



# El Camino Charter High School

## Annual Meeting and Regular Board Meeting

---

### **Date and Time**

Thursday August 24, 2017 at 4:30 PM PDT

### **Location**

El Camino Real Charter High School, Library, 5440 Valley Circle Boulevard, Woodland Hills, CA 91367

---

### BOARD MEETING

For board meeting materials, please see Danielle Perry in the school's main office, or contact her at (818) 595-7500 or [d.perry@ecrchs.net](mailto:d.perry@ecrchs.net). Some board meeting materials are also posted in the school's website (<http://ecrchs.net/ecr-board/>).

### INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

El Camino Real Alliance ("ECRA") welcomes your participation at ECRA's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of ECRA in public. Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/ participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed twenty-five (25) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes before the item, and total time allocated to agenda items will not exceed six (6) minutes for a discussion item and nine (9) minutes per vote item.
4. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 5440 Valley Circle Blvd., Woodland Hills, California, 91367.

Consent Agenda: All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda,

---

there will be no discussion of these items prior to the Board votes on them. The Executive Director recommends approval of all consent agenda items.

*In compliance with the Americans with Disabilities Act (ADA) and upon request, El Camino Real Alliance may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to Daniel Chang, in person, by email at d.chang@ecrchs.net, or by calling (818) 595-7537.*

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
A. Record Attendance and Guests		Daniel Chang	1 m
B. Call the Meeting to Order		Jonathan Wasser	1 m
C. Pledge of Allegiance		Scott Silverstein	1 m
D. Public Comments		Public	15 m
E. Executive Director Update		David Hussey	5 m
F. UTLA Update		Carlos Monroy	5 m
<b>II. Board Procedure</b>			<b>4:58 PM</b>
A. Elect 2017-2018 Board Chair	Vote	Daniel Chang	5 m
B. Elect 2017-2018 Board Vice-Chair	Vote	Daniel Chang	5 m
C. Appoint 2017-2018 President	Vote	Daniel Chang	5 m
D. Appoint 2017-2018 Chief Financial Officer	Vote	Daniel Chang	5 m
E. Appoint 2017-2018 Secretary	Vote	Daniel Chang	5 m
F. Adopt Resolution Re Authority to Sign Contracts	Vote	Daniel Chang	5 m
Resolution would allow specific staff members, including Executive Director and Chief Business Officer, to sign contracts on behalf of the school.			
G. Approve 2017-18 Board Calendar	Vote	Jonathan Wasser	5 m
The following shall be the dates for the 2017-18 Regular Board Meetings, all Meetings to take place at 4:30 pm: August 24, 2017; September 14, 2017; October 19, 2017; November 16, 2017; December 14, 2017; January 18, 2018; February 15, 2018; March 15, 2018; April 19, 2018; May 17, 2018; and June 21, 2018.			
H. Discuss Creation of Committees	Discuss	Jonathan Wasser	30 m
Discuss creating one or more standing or ad hoc committees. Examples of possible committees are Elections, By-Laws, Bargaining, Evaluation, and Suspension/Expulsion.			
<b>III. Consent</b>			<b>6:03 PM</b>
A. Approve Minutes of June 28, 2017 Regular Board Meeting	Approve Minutes	Jonathan Wasser	5 m
Approve minutes for Board Meeting on June 28, 2017			
<b>IV. Financial</b>			<b>6:08 PM</b>
A. Review and Vote on June 2017 Check Registers	Vote	Alan Darby	10 m
B. June 2017 Financial Update	Discuss	Chang Patel of EdTec	30 m

<b>C.</b> Discussion Regarding Increasing Contribution to Lifetime Benefits Trust	Discuss	Alan Darby	5 m
---	---------	------------	-----

**V. School Business 6:53 PM**

<b>A.</b> Update on Closing the Achievement Gap	Discuss	Lisa Ring	5 m
<b>B.</b> Discuss and Vote on Work Education Experience Application	Vote	Suki Dhillon	5 m

The California Department of Education's Work Experience Education program allows students to integrate on-the-job experience with classroom instruction.

<b>C.</b> Introduction of Charter Advisory Committee	Discuss	Lisa Ring	5 m
<b>D.</b> Discuss and Vote on Naviance Contract	Vote	Sylvia Yi	5 m

Naviance is an online college and career readiness platform that helps schools align student strengths and interests to post-secondary goals. The school has utilized this platform for the past year; would like to enter into a 3-year contract.

<b>E.</b> Discuss and Vote on Change to College Readiness Block Grant	Vote	Eric Wilson	5 m
---	------	-------------	-----

Of the budget previously approved by the Board, staff seeks to reallocate \$1,800 to provide partial scholarships for Free and Reduced Priced Meal students who wish to take an SAT preparatory class

<b>F.</b> Discuss and Possible Vote on Lifetime Benefits for Certain Employees	Vote	David Hussey	10 m
--	------	--------------	------

Discuss and possibly vote on conferring lifetime health benefits to three employees who are in a unique situation as they were originally employed in the student store.

<b>G.</b> Discuss LAUSD's Annual Performance-Based Oversight Visit Report for 2016-2017 School Year	Discuss	David Hussey	10 m
---	---------	--------------	------

<b>H.</b> Discuss and Vote On Clarifying Language Allowing Retired Employees to Serve on Board	Vote	Daniel Chang	15 m
--	------	--------------	------

<b>I.</b> Technology Update	Discuss	Fernando Delgado	10 m
-----------------------------	---------	------------------	------

<b>J.</b> Discuss and Vote on Ratifying 2017-18 Parent-Student Handbook	Vote	Daniel Chang	5 m
---	------	--------------	-----

<b>K.</b> Discuss and Vote on Ratifying 2017-18 Employee Handbook	Vote	Daniel Chang	5 m
---	------	--------------	-----

**VI. Closed Session 8:13 PM**

<b>A.</b> Conference With Legal Counsel: Anticipated Litigation	Discuss	Daniel Chang	15 m
---	---------	--------------	------

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code Section 54956.9: 1 case

**VII. Reconvene to Open Session 8:28 PM**

<b>A.</b> Report of Action Taken in Closed Session, If Any	Discuss	Jonathan Wasser	5 m
--	---------	-----------------	-----

**VIII. Closing Items 8:33 PM**

<b>A.</b> Adjourn Meeting	Vote	Jonathan Wasser	1 m
---------------------------	------	-----------------	-----

# Coversheet

## Adopt Resolution Re Authority to Sign Contracts

**Section:** II. Board Procedure  
**Item:** F. Adopt Resolution Re Authority to Sign Contracts  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution Re Authority to Sign Contracts.pdf

**BOARD OF DIRECTORS  
EL CAMINO REAL ALLIANCE**

**RESOLUTION  
RE: AUTHORIZATION TO SIGN CONTRACT**

The Board of Directors (“Board”) of El Camino Real Alliance (“ECRA”), a tax exempt, California nonprofit public benefit corporation doing business as El Camino Real Charter High School, does hereby adopt the following resolution regarding designating certain individuals to sign contracts on behalf of ECRA.

WHEREAS, the Charter Petition states that it is the Board’s role to “approve all contractual agreements”; and

WHEREAS, the Charter Petition further states that the Board may delegate this authority to a third party, as long as the delegation: is in writing; identify the third party designated with the authority; describe the specific terms of the delegation as well as the beginning and end dates; and be affirmed by an affirmative vote of the majority of the Board; and

WHEREAS, the Board-approved Fiscal Policies and Procedures (“FPP”) identifies that the following individuals have authority to approve contracts: the Executive Director; the Chief Business Officer; and Assistant Principals with check signing authority.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The Board hereby delegates the following individuals with the authority to enter into contractual agreements with third parties for goods and services:
  - a. David Hussey, Executive Director;
  - b. Alan Darby, Chief Business Officer;
  - c. Dean Bennett, Assistant Principal, Facilities and Athletics; and
  - d. Lisa Ring, Assistant Principal, Alternative Education and Independent Study.
2. This delegation shall be for a term commencing July 1, 2017, and continuing through June 30, 2018.
3. All contracts entered into to date are hereby ratified and adopted by the Board.

BE IT FURTHER RESOLVED, that the Secretary of the Board hereby is authorized to certify this resolution.

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 24<sup>th</sup> day of August, 2017.

By: \_\_\_\_\_

## Coversheet

### Approve Minutes of June 28, 2017 Regular Board Meeting

**Section:** III. Consent  
**Item:** A. Approve Minutes of June 28, 2017 Regular Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on June 28, 2017

APPROVED



# El Camino Real Charter High School

## Minutes

### Board Meeting

---

#### Date and Time

Wednesday June 28, 2017 at 5:00 PM

#### Location

El Camino Real Charter High School, Library, 5440 Valley Circle Boulevard, Woodland Hills, CA 91367

---

#### BOARD MEETING

For board meeting materials, please see Danielle Perry in the school's main office, or contact her at (818) 595-7500 or [d.perry@ecrchs.net](mailto:d.perry@ecrchs.net). Some board meeting materials are also posted in the school's website (<http://ecrchs.net/ecr-board/>).

#### INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

El Camino Real Alliance ("ECRA") welcomes your participation at ECRA's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of ECRA in public. Your participation assures us of continuing community interest in our charter school. To assist you in the ease of speaking/ participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-



agenda items will not exceed twenty-five (25) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes before the item, and total time allocated to agenda items will not exceed six (6) minutes for a discussion item and nine (9) minutes per vote item.

4. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.

5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 5440 Valley Circle Blvd., Woodland Hills, California, 91367.

Consent Agenda: All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The Executive Director recommends approval of all consent agenda items.

*In compliance with the Americans with Disabilities Act (ADA) and upon request, El Camino Real Alliance may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to Daniel Chang, in person, by email at [d.chang@ecrchs.net](mailto:d.chang@ecrchs.net), or by calling (818) 595-7537.*

---

**Directors Present**

Beatriz Chen, Bruce Takeguma, Diane Wynne, Jonathan Wasser, Julie Kornack, Scott Silverstein, Steven Kofahl

**Directors Absent**

Darin Ryburn

**Directors who arrived after the meeting opened**

Steven Kofahl

**Guests Present**

Daniel Chang

---

**I. Opening Items**

**A. Record Attendance and Guests**

**B. Call the Meeting to Order**

Jonathan Wasser called a meeting of the board of directors of El Camino Real Charter High School to order on Wednesday Jun 28, 2017 at 5:04 PM.

**C. A Moment of Silence**

Mr. Kingery spoke about former student Brett Schmitt, who passed away recently. A scholarship fund has been set up by the Friends of ECR, particularly geared towards those students who may be suffering from depression. Mr. Kingery spoke about having the school be aware that students suffer from such issues, and asked that the Board consider programs to assist such students. Also, asked that the Board put the word out that the school has programs to assist such students. A moment of silence was observed.

**D. Pledge of Allegiance**

**E. Public Comments**

There were no non-agenda public comments.

**F. Staff Update**

Summer school is in session.

Staff is working on policies and procedures, including the Parent-Student Handbook.

**G. UTLA Update**

Mr. Kinsella advised that UTLA has recommended a yes vote on the UTLA agreement, 129 teachers voted and more than 98% (127) voted to ratify.

One point he wanted to clarify was that in ECRA's position on the package proposal, there is a section that talks about a 17% pay raise for teachers over the last 2 years, noted that this number is not accurate because some of the teachers were paid on a lower pay scale and the pay raise brought those teachers up to standard, stated the majority of teachers received a 10% pay raise.

Regarding the schedule change to allow more time to collaborate, noted that UTLA worked with administration on the change. Teachers voted on the schedule change; of the 113 teachers who voted, 86% voted in favor of the change.

Ms. Wynne questioned whether ECRA pays its teachers more than LAUSD; yes, ECRA pays about 7% more than LAUSD pays its teachers.

**II. Closed Session**

**A. CONFERENCE WITH LABOR NEGOTIATORS**

Steven Kofahl arrived.

**B.**

## CONFERENCE WITH LABOR NEGOTIATORS

### III. Reconvene to Open Session

#### A. Report of Action Taken in Closed Session, If Any

No actions were taken during closed session.

#### B. Possible Board Approval of UTLA Agreement

Daniel Chang went over the tentative agreements reached, which included: stipends and differentials; grievance procedure; hours, duties and work year; compensation; and department chair job descriptions.

Steven Kofahl made a motion to approve the UTLA agreement.

Bruce Takeguma seconded the motion.

The board **VOTED** to approve the motion.

##### Roll Call

Scott Silverstein	Aye
Beatriz Chen	Aye
Julie Kornack	Aye
Jonathan Wasser	Aye
Steven Kofahl	Aye
Diane Wynne	Aye
Bruce Takeguma	Aye
Darin Ryburn	Absent

#### C. Possible Board Approval of Classified Staff Compensation

Traditionally, El Camino has provided a commensurate increase to classified staff whenever the certificated staff received a salary increase. This motion requests that the same 3% salary increase be given to all classified staff, 2% paid retroactively as of the start of the 2016-17 school year and 1% on-schedule and on-going. This pay increase would be given to: administrators (except for Executive Director, Chief Business Officer, and Chief Compliance Officer); clerical staff; buildings and grounds staff; campus aides; and special education assistants.

Steven Kofahl made a motion to approve the same salary benefit to classified staff, namely: administrators (except for Executive Director, Chief Business Officer, and Chief Compliance Officer); clerical staff; buildings and grounds staff; campus aides; and special education assistants.

Beatriz Chen seconded the motion.

The board **VOTED** to approve the motion.

##### Roll Call

Scott Silverstein	Aye
Diane Wynne	Aye
Jonathan Wasser	Aye
Darin Ryburn	Absent

**Roll Call**

Steven Kofahl Aye  
Bruce Takeguma Aye  
Beatriz Chen Aye  
Julie Kornack Aye

**IV. Board Procedure**

**A. Vote to Install New Parent Representative**

Julie Kornack made a motion to install Lisa Crosthwait as the new Parent Representative.  
Diane Wynne seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

Julie Kornack Aye  
Scott Silverstein Aye  
Beatriz Chen Aye  
Bruce Takeguma Aye  
Darin Ryburn Absent  
Diane Wynne Aye  
Steven Kofahl Aye  
Jonathan Wasser Aye

**B. Vote to Install New Teacher Representative**

Diane Wynne made a motion to install Jonathan Wasser as Teacher Representative.  
Steven Kofahl seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

Darin Ryburn Absent  
Beatriz Chen Aye  
Bruce Takeguma Aye  
Scott Silverstein Aye  
Julie Kornack Aye  
Diane Wynne Aye  
Steven Kofahl Aye

**C. Vote to Install New Teacher Representative**

Jonathan Wasser made a motion to install Steven Kofahl as the Teacher Representative.  
Beatriz Chen seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

Diane Wynne Aye  
Bruce Takeguma Aye  
Scott Silverstein Aye

**Roll Call**

Julie Kornack     Aye  
Steven Kofahl     Abstain  
Jonathan Wasser   Aye  
Beatriz Chen     Aye  
Darin Ryburn     Absent

**D. Discuss and Vote on Board Meeting Calendar for 2017-2018**

Public comment: Beth Corbett spoke on the start time of the Board meetings. Noted that Board meetings historically started at 4 pm, but last year it was changed to 5 pm due to the unavailability of one of the Board members. Stated that changing the time back to 4 pm would allow for greater teacher involvement.

The Board discussed moving the Board meetings to Tuesdays, as there are far fewer after-school events and athletic events on Tuesdays. Mr. Silverstein and Mr. Takeguma both favored having Board meetings on Tuesdays, and Mr. Takeguma also favored changing the Board time to 4 pm to allow teachers to participate. Ms. Kornack questioned whether changing the time to 4 pm would limit the participation of parents.

Asked if the Board can come to a compromise at 4:30 p.m. Mr. Kofahl stated that he could not attend Tuesday meetings at all. A discussion was held whether Thursdays would work. The Board also discussed whether a July meeting to conduct Brown Act training and for any pressing business was needed, but it was decided a July meeting was not necessary.

Steven Kofahl made a motion to approve the calendar for Board meetings to take place on the third Thursday of each month starting at 4:30 p.m. beginning in August 2017, with modifications as needed.

Julie Kornack seconded the motion.

The board **VOTED** to approve the motion.

**V. Consent**

**A. Approve Minutes of May 17, 2017 Regular Board Meeting Minutes**

Steven Kofahl made a motion to approve minutes from the Board Meeting on 05-17-17 Board Meeting on 05-17-17.

Bruce Takeguma seconded the motion.

The board **VOTED** to approve the motion.

**B. Approve Minutes of May 24, 2017 Special Meeting**

Steven Kofahl made a motion to approve minutes from the Special Board Meeting on 05-24-17 Special Board Meeting on 05-24-17.

Bruce Takeguma seconded the motion.

The board **VOTED** to approve the motion.

**C. Approve Minutes of June 20, 2017 Special Meeting**

Steven Kofahl made a motion to approve minutes from the Special Meeting on 06-20-17 Special Meeting on 06-20-17.

Bruce Takeguma seconded the motion.

The board **VOTED** to approve the motion.

## VI. Financial

### A. Review and Vote on April 2017 and May 2017 Check Registers

Diane Wynne made a motion to approve the April 2017 and May 2017 check registers.

Steven Kofahl seconded the motion.

The board **VOTED** to approve the motion.

### B. Discuss April 2017 and May 2017 Financial Update and Vote on 2017-2018 Budget

Net change between forecasted revenue and forecasted expenses is nominal, less than \$35K. Net income will be @ \$1.15M.

Mr. Takeguma asked why 57% of the forecasted expenses for books & supplies has yet to be spent. It's possible that there are some big expenditures expected in June and there's pre-spending for the next school year. Mr. Darby noted that it is his responsibility to evaluate the budget and determine if there was any unspent monies in the budget, and if so why.

Mr. Darby will find out about the reimbursement for the property tax paid.

