

Santa Clarita Valley International

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

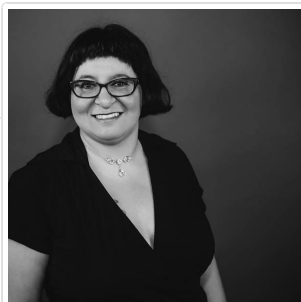
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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

DataQuest

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

Internet Access

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



Farnaz Kaufman, Site Director

Principal, Santa Clarita Valley International

About Our School

SCVi offers a student-centered approach to education that focuses on project-based and social-emotional learning principles. Its curriculum is designed to equip students with the critical thinking, problem-solving, and entrepreneurial skills necessary to succeed in a 21st century world.

The school offers personalized college track planning for every student and features the Santa Clarita Valley's only International Baccalaureate program, as well as NCAA sports participation opportunities and a rigorous arts and theatre curriculum.

Contact

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

Phone: 661-705-4820
E-mail: office@scvi-k12.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	William S. Hart Union High
Phone Number	(661) 259-0033
Superintendent	Vicki Engbrecht
E-mail Address	vengbrecht@hartdistrict.org
Web Site	www.hartdistrict.org

School Contact Information (School Year 2018—19)	
School Name	Santa Clarita Valley International
Street	28060 Hasley Canyon Rd., Ste. 200
City, State, Zip	Castaic, Ca, 91384-4577
Phone Number	661-705-4820
Principal	Farnaz Kaufman, Site Director
E-mail Address	office@scvi-k12.org
Web Site	www.leadssantaclarita.org
County-District-School (CDS) Code	19651360117234

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

At SCVi, our mission can be stated simply: "Free to Think. Inspired to Lead." Our vision is to use project-based and social-emotional learning concepts to inspire and motivate lifelong learners with the skills they need to lead in the 21st century. We incorporate technology into every component of our curriculum, and we value and encourage development of leadership skills by inspiring confidence and character in each of our unique learners.

We know that for our learners to succeed, they must feel at home in the world. This requires a firm grounding in the arts, humanities, and sciences — and a strong foundation in social and emotional development. We believe there is an implicit, as well as an explicit, curriculum to teach, and our goal is nothing short of shaping learners who change the world.

SCVi is based on a paradigm: Project-Based, Deeper Learning. At SCVi, we create open, innovative K-12 learning environments that promote a deeper understanding of curriculum and celebrate independent critical thinking, cooperation, and the development of crucial 21st century skills.

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 students 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 students 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.

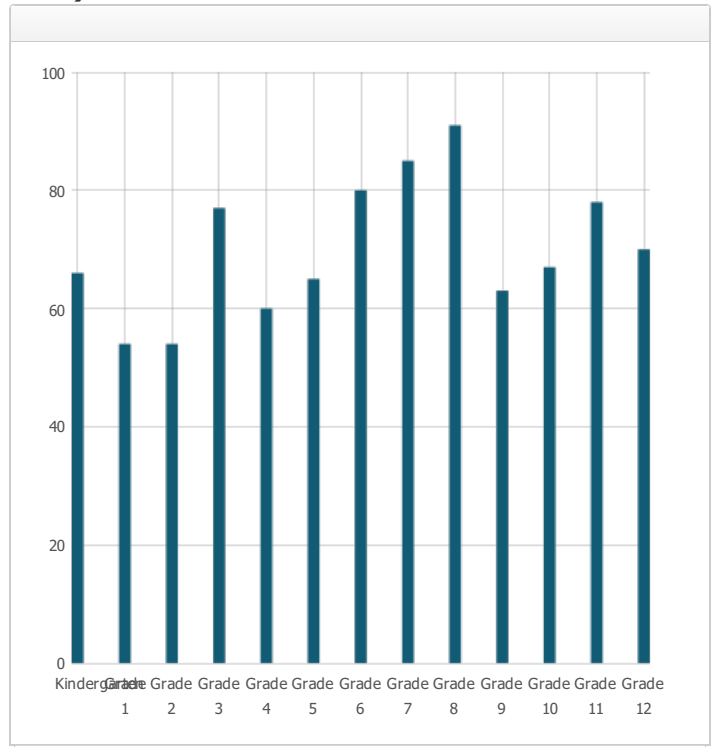
As an integral part of our approach to teaching, implementation and evaluation of Social-Emotional Learning (SEL) principles is inseparable from our project-based learning model, which requires learners to research, collaborate, and carefully weigh information and evidence in a nuanced problem-solving 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, 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.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	66
Grade 1	54
Grade 2	54
Grade 3	77
Grade 4	60
Grade 5	65
Grade 6	80
Grade 7	85
Grade 8	91
Grade 9	63
Grade 10	67
Grade 11	78
Grade 12	70
Total Enrollment	910



Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.1 %
Asian	1.4 %
Filipino	1.2 %
Hispanic or Latino	30.3 %
Native Hawaiian or Pacific Islander	%
White	52.3 %
Two or More Races	8.0 %
Other	3.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.0 %
English Learners	4.0 %
Students with Disabilities	14.0 %
Foster Youth	%

A. Conditions of Learning

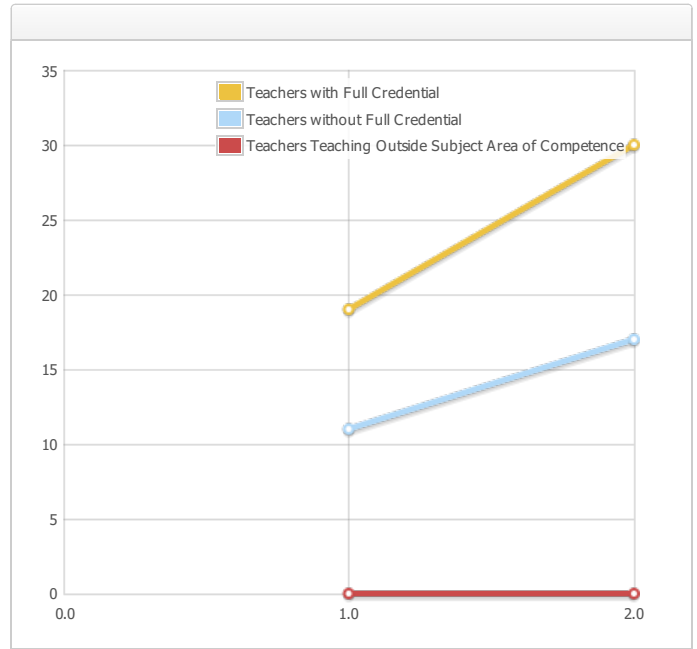
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		19	30	
Without Full Credential		11	17	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2019

School Facility Conditions and Planned Improvements

SCVi maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good
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Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	50.0%	68.0%	69.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	28.0%	48.0%	50.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/28/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	535	471	88.04%	50.11%
Male	282	251	89.01%	46.18%
Female	253	220	86.96%	54.55%
Black or African American	15	13	86.67%	30.77%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	179	167	93.30%	38.32%
Native Hawaiian or Pacific Islander				
White	270	227	84.07%	55.51%
Two or More Races	44	40	90.91%	68.42%
Socioeconomically Disadvantaged	149	132	88.59%	38.93%
English Learners	31	30	96.77%	33.33%
Students with Disabilities	92	79	85.87%	17.72%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/28/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	536	465	86.75%	27.98%
Male	283	246	86.93%	29.92%
Female	253	219	86.56%	25.81%
Black or African American	15	13	86.67%	15.38%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	180	165	91.67%	16.36%
Native Hawaiian or Pacific Islander				
White	270	223	82.59%	32.88%
Two or More Races	44	40	90.91%	40.54%
Socioeconomically Disadvantaged	149	132	88.59%	16.03%
English Learners	31	30	96.77%	20.00%
Students with Disabilities	94	78	82.98%	7.69%
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/28/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/28/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	28.8%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	84.6%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	32.1%	21.4%	32.1%
7	19.7%	16.4%	34.4%
9	7.1%	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Family partnerships through serious and meaningful engagement are also at the forefront of the school's progressive charge and have helped lead the way to the successful fulfillment of its mission.

