

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

| | | | |
|-----------------|---|--------------------|---------------------------------|
| Address: | 28060 Hasley Canyon Rd., Ste. 200 Castaic, CA , 91384-4577 | Principal: | Martha Spansel, School Director |
| Phone: | (661) 705-4820 | Grade Span: | K-12 |

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Martha Spansel, School Director

Principal, Santa Clarita Valley International

About Our School



Welcome to Santa Clarita Valley International!

Santa Clarita Valley International (SCVi) is a tuition-free, public charter that educates learners in grades TK-12. Our school offers a learner-centered approach to education that focuses on project-based learning and social-emotional learning principles that adhere to the Common Core Standards. We offer a dual immersion program and Santa Clarita Valley's only International Baccalaureate program. Additionally, SCVi provides a rigorous arts and theater curriculum, hands-on aerospace opportunities, CIF athletic participation opportunities, Career Technical Education, and NCAA-approved coursework.

SCVi's Schoolwide Learner Outcomes were carefully selected to develop the whole child with a focus on academic and social-emotional learning. These include Lifelong Learner, Empathetic Citizen, Authentic Individual, and Design Thinker. Social-emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Through thoughtfully designed learning environments, it is our goal to build an engaging and rigorous educational experience with a focus on each learner's unique strengths and love of learning.

Martha Spansel-Pellico and Chad Powell, Director

Contact

Santa Clarita Valley International
28060 Hasley Canyon Rd., Ste. 200

Castaic, CA 91384-4577

Phone: [\(661\) 705-4820](tel:6617054820)

Email: director@scvi-k12.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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

Last updated: 1/17/24

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

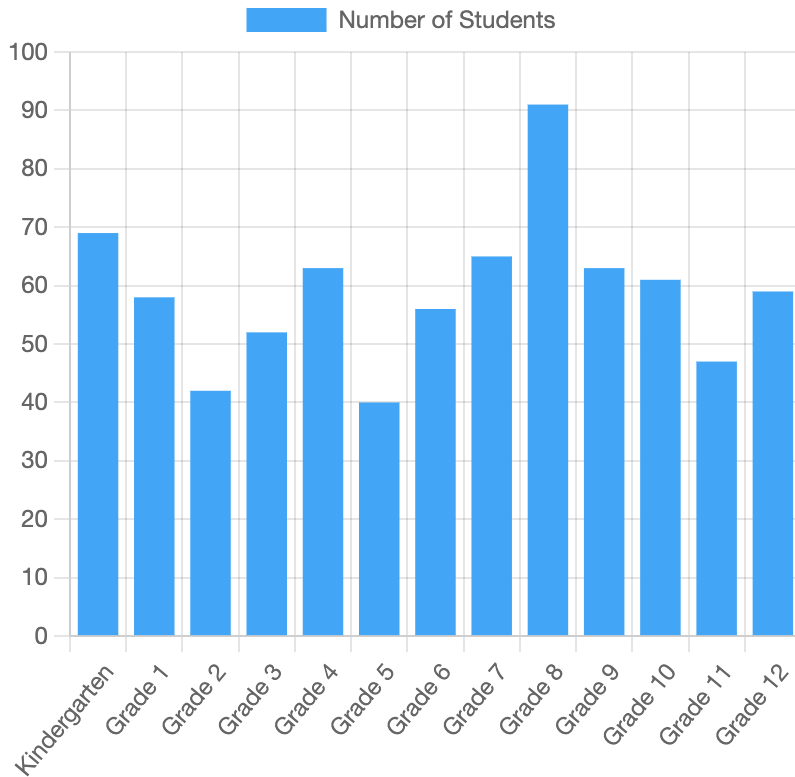
Santa Clarita Valley International (SCVi) prioritizes a positive, supportive, and inviting environment where our learners can focus on their development. In addition to academic excellence, we are committed to supporting learners' development of emotional intelligence, life skills, and community engagement. Our teachers (facilitators) are devoted to providing learners with the best academic and emotional support by way of individualized attention. The **mission** of SCVi is to provide a rigorous, relevant, inquiry-based, self-directed, and collaborative learning environment for students in grades TK-12, inspiring them to become lifelong learners with the skills to lead in the 21st century. The **vision** of SCVi is that all learners would become creative problem solvers, critical thinkers, compassionate leaders,

