Time*
				17.00		17.00		18.00		20.00		20.00	*FTE - Full Time*
2000s		**Total Classified Staff**	$	**950,687.29**	$	**969,701.04**	$	**1,030,547.34**	$	**1,130,376.29**	$	**1,152,983.82**	
	3101	*State Teachers' Retirement System -*		612,781.90		657,257.41		740,699.07		805,857.70		836,676.25	
	3302	*OASDI (Social Security) - Classified*		58,942.61		60,121.46		63,893.94		70,083.33		71,485.00	
	3311	*MediCare - Certificated*		48,289.88		52,653.22		59,337.77		64,557.66		67,026.55	
	3312	*MediCare - Classified*		13,784.97		14,060.67		14,942.94		16,390.46		16,718.27	
	3401	*Health & Welfare Benefits -*		327,420.00		359,520.00		416,640.00		459,810.00		486,780.00	
	3402	*Health & Welfare Benefits - Classified*		42,840.00		44,940.00		53,760.00		70,200.00		73,200.00	
	3501	*State Unemployment Insurance -*		23,219.00		24,304.00		26,908.00		28,427.00		28,861.00	
	3502	*State Unemployment Insurance -*		7,378.00		7,378.00		7,812.00		8,680.00		8,680.00	
	3601	*Worker Compensation Insurance -*		96,246.72		104,943.31		118,266.32		128,670.10		133,590.85	
	3602	*Worker Compensation Insurance -*		27,474.86		28,024.36		29,782.82		32,667.87		33,321.23	
3000s		**Total Health & Wellness Benefits**	$	**1,258,377.94**	$	**1,353,202.42**	$	**1,532,042.85**	$	**1,685,344.12**	$	**1,756,339.14**	
1000-3000s		**Total Personnel Expenses**		**2,209,065.23**		**2,322,903.46**		**2,562,590.19**		**2,815,720.41**		**2,909,322.95**	

*	**Health and Wellness Assumptions**				
	STRS	18.40%	18.10%	18.10%	18.10%	18.10%
	OASDI (Social Security)	6.20%	6.20%	6.20%	6.20%	6.20%
	MediCare	1.45%	1.45%	1.45%	1.45%	1.45%
	Health & Wellness Benefits	6,120	6,420	6,720	7,020	7,320
	State Unemployment Insurance	434	434	434	434	434
	Worker Compensation Insurance	3%	3%	3%	3%	3%

SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL
Revenue Assumptions

		2020-21	2021-22	2022-23	2023-24	2024-2025
8011	LCFF - State Aid	5,847,381	6,351,941	7,059,743	7,799,672	7,924,232
8012	LCFF - EPA	1,652,081	1,693,212	1,772,535	1,849,247	1,881,495
8096	LCFF - In-Lieu Taxes	1,993,053	2,040,506	2,135,414	2,230,321	2,277,774
8100	Federal Revenue (SpEd)	124,509	122,476	125,392	131,225	137,057
8250	Child Nutrition	28,906	28,906	28,906	28,906	28,906
8311	Other State Funding Apportionments (SpEd)	528,368	540,949	566,109	591,269	605,071
8312	Other State Funding Apportionments (Mental Health)	84,000	84,000	84,000	84,000	84,000
8550	Other state Revenue (Mandated Costs) K-8	10,465	11,105	11,986	13,588	14,883
8550	Other state Revenue (Mandated Costs) 9-12	15,778	17,463	18,509	19,232	17,241
8560	Other State Revenue (Lottery) - Unrestricted	154,867	158,554	165,929	173,303	177,348
8560	Other State Revenue (Lottery) - Restricted	54,659	55,960	58,563	61,166	62,594
8634	Food Service Sales	190,000	190,000	190,000	190,000	190,000
8645	Student Activities	195,000	195,000	195,000	195,000	195,000
8655	Facilities Use	175,064	175,064	175,064	175,064	175,064
8810	Family Giving Donations	5,000	5,000	5,000	5,000	5,000
8820	Private & Corporate Donations	9,000	9,000	9,000	9,000	9,000
8830	Fundraising	1,700	1,700	1,700	1,700	1,700
8831	Grants	10,815	10,815	10,815	10,815	10,815
			1	1	1	1
	Total Revenue	11,080,646	11,691,652	12,613,666	13,568,509	13,797,181