Parents are strongly encouraged to volunteer, per academic year. SCVi maintains a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school; tutoring; attendance at meetings of the Board of Directors, or any applicable Parent group functions; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. 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 play a vital role as mentioned 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 also gives parents an opportunity to have any questions answered and talk to other parents that already have students in the program. SCVi Charter School makes 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 charter school.

State Priority: Pupil Engagement

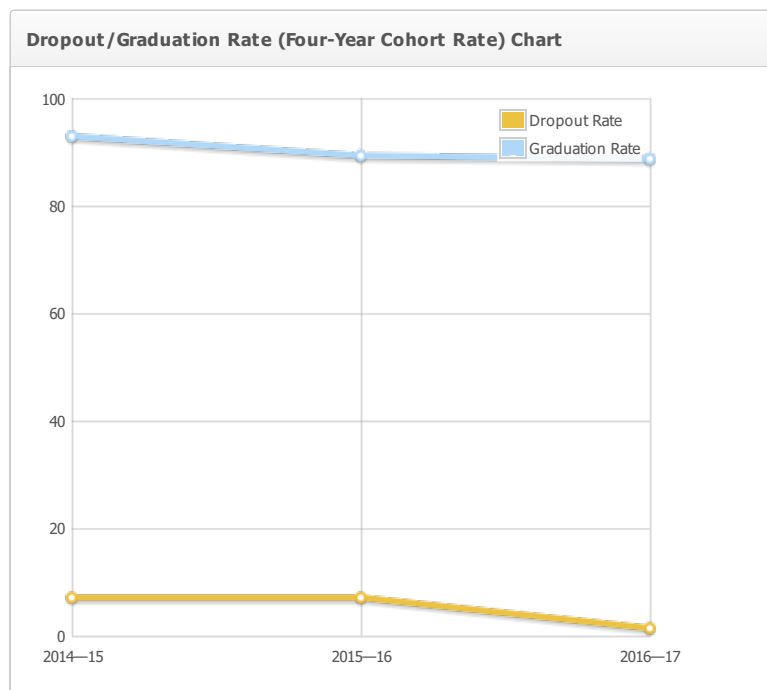
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	7.1%	7.1%	1.2%	1.0%	10.7%	9.7%
Graduation Rate	92.9%	89.3%	95.0%	95.2%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.4%	7.9%	9.1%
Graduation Rate	88.7%	77.4%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/28/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	97.0%	95.9%	88.7%
Black or African American	0.0%	96.2%	82.2%
American Indian or Alaska Native	0.0%	63.2%	82.8%
Asian	0.0%	96.4%	94.9%
Filipino	100.0%	94.1%	93.5%
Hispanic or Latino	100.0%	94.2%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	90.9%	96.6%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	57.2%	56.7%
Students with Disabilities	72.7%	77.7%	67.1%
Foster Youth	0.0%	100.0%	74.1%