conscientious collaborators, and responsible citizens who develop a lifelong love of learning. These are the qualities that develop our learners into leaders, today and in the future. Our learners achieve this through the iLEAD educational model.

Last updated: 1/17/24

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

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



Last updated: 1/17/24

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

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

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

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Last updated: 1/17/24

Teacher Preparation and Placement (School Year 2021–22)

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

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

Last updated: 1/17/24

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

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

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

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

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

Last updated: 11/2/23

School Facility Good Repair Status

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

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

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

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

Overall Facility Rate

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

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/17/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

| Subject | School 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|---|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 47% | 38% | 67% | 66% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 25% | 24% | 40% | 43% | 33% | 34% |

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

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

Last updated: 1/17/24

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students | 402 | 375 | 93.28% | 6.72% | 38.17% |
| Female | 174 | 163 | 93.68% | 6.32% | 45.96% |
| Male | 226 | 210 | 92.92% | 7.08% | 31.58% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 21 | 19 | 90.48% | 9.52% | 52.63% |
| Filipino | 13 | 13 | 100.00% | 0.00% | 53.85% |
| Hispanic or Latino | 153 | 140 | 91.50% | 8.50% | 27.14% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 53 | 49 | 92.45% | 7.55% | 35.42% |
| White | 154 | 146 | 94.81% | 5.19% | 45.14% |
| English Learners | 24 | 22 | 91.67% | 8.33% | 9.09% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 131 | 119 | 90.84% | 9.16% | 23.53% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 83 | 75 | 90.36% | 9.64% | 16.22% |

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

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

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

Last updated: 1/17/24

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 402 | 377 | 93.78% | 6.22% | 24.46% |
| Female | 174 | 165 | 94.83% | 5.17% | 22.36% |
| Male | 226 | 210 | 92.92% | 7.08% | 25.84% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 21 | 19 | 90.48% | 9.52% | 15.79% |
| Filipino | 13 | 13 | 100.00% | 0.00% | 38.46% |
| Hispanic or Latino | 153 | 140 | 91.50% | 8.50% | 15.71% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 53 | 50 | 94.34% | 5.66% | 29.79% |
| White | 154 | 147 | 95.45% | 4.55% | 30.34% |
| English Learners | 24 | 24 | 100.00% | 0.00% | 8.33% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 131 | 119 | 90.84% | 9.16% | 17.65% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 83 | 75 | 90.36% | 9.64% | 8.22% |

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

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

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

Last updated: 1/17/24

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

| Subject | School 2021– 22 | School 2022– 23 | District 2021– 22 | District 2022– 23 | State 2021– 22 | State 2022– 23 |
|---|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 30.10% | 25.57% | 45.18% | 46.74% | 29.47% | 30.29% |

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

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

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

Last updated: 1/17/24

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 238 | 220 | 92.44% | 7.56% | 25.57% |
| Female | 109 | 101 | 92.66% | 7.34% | 20.00% |
| Male | 126 | 116 | 92.06% | 7.94% | 31.03% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 16 | 94.12% | 5.88% | 25.00% |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 71 | 61 | 85.92% | 14.08% | 19.67% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 22 | 21 | 95.45% | 4.55% | 19.05% |
| White | 114 | 108 | 94.74% | 5.26% | 28.97% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 81 | 73 | 90.12% | 9.88% | 20.55% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 45 | 40 | 88.89% | 11.11% | 10.00% |

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

Last updated: 1/17/24

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

SCVi offers the following Career/Technical Education pathways for learners to engage in:

1. Professional Theater
2. Theater Production and Stage Management
3. Fine Arts
4. Digital Arts

Learners have the opportunity to complete 300 hours of learning with internships and career exploration opportunities. Pathways use the California CTE model curriculum standards.