Revenues coming in faster than forecasted and expenses being spent slower than expected, due primarily to timing.

Mr. Silverstein asked for a comparison of actuals year-end, which Mr. Darby agreed to provide at the next Board meeting.

For the 2017-18 budget, the biggest issue was where we would be in the Local Control Funding Formula, which ended up being 43%, with an increased cost of living adjustment of 1.56%.

This year we are ending with a net revenue of \$1.148M. Next year, we expect to end the year with a net revenue of \$727K.

The enrollment for next year is projected at 3,755, including the 100 international students who do not qualify for ADA.

Revenue sources, there will be an increase in revenue of \$879K.

The salary expenses includes the 3% salary increase which was approved. The increase in classified salaries of \$681K is due to more personnel for technology and the business office.

The Shoup budget is based on Shoup being operational by January of 2018. Some of the capital outlay will be spent regardless whether the facility is opened or not, but some of the expenses will only be spent if the facility does open (such as a receptionist).

The Board would like monthly updates on the Shoup project.

Beatriz Chen made a motion to approve the 2017-2018 budget.

Julie Kornack seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Darin Ryburn	Absent
Diane Wynne	Aye
Bruce Takeguma	Aye
Beatriz Chen	Aye
Scott Silverstein	Aye
Jonathan Wasser	Aye
Julie Kornack	Aye

**C. Discuss and Vote on Consolidated Application and Reporting System**

This is an annual approval for the school's title funding, federal supplemental funds for high needs students (Title I) and for teacher development (Title II).

Diane Wynne made a motion to approve the Application and Reporting System.

Beatriz Chen seconded the motion.

The board **VOTED** to approve the motion.

**D. Discuss and Vote on Resolution Re 2017-2018 Education Protection Account**

The Education Protection Account is part of the LCFF, and the monies have to be spent on salaries. 2:00

Steven Kofahl made a motion to approve the Resolution for the 2017-2018 Education Protection Account.

Julie Kornack seconded the motion.

The board **VOTED** to approve the motion.

**E. Discuss and Vote on Authorizing CBO As Signatory on All Checking Accounts**

Julie Kornack made a motion to authorize Chief Business Officer Alan Darby as a signatory on all checking accounts, including, but not limited to, the Hanmi Bank and Pacific Western Bank accounts.

Beatriz Chen seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Steven Kofahl	Aye
Darin Ryburn	Absent
Scott Silverstein	Aye
Jonathan Wasser	Aye
Diane Wynne	Aye
Bruce Takeguma	Aye
Julie Kornack	Aye
Beatriz Chen	Aye

**VII. School Business**

**A.**

### **Update on Closing the Achievement Gap**

Two parents, Ken and Sakenna Walker, spoke regarding their organization RISE: For Black Student Success, which has been working with the Village Nation for approximately 2 years to accelerate African-American student achievement in order to close the achievement gap. They invited all the Board members to the Black Family Summer Fair for Student Success, taking place at Anderson Hall on July 8, 2017.

### **B. Technology Update and Possible Vote on Budget to Upgrade Phone System**

On the update, the internet vendor was changed. All hardware will be moved starting July 10th.

LAUSD notified the school on June 22nd that the school would have to take over the phone system as of June 30th. The school will have to bring the phone system in-house.

The \$250K includes enough cushion to determine what is needed, since we were just advised of this very recently. Mr. Delgado will get multiple quotes and find different options before making a commitment. A question arose as to what the school was paying LAUSD for the phone system; staff is unsure as there was a lump sum paid for Utilities. The vote will be tabled until further investigation can occur. Ms. Chen will assist in this.

Julie Kornack made a motion to table this item until the next Board meeting.

Beatriz Chen seconded the motion.

The board **VOTED** to approve the motion.

### **C. Discuss and Vote on Staff Contracts**

Steven Kofahl made a motion to approve all staff contracts that have been offered.

Scott Silverstein seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

Steven Kofahl	Aye
Bruce Takeguma	Aye
Beatriz Chen	Aye
Diane Wynne	Aye
Jonathan Wasser	Aye
Darin Ryburn	Absent
Julie Kornack	Aye
Scott Silverstein	Aye

### **D. Discuss and Vote on 2017-2018 School Calendar**

Beatriz Chen made a motion to approve the 2017-2018 school calendar, with the revision of replacing the Rosh Hoshana designation with the term "Floating Holiday".

Scott Silverstein seconded the motion.

The board **VOTED** to approve the motion.

### **E.**



### **Discuss and Vote On Youth Suicide Prevention Policy**

Steven Kofahl made a motion to adopt the Youth Suicide Prevention Policy, with revisions to be made to customize it for the school by the Chief Compliance Officer with outside counsel's assistance.

Beatriz Chen seconded the motion.

The board **VOTED** to approve the motion.

### **F. Discuss Common Planning Days Schedule**

Ms. Clark presented the Common Planning Days plan, which be used in lieu of Professional Development Days. Every Wednesday, teachers would meet from 8 am to 9 am; the school day would start at approximately 9:07 am, but would end at the same time at 3:14 pm. Each class would be reduced by about 10 minutes. Zero period would still start at 7 am. Parents who have children at different schools would not necessarily be impacted as students can still be dropped off before 8 am, there will be supervision available. Also, this will not affect the instructional time. Parent stakeholders will be notified after the Board meeting of the change in schedule.

### **G. Discuss and Vote on Resolution Re Material Revision for Shoup Property**

The Board requested that NAEROK come to the August Board meeting to talk about status, including the feasibility of having the campus opened by January 2018.

On page 4 of the attachment to the Resolution, the section on 2016-2017 enrollment at Shoup Property should be deleted, and the 2017-2018 enrollment should be determined projected. Janelle Ruley asked that she be allowed to review the Material Revision itself before it is sent to LAUSD.

Diane Wynne made a motion to approve the Resolution re Material Revision for the Shoup Property, with the Material Revision itself to be revised with outside counsel's assistance.

Bruce Takeguma seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

Steven Kofahl	Aye
Bruce Takeguma	Aye
Darin Ryburn	Absent
Diane Wynne	Aye
Scott Silverstein	Aye
Beatriz Chen	Aye
Jonathan Wasser	Aye
Julie Kornack	Aye

### **H. Discuss and Vote on Resolution Re Department of Rehabilitation Agreement**

Julie Kornack made a motion to approve the Resolution to authorize the Chief Business Officer to execute the Department of Rehabilitation Agreement.

Diane Wynne seconded the motion.  
The board **VOTED** to approve the motion.

## **VIII. Closing Items**

### **A. Adjourn Meeting**

Diane Wynne made a motion to adjourn the meeting.  
Julie Kornack seconded the motion.  
The board **VOTED** to approve the motion.  
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:06 PM.

Respectfully Submitted,  
Daniel Chang

# Coversheet

## Review and Vote on June 2017 Check Registers

**Section:** IV. Financial  
**Item:** A. Review and Vote on June 2017 Check Registers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** June Check Register - Main.pdf  
June Check Register - Trust.pdf