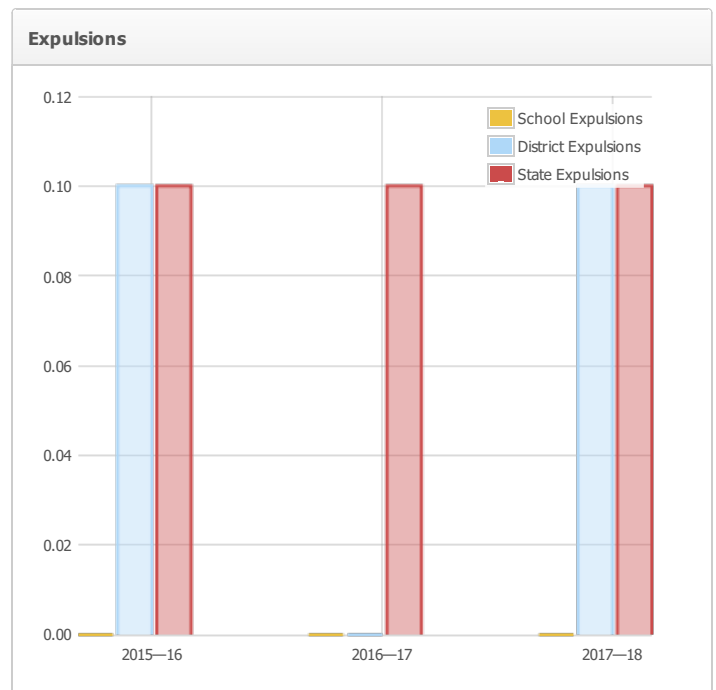
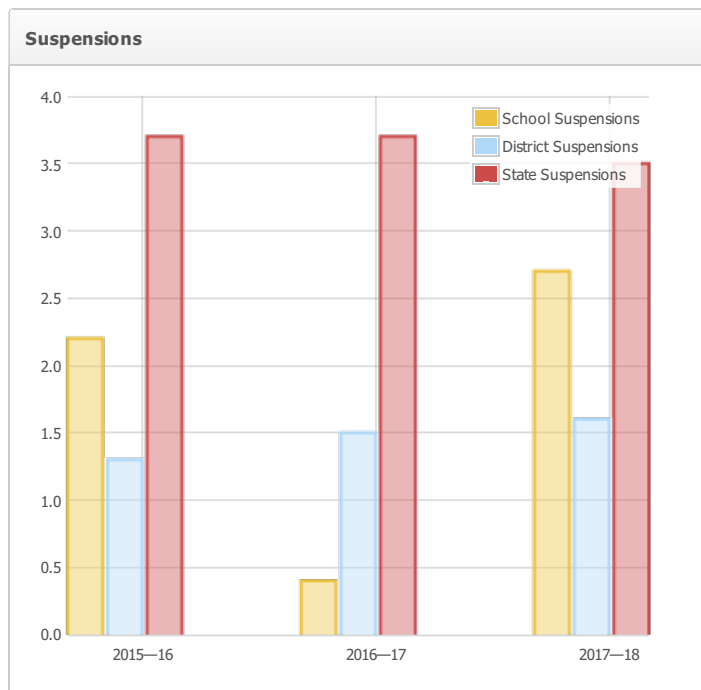
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.2%	0.4%	2.7%	1.3%	1.5%	1.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/28/2019

School Safety Plan (School Year 2018—19)

It is the vision of SCVi 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.

The Purpose of the SCVi 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 incidents are defined in the plan. 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.

The safety plan was last reviewed in 2018.

Last updated: 1/28/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	7.0	22	3	1
1	2.0	12		
2	2.0	30		
3	6.0	25	4	
4	2.0	43		
5	4.0	40	4	
6	7.0	56	4	1
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	3	2	
1				
2				
3				
4				
5	1.0	1		
6	14.0	9	3	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.0		4	
Other**	25.0		22	

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

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

Last updated: 1/28/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	46	4	1
Mathematics	3.0	33		
Science	7.0	51	6	
Social Science	7.0	50	6	1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	6.0	32	3	
Mathematics	3.0	17	1	
Science	7.0	27	4	
Social Science	6.0	52	4	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	2	13	
Mathematics	27.0	2	13	
Science	27.0	2	13	
Social Science	27.0	2	13	

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

Last updated: 1/28/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	225.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other		N/A

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

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

Last updated: 1/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$78949.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