Revenue Assumptions	2020-21	2021-22	2022-23	2022-24	2024-2025
Enrollment	1,050	1,075	1,125	1,175	1,200
Total ADA	1,012	1,036	1,085	1,133	1,159
ADA - Grades K-3	289	337	386	434	458
ADA - Grades 4-6	132	121	121	145	169
ADA - Grades 7-8	181	164	145	140	140
ADA - Grades 9-12	327	352	362	366	320
Prior Year Census Day Enrollment	980	1,050	1,075	1,125	1,175
Prior Year ADA P-2	1,029	1,012	1,036	1,085	1,133
Unduplicated Count	294	355	416	447	456
Unduplicated %	0	0	0	0	0
Funding Factors					
State - Special Educaiton Per Pupil (per ADA, current yr P-2)	522	522	522	522	522
Federal (- Special Education (prior yr. census)(SpEd)	121	121	121	121	121
Mandate Block Grant (K-8)	17	18	18	19	19
Mandate Block Grant (9-12)	48	50	51	53	54
Lottery - Unrestricted	153	153	153	153	153
Lottery -Restricted	54	54	54	54	54
STRS - ER	18	18	18	18	18

SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL
Operations Expenses

4000s		2020-21	2021-22	2022-23	2023-24	2024-25
4100	Curriculum & Education Software	52,520	53,045	53,576	54,111	54,653
4300	Materials and Supplies	429,179	433,471	437,806	442,184	446,606
4400	Equipment and Supplies	7,210	7,282	7,355	7,429	7,503
4700	Food Supplies	91,091	92,002	92,922	93,851	94,790
	Total Books and Supplies	**580,002**	**585,802**	**591,660**	**597,576**	**603,552**

5000s		2020-21	2021-22	2022-23	2023-24	2024-25
5200	Professional Development	30,000	30,000	30,000	30,000	30,000
5300	Dues and Memeberships	17,252	17,424	17,599	17,775	17,952
5400	Insurance	7,210	7,282	7,355	7,429	7,503
5500	Operations - Utitlies, Waste Disposal, Janitorial, Security	185,391	187,244	189,117	191,008	192,918
5600	Facilities - Maintenance	63,630	64,266	64,909	65,558	66,214
5610	Facilities - Rent & CAM	1,716,268	1,750,593	1,785,605	1,821,317	1,857,743
5801	Professional Services - Services Fees	1,423,877	1,512,849	1,645,154	1,781,886	1,812,525
5802	Professional Services - District Oversight Fees	94,925	100,857	109,677	118,792	120,835
5800	Professional Services - Other (Payroll, Business Services, Legal, Consultants)	60,910	61,519	62,134	62,756	63,383
5800	Operating Expenditures - Banking, License, Fees, Interest, Recruitment, Marketing	64,050	64,691	65,338	65,991	66,651
5850	Operating Expenditures - Student Information System	24,547	24,547	24,547	24,547	24,547
5800	Student Services - SpEd (consultants, assessment)	353,245	356,778	360,346	363,949	367,589
5800	Student Services - Enrichment, Groups, Activities	157,560	159,136	160,727	162,334	163,958
5900	Communications - (Phone, Internet, Web Communications, Postage)	60,443	61,048	61,658	62,275	62,898
	Total Operations & Services	**4,259,309**	**4,398,234**	**4,584,165**	**4,775,617**	**4,854,716**

6000s		2020-21	2021-22	2022-23	2023-24	2024-25
	Total Capital Outlay	**150,000**	**150,000**	**150,000**	**150,000**	**150,000**
	Total Expenditures	**4,989,311**	**5,134,036**	**5,325,825**	**5,523,193**	**5,608,268**

Appendix P

SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL
Cash Flow (2020-2021)