**Check Register**



El Camino High School (Main)  
 June 2017

Grand Total 1,485,496.13

Vendor	Check Number	Voided	Date	Description	Check Amount
Michele Greene	18		6/5/2017	FSA Reimbursement	416.66
Devon Knadle	21		6/28/2017	FSA Reimbursement	2,166.00
Sylvia Yi	22		6/28/2017	FSA Reimbursement	416.66
Michele Greene	23		6/28/2017	FSA Reimbursement	416.66
Matthew Harbourt	25		6/28/2017	FSA Reimbursement	1,140.00
Fresno County Superintendent of Schools	50710		6/16/2017	ECR-S/2017/5040, 16-17 Alternate Ed. School, 6/08/17-6/09/18 Online Cyber High License	8,500.00
Beth Corbett	51212		6/1/2017	PRJRN/2017/0851, 16-17 Careers in Entertainment Academy, Tax	523.96
Herff Jones LLC	51281		6/1/2017	ECR-S/2017/4843, 16-17 General (Academic), Cords	3,583.13
Eric Choi	51298		6/2/2017	PRJRN/2017/0868, 16-17 Boys Golf, League Finals greens fee 5/10	124.00
Eric Choi	51299		6/2/2017	PRJRN/2017/0869, 16-17 Boys Golf, Boys Golf Greens fees vs Taft 4/5	56.00
Eric Choi	51300		6/2/2017	PRJRN/2017/0875, 16-17 Boys Golf, Greens fees vs Granada Hills 4/6	56.00
Eric Choi	51301		6/2/2017	PRJRN/2017/0870, 16-17 Boys Golf, Greens fees vs Birmingham 4/19	62.00
Eric Choi	51302		6/2/2017	PRJRN/2017/0871, 16-17 Boys Golf, Greens fee vs Cleveland 4/27	62.00
Eric Choi	51303		6/2/2017	PRJRN/2017/0867, 16-17 Boys Golf, Greens fee vs Palisades 5/4	97.00
Jinal Hicks	51304		6/2/2017	PRJRN/2017/0866, 16-17 Science, pomegranate juice for solar lab	3.99
Richard Yi	51305		6/2/2017	PRJRN/2017/0865, 16-17 Boys Volleyball, Richard Yi - Mileage - Supervision for BVB La Jolla Tournament. RT to and from ECR	142.31
Richard Yi	51306		6/2/2017	PRJRN/2017/0864, 16-17 General (Academic), Sales Tax	201.69
Jodi Borenstein	51307		6/2/2017	PRJRN/2017/0863, 16-17 Softball (Varsity/JV), Mileage from ECR to Las Vegas 602 m X \$.535=\$322.07	357.31
Joe Wyatt	51308		6/2/2017	PRJRN/2017/0862, 16-17 Boys Basketball, Rental Car - SUV - 1131811674COUNT	1,299.59
Angel Lerma	51309		6/2/2017	PRJRN/2017/0861, 16-17 General (Academic), single cord discount	60.52
Natalie Gabor	51310		6/2/2017	PRJRN/2017/0860, 16-17 Special Ed General, Mileage week of 4/24 - 4/28 - Mileage to and from Leichman/ECR (15.8 MI @ \$.535)	211.25
Natalie Gabor	51311		6/2/2017	PRJRN/2017/0859, 16-17 Special Ed General, Mileage week of 5/22 to 5/25 - Mileage to and from Leichman/ECR (15.8 MI @ \$.535)	160.55
Barrie Gold	51312		6/2/2017	PRJRN/2017/0858, 16-17 LCAP Local Control Accountability Fundin, Prestwick House	39.94
Barrie Gold	51313		6/2/2017	PRJRN/2017/0857, 16-17 LCAP Local Control Accountability Fundin, Teaching Materials	24.95
Samantha Spencer	51314		6/2/2017	PRJRN/2017/0856, 16-17 General (Academic), Tax	115.11
Wendy Treuhaft	51315		6/2/2017	PRJRN/2017/0855, 16-17 Administrative, Teacher materials - Teachers pay Teachers	40.00
Caroline M Jones	51316		6/2/2017	PRJRN/2017/0854, 16-17 World Language, Class 2017 French Honor Society graduation cord	190.40
Charter Schools Development Center	51317		6/5/2017	ECR-S/2017/4908, 16-17 General (Operations), 6/27-30/17 CSDC Charter School Leadership Intensive - For David Hussey	1,485.00
McCalla Company	51318		6/5/2017	ECR-S/2017/4929, 16-17 Custodial, L46M/BLK LINER 250/CS	1,685.86
Wendy Treuhaft	51319		6/5/2017	PRJRN/2017/0874, 16-17 General (Operations), Reimbursement for Tuition USC doctoral class	700.00
Matthew Harbourt	51320		6/5/2017	PRJRN/2017/0872, 16-17 Audio, Visual and Performing Arts, Tassel Depot Shipping	444.73
Marta Franco	51321		6/5/2017	ECR-S/2017/4898, 16-17 General (Operations), Notarizing Schwab Change Form documents to add Alan Darby to account	75.00
Stephanie Franklin	51322		6/5/2017	PRJRN/2017/0873, 16-17 Academic Decathlon, NexGadget 4-Pack [8 Inches] USB Charging Lightning Cable For iPhone 7/7Plus/6s Plus/6s/6/5S/5C/SE, iPad Pro, iPad Air, iPad Mini And More	75.97