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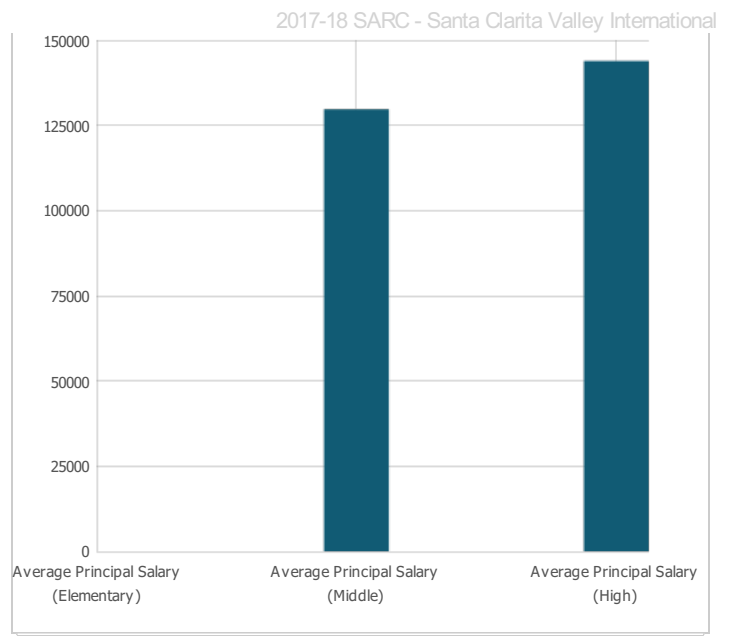
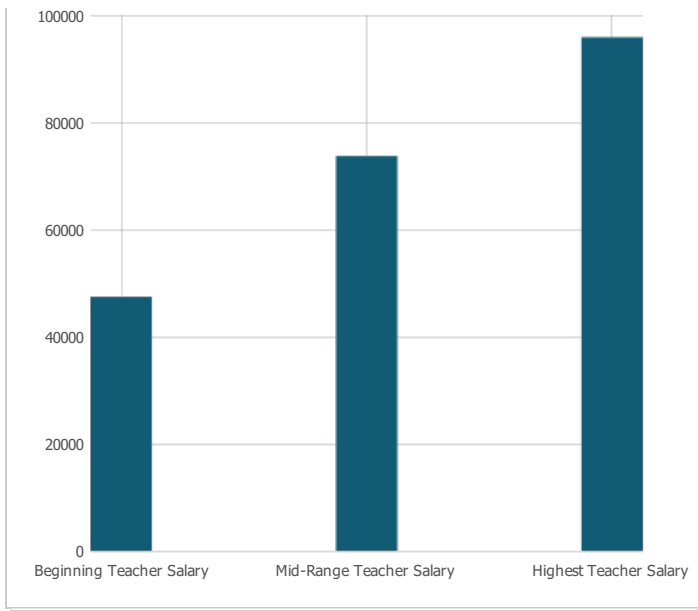
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,747
Mid-Range Teacher Salary	\$73,675	\$86,127
Highest Teacher Salary	\$95,863	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$129,725	\$136,636
Average Principal Salary (High)	\$143,879	\$150,286
Superintendent Salary	\$244,088	\$238,058
Percent of Budget for Teacher Salaries	35.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/28/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/28/2019

Professional Development

SCVi provides extensive professional development for its staff before the academic year begins and throughout the year. Ten days prior to the start of the school year is dedicated to professional development. In addition, every week the staff meets for TED Talks. TED Talks are part of the professional development that focuses on the "Big Ideas" or the "Why" of what we do at Santa Clarita Valley International. We believe this is a unique and critical part of keeping and advancing the vision of SCVi so that we continue to be on the cutting edge of education. Staff is also encouraged to take time to attend conferences, mentor each other, and visit other schools and programs to advance their skills and understandings. Every Friday afternoon, staff participates in professional development in a variety of areas including Project Based Learning, Data and Assessment, Social Emotional Learning, and Leadership Teams. Each month, grade level teams meet with the director for Data Protocol meetings to set academic and social emotional goals. Experts in various areas of education, known as the Maker Team, not only provide professional learning opportunities, but also support facilitators as they work with their learners. Each week, leaders meet with new facilitators in New Facilitator Onboarding to support and train in areas of assessments such as NWEA's Measures of Academic Progress (MAP) and the Fountas and Pinnell Benchmark Assessments to establish baselines for learner achievement and to establish individualized academic growth goals for learners. SCVi offers Beginning Teacher Support and Assessment (BTSA) for preliminary credentialed facilitators. Assessments are conducted periodically and professional development is used to support the ability to assess the data measure growth and ensure learners are moving towards or achieving proficiency. This data helps guide future professional development plans to ensure that areas of student need are being identified and plans developed to meet those needs.

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