Object Code		Total Annual 2020-2021	July 2020 (18/19 accruals)	August 2020	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021
	BEGINNING CASH		106,393	932,534	505,464	205,204	538,427	406,248	294,418	627,641	537,462	532,093	861,135	662,521
	RECEIPTS													
	LCFF Sources													
8011	State Aid	5,847,381	675,016	292,369	292,369	526,264	526,264	526,264	526,264	526,264	526,264	526,264	526,264	526,264
8012	EPA	1,652,080.94	468,282			413,020			413,020			413,020		
8096	In Lieu Taxes	1,993,052.64		119,583	239,166	159,444	159,444	159,444	159,444	159,444	279,027	93,009	93,009	372,036
8100	Federal Revenue (SpEd)	124,509	56,875									62,255		
8311	Other State Funding Apportionments (SpEd)	528,368	121,211	26,418	26,418	47,553	47,553	47,553	47,553	47,553	47,553	47,553	47,553	47,553
8312	Other State Funding Apportionments (Mental Health)	84,000								42,000				
8250	Child Nutrition	28,906			7,227			7,227			7,227			7,227
8550	Other State Revenue (Mandated Costs)	26,243	14,105					13,122						
8560	Other State Revenue (Lottery)	209,525	134,516			52,381			52,381			52,381		
8640	Other Revenues	586,579	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882
	TOTAL RECEIPTS	11,080,646	1,518,887	487,252	614,062	1,247,545	782,143	802,491	1,247,545	824,143	908,953	1,243,364	715,708	1,001,962
	DISBURSEMENTS													
1000	Certificated Salaries	3,330,336	166,517	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730	299,730	166,517
2000	Classified Salaries	950,687	47,534	85,562	85,562	85,562	85,562	85,562	85,562	85,562	85,562	85,562	85,562	47,534
3101	STRS	612,782	30,639	55,150	55,150	55,150	55,150	55,150	55,150	55,150	55,150	55,150	55,150	30,639
3000	Non-STRS Employee Benefits	645,596	32,280	58,104	58,104	58,104	58,104	58,104	58,104	58,104	58,104	58,104	58,104	32,280
4000	Books & Supplies	580,002	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333	48,333
5200	Professional Development	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
5310	Dues & Memberships	17,252	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438
5400	Insurance	7,210	601	601	601	601	601	601	601	601	601	601	601	601
5500	Operations - Utilities	185,391	15,449	15,449	15,449	15,449	15,449	15,449	15,449	15,449	15,449	15,449	15,449	15,449
5610	Operations - Facilities Rent & CAM	1,716,268	143,022	143,022	143,022	143,022	143,022	143,022	143,022	143,022	143,022	143,022	143,022	143,022
5600	Operations - Other Facilities	63,630	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303	5,303
5801	Service Fees	1,423,877	118,656	118,656	118,656	118,656	118,656	118,656	118,656	118,656	118,656	118,656	118,656	118,656
5802	District Oversight Fees	94,925	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910	7,910
5800	All Other Operating Exp. (Excluding Int Exp)	660,313	55,026	55,026	55,026	55,026	55,026	55,026	55,026	55,026	55,026	55,026	55,026	55,026
5900	Communications	60,443	5,037	5,037	5,037	5,037	5,037	5,037	5,037	5,037	5,037	5,037	5,037	5,037
6000	Capital Outlay	150,000	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
	TOTAL DISBURSEMENTS	10,528,712	692,746	914,322	914,322	914,322	914,322	914,322	914,322	914,322	914,322	914,322	914,322	692,746
	NET INCREASE/DECREASE		826,141	########	-300,260	333,223	-132,179	-111,831	333,223	-90,179	-5,369	329,042	########	309,216
	ENDING CASH		932,534	505,464	205,204	538,427	406,248	294,418	627,641	537,462	532,093	861,135	662,521	971,737

SANTA CLARITA VALLEY INTERNATIONAL CHARTER SCHOOL
Cash Flow (2021-2022)