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
Cory Wiener	51323		6/6/2017	ECR-S/2017/4969, 16-17 Track and Field, 5/12/17 - West Valley League Track & Field Finals @ Birmingham CCHS. Gate	65.00
				ECR-S/2017/4923, 16-17 Band, 05/09/17 Workshop jazz band	
Jeffrey Bunnell	51324		6/6/2017	Tuesdays: May 9th	250.00
Alan Darby	51325		6/6/2017	PRJRN/2017/0877, 16-17 General (Operations), 06/06/17 Manual Paycheck (4 days April retro pay and cell phone allowance)	2,323.85
Kyle Crouse	51326		6/6/2017	ECR-S/2017/4970, 16-17 Dance, 5/19/17 4 hours Stage Crew work for Dance Show (Student)	52.00
Acosta Matthew I	51327		6/6/2017	ECR-S/2017/4971, 16-17 General (Operations), 5/19/17 Stage Crew work for Dance Show	91.00
Stonefire Grill	51328		6/7/2017	ECR-S/2017/4967, 16-17 General (Operations), 6/8/17 PDD Lunch Meeting	2,933.80
Naerok Facilities Management	51329		6/7/2017	ECR-S/2017/4976, 16-17 General (Operations), 5/22/17-5/26/17 Security Services	6,844.98
Naerok Facilities Management	51330		6/7/2017	ECR-S/2017/4978, 16-17 General (Operations), 5/15/17-5/19/17 Security Services	6,806.13
Vending Plus	51331		6/7/2017	ECR-S/2017/4968, 16-17 General (Operations), Water for Graduation 2017 Reimbursement to Vending Plus	155.02
Marta Franco	51332		6/8/2017	ECR-S/2017/4985, 16-17 General (Operations), 6/1/17 Notary Receipt	30.00
Tagle & Associates	51333		6/8/2017	ECR-S/2017/4986, 16-17 General (Operations), Sound System for 2017 Graduation: Digital Console, Stage Rack, CD Player, Processor Card Speaker Elements, Self powered Speakers, Amp Racks, Mics	6,400.00
Naerok Property Development	51334		6/8/2017	ECR-S/2017/4996, 16-17 General (Operations), Building Plan Check	1,330.31
Melissa Ann Charters	51335		6/8/2017	PRJRN/2017/0878, 16-17 Vocational Arts, Mileage Reimbursement Request See Notes	85.92
White's Studios, Inc.	51336		6/8/2017	ECR-S/2017/4946, 16-17 Clerical, Ribbons, ink bobbins	318.20
Pacific Platinum Services, Inc.	51337		6/8/2017	ECR-S/2017/4987, 16-17 Softball (Varsity/JV), 5/11/17 27 Passenger Bus to Carson HS	485.00
SOS Survival Products	51338		6/8/2017	ECR-S/2017/4928, 16-17 General (Operations), All Purpose 1st Aid Kit 81 pc	1,296.46
Granada Hills Charter High School	51339		6/8/2017	ECR-S/2017/4990, 16-17 Swimming & Diving, 5/3/17 WV League Swimming & Diving Finals - Split by 6 Schools - SF Pool Rental Permit - Total \$532 - Split \$88.67	88.67
Rian Hardie	51340		6/9/2017	ECR-S/2017/4999, 16-17 Drill Team, 05/17 ColorGuard/Dance Instructor	352.50
Valerie Adani	51341		6/9/2017	PRJRN/2017/0884, 16-17 General (Operations), 06/09/17 Manual Paycheck	3,544.15
Jamie Di Bene-Gorger	51342		6/9/2017	PRJRN/2017/0883, 16-17 General (Operations), 06/09/17 Manual Paycheck Bene-Gorger	4,840.96
Connie Highberg	51343		6/9/2017	PRJRN/2017/0882, 16-17 General (Operations), 06/09/17 Manual Paycheck Highberg	4,863.57
Karolina Mole	51344		6/9/2017	PRJRN/2017/0881, 16-17 General (Operations), 06/09/17 Manual Paycheck Mole	4,298.23
Hillary Sampson	51345		6/9/2017	PRJRN/2017/0880, 16-17 General (Operations), 06/09/17 Manual Paycheck Sampson	2,386.51
Frank Wymond	51346		6/9/2017	PRJRN/2017/0879, 16-17 General (Operations), 06/09/17 Manual Paycheck Wymond	5,095.20
Valley News Group	51347		6/12/2017	ECR-S/2017/4911, 16-17 General (Operations), AD - paper	200.00
Valley News Group	51348		6/6/2017	ECR-S/2017/4953, 16-17 General (Operations), AD - paper	200.00
AT&T	51349		6/12/2017	ECR-S/2017/4941, 16-17 General (Operations), 4/19/17-5/18/17 Local Access	3,421.00
AT&T	51350		6/12/2017	ECR-S/2017/4979, 16-17 General (Operations), 5/19/17-6/18/17 Local Access	3,421.00
AT&T	51351		6/12/2017	ECR-S/2017/4895, 16-17 General (Operations), 5/22/17-6/21/17 Billing Student Store	179.12
CCSA Employee Welfare Benefit Trust	51352		6/12/2017	ECR-S/2017/5009, 16-17 General (Operations), 06/17 Employee Benefits	286,003.28
Benefit and Risk Management Services	51353		6/12/2017	ECR-S/2017/5008, 16-17 General (Operations), 06/17 Admin Fee	147.00
Mark Rodriguez	51354		6/12/2017	ECR-S/2017/5011, 16-17 General (Operations), 5/20/17 Gardening Work	280.00
				ECR-S/2017/5012, 16-17 General (Operations), 5/20/17 Gardening Work by LaUSD Gardeners as requested by Mr Baker	
John Godman	51355		6/12/2017	8 hrs @\$35.00 per hour	280.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
				ECR-S/2017/5013, 16-17 General (Operations), 5/20/17 Gardening Work by LaUSD Gardeners as requested by Mr Baker	
Arturo Ortega	51356		6/12/2017	8 hrs @\$35.00 per hour	280.00
Follett School Solutions, Inc	51357		6/12/2017	ECR-S/2017/4907, 16-17 General (Academic), 1/9/17 Library Books	214.26
Sarabeth Rothfeld	51358		6/21/2017	ECR-S/2017/5029, 16-17 Special Ed General, 05/17 Special Ed Services-Inclusion Services	1,550.00
Agile Sports Technologies	51359		6/14/2017	ECR-S/2017/5015, 16-17 Athletics, Hudl Sideline - Premium	2,630.25
American Express	51360		6/15/2017	PRJRN/2017/0885, 16-17 General (Operations), 1. Amazon Web Services Ref# P4VQYBZCF4W	14,824.82
Naerok Facilities Management	51361		6/20/2017	ECR-S/2017/5027, 16-17 General (Operations), 5/29/17- 6/2/17 Security Services	5,244.73
Mike Brown Grandstands, Inc.	51362		6/21/2017	ECR-S/2017/4783, 16-17 General (Academic), 6/09/17 Grad, Rental of Grandstands 90' x26, 42'x10 row Rolling	25,200.00
Staples Business Advantage	51363		6/21/2017	ECR-S/2017/4983, 16-17 Library, scotch tape	821.92
Staples Business Advantage	51364		6/21/2017	ECR-S/2017/4963, 16-17 Business Technology, HP CF226A Toner Cartridge	112.87
Staples Business Advantage	51365		6/21/2017	ECR-S/2017/4871, 16-17 Alternate Ed. School, Yellow File Folders	170.13
Staples Business Advantage	51366		6/21/2017	ECR-S/2017/4961, 16-17 General (Operations), Green letter size copy paper	693.28
Staples Business Advantage	51367		6/21/2017	ECR-S/2017/4960, 16-17 Science, Flash Furniture Mesh Conference Office Chair, Armless, Black (GOWY05)	108.96
Staples Business Advantage	51368		6/21/2017	ECR-S/2017/4959, 16-17 English, hp laserjet M127FN Mono AIO	271.86
Staples Business Advantage	51369		6/21/2017	ECR-S/2017/4958, 16-17 Science, Black Pens (5 pens)	217.11
Staples Business Advantage	51370		6/21/2017	ECR-S/2017/4957, 16-17 Clerical, PaperPro® inPOWER™ 20 Desktop Stapler, 20 Sheet Capacity, Blue/Black	52.38
Staples Business Advantage	51371		6/21/2017	ECR-S/2017/4956, 16-17 Science, Brother TN420 Black Toner	91.26
Staples Business Advantage	51372		6/21/2017	ECR-S/2017/4955, 16-17 Special Ed General, Staples Green File Folders, Letter, 3 Tab, Assorted Position, 100/Box	61.50
Staples Business Advantage	51373		6/21/2017	ECR-S/2017/4952, 16-17 Special Ed General, Flipside Dry Erase Lap Whiteboard	158.75
Staples Business Advantage	51374		6/21/2017	ECR-S/2017/4951, 16-17 Special Ed General, VTech VCS704 ErisStation™ Conference Phone with Wireless Mics	369.47
Staples Business Advantage	51375		6/21/2017	ECR-S/2017/4950, 16-17 Clerical, Avery Permanent File Folder Labels with TrueBlock, White, 1,500/Pack (5366)	117.38
Staples Business Advantage	51376		6/21/2017	ECR-S/2017/4949, 16-17 Clerical, Black Ink, Medium Point, 60/Box Item : 442901 / Model : GSM609-BLK	18.16
Staples Business Advantage	51377		6/21/2017	ECR-S/2017/4948, 16-17 General (Operations), 30% recycled letter size copy paper	4,732.13
Staples Business Advantage	51378		6/21/2017	ECR-S/2017/4947, 16-17 Clerical, Schneider Rave Retractable Ballpoint Pen, Extra Bold 1.4mm, Blue, Each	67.83
Staples Business Advantage	51379		6/21/2017	ECR-S/2017/4943, 16-17 Science, BIC® Cristal® Ballpoint Stick Pens, Medium, Red, Dozen	89.79
Staples Business Advantage	51380		6/21/2017	ECR-S/2017/4942, 16-17 Science, Staples Large Metal Binder Clips	151.25
Staples Business Advantage	51381		6/21/2017	ECR-S/2017/4940, 16-17 Clerical, Staples® Medium Metal Binder Clips, Black, 1 1/4" Size with 5/8"Capacity	2.11
Staples Business Advantage	51382		6/21/2017	ECR-S/2017/4936, 16-17 English, HP 83A Black Toner Cartridge (CF283A)	139.18
Staples Business Advantage	51383		6/21/2017	ECR-S/2017/4935, 16-17 General (Operations), HP 05A Black Toner Cartridge (CE505A)	181.90
Staples Business Advantage	51384		6/21/2017	ECR-S/2017/4931, 16-17 General (Academic), laminate pouches	266.32
Chartwells Division	51385		6/21/2017	ECR-S/2017/5010, 16-17 General (Operations), 4/19/17 Lunches for Board Meeting	79.00
Chartwells Division	51386		6/21/2017	ECR-S/2017/5000, 16-17 General (Operations), 05/17 Food Services	70,295.31
Datalink Networks	51387		6/21/2017	ECR-S/2017/5061, 16-17 General (Operations), 05/17 Network Refresh Project Network Equipment	6,578.00
Datalink Networks	51388		6/21/2017	ECR-S/2017/5060, 16-17 General (Operations), 5/8/17 Network Refresh Project Network Equipment	210.00
AP Exams	51389		6/21/2017	ECR-S/2017/5065, 16-17 Advanced Placement, AP tests, various subjects Fees	133,448.00
Ace Party Rents	51390		6/21/2017	ECR-S/2017/5019, 16-17 General (Operations), 6/09/17 Graduation Rental: Chairs, Samsonite Off White	4,200.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.  
 Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
Marta Franco	51391		6/21/2017	ECR-S/2017/5018, 16-17 General (Operations), 6/6/17 Notary Receipt	30.00
Chartwells Division	51392		6/21/2017	ECR-S/2017/5075, 16-17 General (Operations), 04/17 Food Services	47,671.75
Chartwells Division	51393		6/21/2017	ECR-S/2017/5001, 16-17 General (Operations), 5/17/17 Lunches for Board Meeting	143.88
Staples Business Advantage	51394		6/21/2017	ECR-S/2017/4938, 16-17 Science, large paper clips	1,162.02
Staples Business Advantage	51395		6/21/2017	ECR-S/2017/4784, 16-17 Special Ed General, Post it notes	95.87
Staples Business Advantage	51396		6/21/2017	ECR-S/2017/4915, 16-17 Clerical, Staples® White Inkjet/Laser Address Labels, 1" X 2-5/8", 3,000/Box	435.02
Staples Business Advantage	51397		6/21/2017	ECR-S/2017/4910, 16-17 General (Academic), flash drive	127.14
Naerok Facilities Management	51398		6/21/2017	ECR-S/2017/5072, 16-17 General (Operations), 6/9/17 Graduation Night Security Services	2,410.54
Naerok Facilities Management	51399		6/21/2017	ECR-S/2017/5071, 16-17 General (Operations), 6/5/17- 6/11/17 Security Services for Senior Prank Overnight Coverage	1,942.49
Naerok Facilities Management	51400		6/21/2017	ECR-S/2017/5073, 16-17 General (Operations), 6/5/17- 6/9/17 Security Services	6,141.98
Staples Business Advantage	51401		6/21/2017	ECR-S/2017/5098, 16-17 Clerical, Post-it Super Sticky Notes	103.31
Lisa Ring	51402		6/22/2017	PRJRN/2017/0887, 16-17 LCAP Local Control Accountability Fundin, Tax	81.29
Lisa Ring	51403		6/22/2017	PRJRN/2017/0888, 16-17 LCAP Local Control Accountability Fundin, tax	287.06
Eastbay Team Sales	51404		6/22/2017	ECR-S/2017/5067, 16-17 Girls Soccer, Tiempo II Jersey White	3,012.57
Chartwells Division	51405		6/22/2017	ECR-S/2017/5100, 16-17 General (Operations), 1/18/17 Lunches for Board Meetings	120.40
Brooks Transportation Inc.	51406		6/22/2017	ECR-S/2017/5079, 16-17 Audio, Visual and Performing Arts, 5/29/17 Round Trip ECR to Canoga Park Memorial Day Parade-Chavez-Lara	415.00
Brooks Transportation Inc.	51407		6/22/2017	PRJRN/2017/0886, 16-17 Special Ed General, 5/9/17 Round Trip ECR to Santa Barbara Zoo-Huffaker (Wheelchair Accessible Bus)	695.00
Brooks Transportation Inc.	51408		6/22/2017	ECR-S/2017/5080, 16-17 AVID, 5/8/17 Round Trip ECR to UC Santa Barbara-Beckerman	575.00
Brooks Transportation Inc.	51409		6/22/2017	ECR-S/2017/5081, 16-17 Science, 5/24/17 Round Trip ECR to California Science Center-Montague	800.00
Brooks Transportation Inc.	51410		6/22/2017	ECR-S/2017/5082, 16-17 English, 5/23/17-Round Trip ECR to Museum of Tolerance-Maury	400.00
Brooks Transportation Inc.	51411		6/22/2017	ECR-S/2017/5083, 16-17 English, 5/17/17-Round Trip ECR to Will Geer Theatricum-Zwick, Roth, Maury	2,250.00
Brooks Transportation Inc.	51412		6/22/2017	ECR-S/2017/5084, 16-17 Audio, Visual and Performing Arts, 5/13/17 Round Trip ECR to Westlake High School- Chavez-Lara	375.00
Brooks Transportation Inc.	51413		6/22/2017	ECR-S/2017/5085, 16-17 Science, 5/30/17 Round Trip ECR to California Science Center-Kiamanesh	800.00
Brooks Transportation Inc.	51414		6/22/2017	ECR-S/2017/5086, 16-17 Audio, Visual and Performing Arts, 5/6/17 Round Trip ECR to Knott's Berry Farm	1,300.00
Brooks Transportation Inc.	51415		6/22/2017	ECR-S/2017/5087, 16-17 Special Ed General, 5/5/17 Round Trip ECR to Magic Mountain-Stanoff	550.00
Brooks Transportation Inc.	51416		6/22/2017	ECR-S/2017/5088, 16-17 Social Science, 5/26/17 Round Trip ECR to Santa Barbara Zoo-Rosenthal	535.00
Brooks Transportation Inc.	51417		6/22/2017	ECR-S/2017/5089, 16-17 Alternate Ed. School, 5/3/17 Round Trip ECR to Magic Mountain-Chae	550.00
Department of Justice (State of CA)	51418		6/22/2017	ECR-S/2017/5053, 16-17 General (Operations), 03/17 Fingerprint Apps	96.00
American Heritage Landscape LP	51419		6/22/2017	ECR-S/2017/5054, 16-17 General (Operations), 06/17 Monthly Landscape Maintenance Services-Shoup Property	1,162.00
Piece of Mind Care Services	51420		6/22/2017	ECR-S/2017/5055, 16-17 Special Ed General, 05/17 SpEd Services(Teacher, Aide, Aide-EI/Co Continuation)	34,432.78
Lance Delgado	51421		6/22/2017	ECR-S/2017/4896, 16-17 Band, Regular Weekday Rehearsals (4/3, 4/6, 4/24, 4/26)	1,100.00
FedEx	51422		6/22/2017	ECR-S/2017/5095, 16-17 General (Operations), 5/26/17 FedEx Express Services	274.47
American Foothill Publishing Co.	51423		6/22/2017	ECR-S/2017/5076, 16-17 English, The King's Courier Issue: June 9, 2017 Vol. 47, Issue 10	909.20
Matthew Gomez	51424		6/22/2017	ECR-S/2017/5097, 16-17 Band, 3/13/16-4/26/17 Rehearsal Hours	480.00
Canteen Refreshment Services	51425		6/22/2017	ECR-S/2017/5096, 16-17 General (Operations), 6/5/17 Food Services	156.52