Last updated: 1/17/24

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

| Measure | CTE Program Participation |
|---|----------------------------------|
| Number of Pupils Participating in CTE | 107 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

*Last updated: 1/17/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Measure | Percent |
|---|----------------|
| 2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.83% |
| 2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission | 98.51% |

Last updated: 1/17/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

Last updated: 1/17/24

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

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

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

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

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

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

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

State Priority: Pupil Engagement

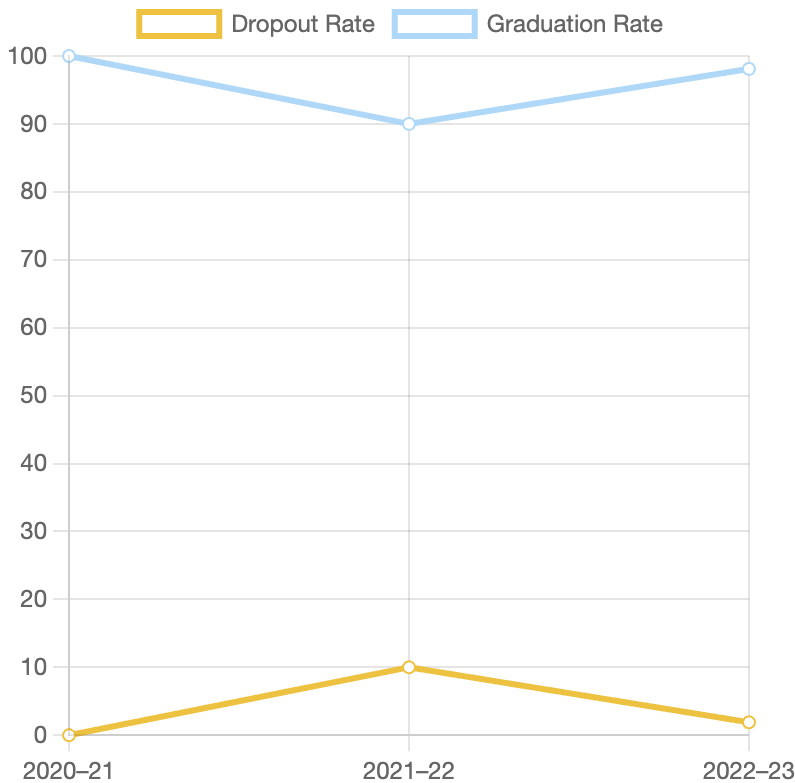
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0% | 10% | 1.9% | 3.2% | 3% | 3.4% | 9.4% | 7.8% | 8.2% |
| Graduation Rate | 100% | 90% | 98.1% | 89% | 93% | 90.6% | 83.6% | 87% | 86.2% |

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



Last updated: 1/17/24

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

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 52 | 51 | 98.1% |
| Female | 30 | 29 | 96.7% |
| Male | 22 | 22 | 100.0% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00% |
| Hispanic or Latino | 12 | 11 | 91.7% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00% |
| Two or More Races | 0 | 0 | 0.00% |
| White | 36 | 36 | 100.0% |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0% |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 24 | 96.0% |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0% |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