Object		Total Annual 2020-2021	July 2021 (18/19 accruals)	August 2021	September 2021	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022	Accruals
	BEGINNING CASH		971,737	1,275,185	766,681	312,607	496,695	257,481	1,174,896	1,358,985	1,161,771	983,411	1,167,500	928,285	
	RECEIPTS														
	LCFF Sources:														
8011	State Aid	6,351,941	526,264	317,597	317,597	571,675	571,675	571,675	571,675	571,675	571,675	571,675	571,675	571,675	571,675
8012	EPA	1,693,212	413,020			423,303			423,303			423,303			423,303
8096	In Lieu Taxes	2,040,506	-					1,020,253						1,020,253	
8100	Federal Revenue (SpEd)	122,476	62,255					61,238							61,238
8311	Other State Funding Apportionments (SpEd)	540,949	47,553	27,047	27,047	48,685	48,685	48,685	48,685	48,685	48,685	48,685	48,685	48,685	48,685
8312	Other State Funding Apportionments (Mental Health)	84,000	42,000							42,000					42,000
8250	Child Nutrition	28,906	-		7,227			7,227			7,227			7,227	
8550	Other State Revenue (Mandated Costs)	28,568	13,122					14,284							14,284
8560	Other State Revenue (Lottery)	214,514	52,381		53,629			53,629			53,629			53,629	
8640	Other Revenues	586,579	48,881.58	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	48,882	
	TOTAL RECEIPTS	**11,691,651**	**1,205,477**	**393,526**	**454,381**	**1,092,545**	**669,242**	**1,825,872**	**1,092,545**	**711,242**	**730,097**	**1,092,545**	**669,242**	**1,750,350**	**1,161,185**
	DISBURSEMENTS														
1000	Certificated Salaries	3,631,256	302,605	302,605	302,605	302,605	302,605	302,605	302,605	302,605	302,605	302,605	302,605	302,605	
2000	Classified Salaries	969,701	80,808	80,808	80,808	80,808	80,808	80,808	80,808	80,808	80,808	80,808	80,808	80,808	
3101	STRS	657,257	54,771	54,771	54,771	54,771	54,771	54,771	54,771	54,771	54,771	54,771	54,771	54,771	
3000	Non-STRS Employee Benefits	695,945	57,995	57,995	57,995	57,995	57,995	57,995	57,995	57,995	57,995	57,995	57,995	57,995	
4000	Books & Supplies	597,518	49,793	49,793	49,793	49,793	49,793	49,793	49,793	49,793	49,793	49,793	49,793	49,793	
5200	Professional Development	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	
5310	Dues & Memberships	17,252	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	1,438	
5400	Insurance	7,210	601	601	601	601	601	601	601	601	601	601	601	601	
5500	Operations - Utilities	187,244	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	
5610	Operations - Facilities Rent & CAM	1,750,593	145,883	145,883	145,883	145,883	145,883	145,883	145,883	145,883	145,883	145,883	145,883	145,883	
5600	Operations - Other Facilities	64,266			6,427	6,427	6,427	6,427	6,427	6,427	6,427	6,427	6,427	6,427	
5801	Service Fees	1,512,849	126,071	126,071	126,071	126,071	126,071	126,071	126,071	126,071	126,071	126,071	126,071	126,071	
5802	District Oversight Fees	100,857	8,405	8,405	8,405	8,405	8,405	8,405	8,405	8,405	8,405	8,405	8,405	8,405	
5800	All Other Operating Exp. (Excluding Int Exp)	666,670	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	55,556	
5900	Communications	-													
6000	Capital Outlay	-													
	TOTAL DISBURSEMENTS	10,888,619	902,029	902,029	908,456	908,456	908,456	908,456	908,456	908,456	908,456	908,456	908,456	908,456	-
	NET INCREASE/DECREASE		303,447	(508,503)	(454,075)	184,089	(239,214)	917,416	184,089	(197,214)	(178,359)	184,089	(239,214)	841,894	1,161,185
	ENDING CASH		1,275,185	766,681	312,607	496,695	257,481	1,174,896	1,358,985	1,161,771	983,411	1,167,500	928,285	1,770,179	