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.  
 Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
LADWP	51426		6/22/2017	ECR-S/2017/5062, 16-17 General (Operations), Electric Charges	823.82
OnTrack and Field	51428		6/27/2017	ECR-S/2017/4939, 16-17 Track and Field, Hip Numbers #1, #2, #3, #4, #5, #6, #7	106.58
The Help Group-North Hills Prep School	51429		6/27/2017	ECR-S/2017/4902, 16-17 Special Ed General, 04/17 Special Ed Services-NPS	2,420.13
The Help Group-Summit View	51430		6/27/2017	ECR-S/2017/4905, 16-17 Special Ed General, 04/17 Special Ed Services-NPS	2,951.83
Alyssa Lee	51431		6/22/2017	PRJRN/2017/0900, 16-17 Boys Volleyball, Mileage from ECR to Las Vegas. 562 miles x 0.535	286.76
Jinal Hicks	51432		6/22/2017	PRJRN/2017/0897, 16-17 Science, gallon of whole milk	11.96
Jennifer Rosenthal	51433		6/22/2017	PRJRN/2017/0896, 16-17 Social Science, Zoo Admission for Students	656.00
Holly Kiamanesh	51434		6/22/2017	PRJRN/2017/0895, 16-17 Science, Parking- 2 buses, 1 car	36.00
Shelly Marshall	51435		6/22/2017	PRJRN/2017/0893, 16-17 Drill Team, rooms for coaches for april 21	851.40
Shelly Marshall	51436		6/22/2017	PRJRN/2017/0892, 16-17 Drill Team, jan 2 coaching hours	837.50
Cara Viramontes	51437		6/22/2017	PRJRN/2017/0890, 16-17 Softball (Varsity/JV), Mileage - ECR to Las Vegas 602mx\$0.535=322.07	389.52
Wendy Treuhaft	51438		6/22/2017	PRJRN/2017/0889, 16-17 Special Ed General, Certified Mail	38.45
The Help Group-Summit View	51441		6/27/2017	ECR-S/2017/4903, 16-17 Special Ed General, 04/17 Special Ed Services NPS	2,302.29
Pitney Bowes	51442		6/27/2017	ECR-S/2017/4909, 16-17 General (Operations), 4/28/17 Meter Refill	590.78
AT&T	51443		6/27/2017	ECR-S/2017/5099, 16-17 General (Operations), 5/22/17-6/21/17 Billing 818 888-3532 Alarm	114.17
KAP7 International, Inc.	51444		6/27/2017	ECR-S/2017/5045, 16-17 Boys Water Polo, Size 4 Water Polo Balls	379.39
McCalla Company	51445		6/27/2017	ECR-S/2017/5044, 16-17 General (Operations), FDMD/Threaded Microfiber Fluffy Duster	110.79
Curry, William	51446		6/27/2017	ECR-S/2017/5024, 16-17 General (Operations), 4/24/17-5/28/17 Paint Services	960.00
Curry, William	51447		6/27/2017	ECR-S/2017/5025, 16-17 General (Operations), 6/3/17-6/6/17 Paint Services	750.00
The Print Spot	51448		6/27/2017	ECR-S/2017/5032, 16-17 General (Operations), Non-Taxable Printing	7,671.70
Nettime Solutions LLC	51449		6/27/2017	ECR-S/2017/5031, 16-17 General (Operations), 5/31/17 stratustime Monthly Subscription	1,224.00
Tara Kim, MA, OTR/L	51450		6/27/2017	ECR-S/2017/5020, 16-17 Special Ed General, 05/17 Occupational Therapy	402.50
Advanced Office Automation, Inc.	51451		6/27/2017	ECR-S/2017/5063, 16-17 General (Operations), 4/27/17-5/27/17 FSS Excess Copies	214.72
Advanced Office Automation, Inc.	51452		6/27/2017	ECR-S/2017/5030, 16-17 General (Operations), 4/22/17-5/22/17 Repro Line Cost per Copy	225.78
FedEx	51453		6/27/2017	ECR-S/2017/5021, 16-17 General (Operations), 5/17/17 FedEx Express Services	63.55
Interquest Detection Canines	51454		6/27/2017	ECR-S/2017/5023, 16-17 General (Operations), 05/17 Canine Detection	175.00
Kelly Services, Inc.	51455		6/27/2017	ECR-S/2017/5036, 16-17 General (Academic), Substitute Teachers through 5/28/17	15,528.57
PARS	51456		6/28/2017	ECR-S/2017/5093, 16-17 General (Operations), 04/17 PARS ARS Fees	317.49
PARS	51457		6/28/2017	ECR-S/2017/4906, 16-17 General (Operations), 01/17 PARS ARS Fees	317.49
The Cruz Center	51458		6/28/2017	ECR-S/2017/5034, 16-17 Special Ed General, 05/17 Special Ed Services (PT, APE, DHHS)	1,186.25
Kelly Services, Inc.	51459		6/28/2017	ECR-S/2017/5028, 16-17 General (Academic), Substitute Teachers through 6/4/17	15,805.15
AKD Ink/AKidzdream Inc	51460		6/28/2017	ECR-S/2017/4944, 16-17 Boys Golf, West Valley League Champion, Team Champion, Team Runner Up Plaque	182.15
CompuClaim	51461		6/28/2017	ECR-S/2017/5035, 16-17 Medi-CAL (LEA), 04/17 MeduClaim Procedure Code Billing(LEA)	61.95
Mike The Printer, Inc.	51462		6/28/2017	ECR-S/2017/5064, 16-17 General (Operations), Business Cards-8 Names-250 each	251.55
Kelly Services, Inc.	51463		6/28/2017	ECR-S/2017/5043, 16-17 General (Academic), Substitute Teachers through 5/14/17	21,710.21
Blick Art Materials	51464		6/28/2017	ECR-S/2017/4900, 16-17 Science, watercolor brushes	168.61
Village Glen School	51465		6/28/2017	ECR-S/2017/4904, 16-17 Special Ed General, 04/17 Special Ed Services(NPS)	1,868.39
Flinn Scientific Inc.	51466		6/28/2017	ECR-S/2017/4933, 16-17 Science, Fetal Pig, Preserved, Formaldehyde-Free, Double Injected, 11"-13", Large	1,817.21
OnTrack and Field	51467		6/28/2017	ECR-S/2017/4930, 16-17 Track and Field, Hip Number Stickers - #8	21.73

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.