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

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 830 | 801 | 282 | 35.2% |
| Female | 371 | 358 | 130 | 36.3% |
| Male | 453 | 437 | 152 | 34.8% |
| Non-Binary | 6 | 6 | 0 | 0.0% |
| American Indian or Alaska Native | 3 | 3 | 3 | 100.0% |
| Asian | 22 | 22 | 5 | 22.7% |
| Black or African American | 53 | 48 | 19 | 39.6% |
| Filipino | 18 | 18 | 4 | 22.2% |
| Hispanic or Latino | 303 | 291 | 105 | 36.1% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0% |
| Two or More Races | 75 | 73 | 22 | 30.1% |
| White | 343 | 333 | 118 | 35.4% |
| English Learners | 44 | 42 | 18 | 42.9% |
| Foster Youth | 5 | 5 | 2 | 40.0% |
| Homeless | 2 | 0 | 0 | 0.0% |
| Socioeconomically Disadvantaged | 279 | 272 | 119 | 43.8% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|----------------------------|-----------------------|---|---------------------------|--------------------------|
| Students with Disabilities | 166 | 159 | 67 | 42.1% |

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

Last updated: 1/17/24

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00% | 0.54% | 2.77% | 0.02% | 2.25% | 3.34% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.11% | 0.00% | 0.07% | 0.08% |

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

Last updated: 1/17/24

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

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 2.77% | 0.00% |
| Female | 2.70% | 0.00% |
| Male | 2.87% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.00% | 0.00% |
| Black or African American | 1.89% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 3.96% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 2.67% | 0.00% |
| White | 2.33% | 0.00% |
| English Learners | 6.82% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 4.66% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 6.02% | 0.00% |

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

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

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

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

Additionally, the school actively maintains and monitors its COVID-19 protocols for TK-8 schools through the guidelines that are routinely updated by the Los Angeles County Department of Public Health and/or the state of California. SCVi updates its COVID-19 Safety Plan and COVID-19 Prevention frequently as changes arise. This policy applies to all school employees and contains general prevention best practices, as well as policies and procedures related to COVID-19 in the workplace. Both the Reopening Protocols for TK-12 Schools and the COVID-19 Safety Plan and Prevention Program documents are located on the homepage of the school's website.

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

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

Last updated: 1/22/24

D. Other SARC information

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

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

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

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

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

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

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

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

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

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

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | 15.00 | 4 | 0 | 0 |
| 1 | 18.00 | 2 | 0 | 0 |
| 2 | 24.00 | 2 | 0 | 0 |
| 3 | 24.00 | 1 | 1 | 0 |
| 4 | 24.00 | 1 | 1 | 0 |
| 5 | 17.00 | 2 | 0 | 0 |
| 6 | 14.00 | 0 | 2 | |
| Other** | | 0 | | |

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

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

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

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

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

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

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

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

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

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|-----------------------|--------------------|-------------------------|--------------------------|------------------------|
| English Language Arts | 19.00 | 8 | 7 | 0 |
| Mathematics | 22.00 | 10 | 5 | 0 |
| Science | 22.00 | 6 | 6 | 0 |
| Social Science | 22.00 | 6 | 5 | 0 |

* 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: 1/18/24

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

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 191.5 |

* 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: 1/17/24

Student Support Services Staff (School Year 2022–23)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 4.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 5.00 |
| Social Worker | |
| Nurse | |

| Title | Number of FTE* Assigned to School |
|------------------------------------|--------------------------------------|
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | |
| Other | 2.00 |

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

Last updated: 1/17/24

Types of Services Funded (Fiscal Year 2022–23)

Local Control Funding Formula (LCFF) base and supplemental funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to ensure that all learners receive the basic, intervention/enrichment support, and services that are needed to help them become proficient in academic and social-emotional learning. The LCAP also details the actions associated with meeting the specific needs of English learners, foster and homeless youth, and low-income learners. State and federal categorical funding is used to support learners in special education with IEP needs and goals. Title I, II, and IV funding is used to provide targeted academic intervention, and staff training, and promote well-rounded learning. One-time funding sources are utilized to complement and add additional services to support at-risk learners, and interventions, and to prevent, prepare and/or respond to COVID-19 needs.

The school ensures all educational partners have the opportunity to provide input on the annual LCAP to ensure that spending aligns with community needs.

Last updated: 1/17/24

Professional Development

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

Last updated: 1/17/24