Vendor	Check Number	Voided	Date	Description	Check Amount
BSN Sports	51468		6/28/2017	ECR-S/2017/4962, 16-17 Softball (Varsity/JV), Tanner Tee	914.45
Canon Solutions America, Inc	51469		6/28/2017	ECR-S/2017/5058, 16-17 General (Operations), 5/27/17-8/26/17 Copier Maintenance	2,160.00
Canon Financial Services, Inc.	51470		6/28/2017	ECR-S/2017/5056, 16-17 General (Operations), 5/20/17-6/19/17 Equipment Leases	1,760.12
BSN Sports	51471		6/28/2017	ECR-S/2017/4981, 16-17 Football (Varsity/JV ), Sports Cool Drink Station	388.64
NCS Pearson, Inc	51472		6/28/2017	ECR-S/2017/4834, 16-17 General (Academic), 7/21/17 - 7/20/18 Write to Learn Subscription	997.50
Brooks Transportation Inc.	51473		6/28/2017	ECR-S/2017/5038, 16-17 Track and Field, 5/25/17 Round Trip El Camino Real Charter HS to El Camino Community College-Track&Field	650.00
Brooks Transportation Inc.	51474		6/28/2017	ECR-S/2017/5042, 16-17 Track and Field, 5/18/17 Round Trip ECR to Birmingham Charter-Track&Field	1,220.00
Brooks Transportation Inc.	51475		6/28/2017	ECR-S/2017/5041, 16-17 Swimming & Diving, 5/9/17 Round Trip ECR to East LA College-Swimming	1,700.00
Brooks Transportation Inc.	51476		6/28/2017	ECR-S/2017/5052, 16-17 Baseball, 5/2/17 Round Trip ECR to Taft High-Varsity Baseball	2,540.00
Herff Jones LLC	51477		6/28/2017	ECR-S/2017/4840, 16-17 General (Academic), CV52518	5,187.38
Follett School Solutions, Inc	51478		6/29/2017	ECR-S/2017/5077, 16-17 General (Academic), Library Books	7,189.25
Accountemps	51479		6/29/2017	ECR-S/2017/4934, 16-17 General (Operations), Ghazanfari, Gelarah	451.52
Accountemps	51480		6/29/2017	ECR-S/2017/4937, 16-17 General (Operations), Ghazanfari, Gelarah	126.99
Flinn Scientific Inc.	51481		6/29/2017	ECR-S/2017/4932, 16-17 Science, Sheep Hearts, Preserved, Pkg. of 2	522.94
Sharon Markenson	51482		6/28/2017	ECR-S/2017/4897, 16-17 Academic Decathlon, Feb - June 2017 proctoring, coverage, preparation academic decathlon	3,000.00
Mychelle Edwards-Harris	51483		6/28/2017	ECR-S/2017/5107, 16-17 General (Operations), reimbursement for yearbook 2017 Picture not included in the yearbook	95.00
Agile Sports Technologies	51484		6/28/2017	ECR-S/2017/5113, 16-17 Athletics, 6/17-6/18 1 year subscription, Online editing, Analysis Boys Girls: Soccer, Basketball	800.00
McLean Accounting Solutions	51485		6/28/2017	ECR-S/2017/5069, 16-17 General (Operations), 05/17 Payroll Services	3,050.00
Piece of Mind Care Services	51486		6/28/2017	ECR-S/2017/5091, 16-17 Special Ed General, 06/17 SpEd Services(Teacher, Aide, Aide-EI/Co Continuation)	6,831.08
Haq Shaheer	51487		6/28/2017	ECR-S/2017/5022, 16-17 General (Academic), State Congressional Debate Camp - award money toward purchase of a computer	300.00
Deny Sportswear	51488		6/29/2017	ECR-S/2017/4926, T-1617Girls Basketball, 8x10 Black Plaque - Co-MVP, 2 1st Team, and 1 All City	178.77
Woodland Hills Printing	51489		6/29/2017	ECR-S/2017/4924, 16-17 Audio, Visual and Performing Arts, Postcards for Resist	21.80
Kelly Services, Inc.	51490		6/29/2017	ECR-S/2017/4921, 16-17 General (Academic), Substitute Teachers through 5/7/17	23,332.87
Advanced Office Automation, Inc.	51491		6/29/2017	ECR-S/2017/4913, 16-17 General (Operations), 4/12/17-5/12/17 Repro FSS/CPC Excess Copy Charges	65.78
Advanced Office Automation, Inc.	51492		6/29/2017	ECR-S/2017/4914, 16-17 General (Operations), Freight for Toner	15.00
FedEx	51493		6/29/2017	ECR-S/2017/4912, 16-17 General (Operations), 4/28/17-5/9/17 FedEx Express Services	84.47
Vista Paint Corporation	51494		6/29/2017	ECR-S/2017/4899, 16-17 General (Operations), 5/27/17 Paint Supplies	122.02
Vista Paint Corporation	51495		6/29/2017	ECR-S/2017/5026, 16-17 General (Operations), 6/6/17 Paint Supplies	78.26
UNUM Life Insurance Company of America	51496		6/29/2017	ECR-S/2017/5070, 16-17 General (Operations), 06/17 Premium Life Insurance	4,160.42
The Hartford	51497		6/29/2017	ECR-S/2017/5074, 16-17 General (Operations), 06/17 Supplemental Life Insurance	85.97
The Hartford	51498		6/29/2017	ECR-S/2017/5078, 16-17 General (Operations), 05/17 Supplemental Life Insurance	85.97
CharterSafe	51499		6/29/2017	ECR-S/2017/5090, 16-17 General (Operations), 2017-2018 Package Premium-25% Deposit	98,612.00
ImPACT Applications Inc	51500		6/29/2017	ECR-S/2017/5068, 16-17 General (Academic), 1 Year Subscription - 355 Baseline Tests, 60 Post Injury Tests - Tech Support, Updates and Add-on for software (Expires on 6/22/18)	655.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
Vicenti Lloyd & Stutzman	51501		6/29/2017	ECR-S/2017/5059, 16-17 General (Operations), 1st Progress Billing for Interim Audit Services for 2016-2017 School Year	2,500.00
Jules Seltzer Associates	51502		6/29/2017	ECR-S/2017/5047, 16-17 General (Operations), Rectangular Table, Squared Edge, Lam, T-leg w/ Casters 18D 54W	4,978.00
Jules Seltzer Associates	51503		6/29/2017	ECR-S/2017/5048, 16-17 General (Operations), Wk Chr, Aeron, Std-Ht Pneu., Tlt Lim/Ang, Adj Arms, Nonuphst Pds/B	10,638.00
Jules Seltzer Associates	51504		6/29/2017	ECR-S/2017/5050, 16-17 General (Operations), Rectangular Table, Squared Edge, Lam, T-leg 18D 54W	9,585.00
Jules Seltzer Associates	51505		6/29/2017	ECR-S/2017/5049, 16-17 General (Operations), Rectangular Table, Squared Edge, Lam, T-leg 18D 54W	8,987.00
Jules Seltzer Associates	51506		6/29/2017	ECR-S/2017/5051, 16-17 General (Operations), Renew Rect Counterbalance Table C-Foot Sq-Edge Lam Top/Thermo Edge 24D 60W	9,326.00
Kelly Services, Inc.	51507		6/29/2017	ECR-S/2017/4901, 16-17 General (Academic), Substitute Teachers through 5/21/17	21,144.75
School Food and Wellness Group	51508		6/29/2017	ECR-S/2017/5057, 16-17 General (Operations), 05/17 NSLP Services Monthly School Food Authority Admin Support	1,700.00
Staples Business Advantage	51509		6/29/2017	ECR-S/2017/5121, 16-17 Special Ed General, Staples-3-x-5-Line-Ruled-White-Index-Cards-500-Pack	4.55
Staples Business Advantage	51510		6/29/2017	ECR-S/2017/5129, 16-17 Counselors, JAM Paper® Plastic Clipboard, 9 x 13, Purple, Sold Individually	6.84
Staples Business Advantage	51511		6/29/2017	ECR-S/2017/5128, 16-17 Science, Staples® Small Metal Binder Clips Bulk Pack, Black, 3/4" Size with 3/8" Capacity	9.73
Staples Business Advantage	51512		6/29/2017	ECR-S/2017/5136, 16-17 Special Ed General, Staples-Expanding-Folding-Crate-on-Wheels	14.07
Staples Business Advantage	51513		6/29/2017	ECR-S/2017/5116, 16-17 Administrative, Schneider Blue Memo Slider Xb Ballpoint Pen (RTL146988)	20.11
Staples Business Advantage	51514		6/29/2017	ECR-S/2017/5134, 16-17 Special Ed General, Pacon-SunWorks-Construction-Paper-18-x24-Assorted-Colors-100-Sheets-PAC6518	20.62
Staples Business Advantage	51515		6/29/2017	ECR-S/2017/5137, 16-17 Administrative, Schneider Black Memo Slider Xb Ballpoint Pen (RTL146986)	23.37
Staples Business Advantage	51516		6/29/2017	ECR-S/2017/5120, 16-17 Special Ed General, Staples-Reinforced-Filler-Paper-Graph-Ruled-4x4-8-1-2-x-11	52.11
Staples Business Advantage	51517		6/29/2017	ECR-S/2017/5123, 16-17 Custodial, Sharpie® Accent® Highlighter, Chisel Tip, Yellow, 12/pk (25005) Item : 139048 / Model : 25005	125.65
Staples Business Advantage	51518		6/29/2017	ECR-S/2017/5114, 16-17 Clerical, Pentel® EnerGel RTX® Retractable Gel-Ink Pens, Medium Point, Violet, 3/Pack Item: 756260 Model: BL77BP3V	150.28
Staples Business Advantage	51519		6/29/2017	ECR-S/2017/5133, 16-17 Special Ed General, Flipside-Products-Dry-Erase-Lap-Board-Whiteboard-1-H-x-1-W	164.43
Staples Business Advantage	51520		6/29/2017	ECR-S/2017/5119, 16-17 Counselors, HP 12A Black Toner Cartridge	171.27
Staples Business Advantage	51521		6/29/2017	ECR-S/2017/5132, 16-17 PE, Brother Drum Cartridge	176.23
Staples Business Advantage	51522		6/29/2017	ECR-S/2017/5135, 16-17 Clerical, file jackets	200.51
Staples Business Advantage	51523		6/29/2017	ECR-S/2017/5131, 16-17 Special Ed General, Lexmark-E238-Black-Return-Program-Toner-Cartridge-23800SW	237.05
Staples Business Advantage	51524		6/29/2017	ECR-S/2017/5115, 16-17 Counselors, Black ink cartridge (twin pack)	279.09
Staples Business Advantage	51525		6/29/2017	ECR-S/2017/5130, 16-17 General (Academic), podium	292.08
Staples Business Advantage	51526		6/29/2017	ECR-S/2017/5125, 16-17 Business Technology, Pilot G2 Premium Retractable Gel Roller Pens, Fine Point, Black, 12/Pack (31020)	305.76
Staples Business Advantage	51527		6/29/2017	ECR-S/2017/5127, 16-17 Science, Scotch® Magic™ Tape, 3/4" x 1000", 1" Core, 12/pack (810K12)	326.16
Staples Business Advantage	51528		6/29/2017	ECR-S/2017/5118, 16-17 Science, Elmer's All Purpose School Glue Sticks, Washable, 60 Pack	332.72
Staples Business Advantage	51529		6/29/2017	ECR-S/2017/5117, 16-17 Special Ed General, 3 Ring Binder 1.5 inch	159.02

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
Staples Business Advantage	51530		6/29/2017	ECR-S/2017/5126, 16-17 Special Ed General, Schneider Xpress Fineliner Pens (190003), 0.8mm, Blue Ink, Dozen	362.87
Staples Business Advantage	51531		6/29/2017	ECR-S/2017/5122, 16-17 Special Ed General, Brother-TN-420-Toner-Cartridge-Black	401.33
Staples Business Advantage	51532		6/29/2017	ECR-S/2017/5124, 16-17 Clerical, HP Printer	440.42
AmWINS Group Benefits	51533		6/30/2017	ECR-S/2017/5144, 16-17 General (Operations), 07/17 Accidental/Medical/Critical Illness Coverage	323.97
Marilyn's Trophies	51534		6/30/2017	ECR-S/2017/5138, 16-17 Choir, Commitment Award Plaque	91.59
Regional TAP Service Center	51535		6/30/2017	ECR-S/2017/5140, 16-17 Alternate Ed. School, Metro 30-Day Pass	24.00
CCSA Employee Welfare Benefit Trust	51536		6/30/2017	ECR-S/2017/5145, 16-17 General (Operations), 07/17 Employee Benefits	291,168.72
Hi Pod	51537		6/30/2017	ECR-S/2017/5143, 16-17 Football (Varsity/JV ), Sony Camera Battery Pack	91.75
Everardo Rivas	51538		6/30/2017	ECR-S/2017/5146, 16-17 General (Operations), Reimbursement for lost Textbook	105.00
Wespac Plan Services, LLC	51539		6/30/2017	ECR-S/2017/4918, 16-17 General (Operations), 04/17 Quarterly Recordkeeping Fees-457(B) Plan	200.00
Wespac Plan Services, LLC	51540		6/30/2017	ECR-S/2017/4917, 16-17 General (Operations), 04/17 Quarterly Recordkeeping Fees-403(B) Plan	200.00
Truitt, Christopher	51541		6/30/2017	ECR-S/2017/5149, 16-17 Band, 3/13/17-4/7/17 Weekly Rehearsal Hours	1,540.00
Oneway	51542		6/30/2017	ECR-S/2017/5142, 16-17 Vocational Arts, Brass handle	71.19
Pearl Harbor Memorial Parade	51543		6/30/2017	ECR-S/2017/5148, 16-17 Band, Registration fee Pearl Harbor Memorial Parade	1,000.00
Carolina Biological Supply Co.	51544		6/30/2017	ECR-S/2017/5151, 16-17 Science, 80 count- Formalin Cow Eye, Plain, Pail	238.67
WT Cox Subscriptions	51545		6/30/2017	ECR-S/2017/4954, 16-17 Library, WT Cox Magazine Subscription	556.33
Simi Valley High School	51546		6/30/2017	ECR-S/2017/4927, 16-17 Boys Basketball, 12/12-16/2017 - JV Boys Basketball - 2017 Simi Valley Tip Off Classic - Entry Fee	450.00
Northwest Evaluation Association	51547		6/30/2017	ECR-S/2017/5150, 16-17 LCAP Local Control Accountability Fundin, Web-based Measures of Academic Progress (MAP) Math, Reading & Language	53,800.00
CharterSafe	51548		6/30/2017	ECR-S/2017/5147, 16-17 General (Operations), August 2017-2018 Package Premium	32,871.00
Michael Siegel	51549		6/30/2017	ECR-S/2017/5139, 16-17 General (Operations), Mileage Reimbursement to Michael Siegel - Picking up Personnel Files from LAUSD (54.8 Miles x 0.535 = \$29.32)	29.32
Marta Franco	51550		6/30/2017	ECR-S/2017/5141, 16-17 General (Operations), 06/19/17 Notary services for Foreign Exchange program	15.00
EdTec Inc.	51551		6/30/2017	ECR-S/2017/4982, 16-17 LCAP Local Control Accountability Fundin, 4/6/17 LCAP Workshop Mileage (28 miles X \$0.535)	44.98
Vista Paint Corporation	51552		6/30/2017	ECR-S/2017/4857, 16-17 General (Operations), 4/14/17 Paint Supplies	99.23
Jules Seltzer Associates	51553		6/30/2017	ECR-S/2017/4965, 16-17 General (Operations), Workstation relocation CBO Office	150.00
The Shredders	51554		6/30/2017	ECR-S/2017/4920, 16-17 General (Operations), 04/17 Shredding	50.00
				ECR-S/2017/5092, 16-17 General (Operations), MICROSOFT FACTORY RECERTIFIED SURFACE PRO-4 COMMERCIAL TABLET	
				INTEL:I7-6650U/CI7-2.20GLV 8GB/ONBOARD 256GB/SSD MR 802.11AC+BT	
				2XWEBCAM INTEL-IRIS540/IGP 12.3PIXELSENSE/TOUCH+PEN W10P-64	
Pacific Onesource	51555		6/30/2017	1.7LBS SILVER 1YR	5,419.66
Canon Solutions America, Inc	51556		6/30/2017	ECR-S/2017/5094, 16-17 General (Operations), 2/27/17-5/26/17 Copier Maintenance	1,477.60
Edu-Key	51557		6/30/2017	ECR-S/2017/4945, 16-17 Business Technology, Keyboard Covers	392.88
City of Los Angeles	51560		6/30/2017	ECR-S/2017/5153, Shoup Property, Electrical Plans Permit Fee for Shoup Property PCIS# 17041-20000-11240	1,570.69
City of Los Angeles	51561		6/30/2017	ECR-S/2017/5154, Shoup Property, Structural Permit Fee for Shoup Property PCIS# 17016-20000-13165	1,316.93
City of Los Angeles	51562		6/30/2017	ECR-S/2017/5155, Shoup Property, Mechanical Permit Fee for Shoup Property PCIS# 17044-20000-03828	2,096.40

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
Naerok Facilities Management	51563		6/30/2017	ECR-S/2017/5156, 16-17 General (Operations), 6/12/17-6/16/17 Security Services	666.00
Naerok Facilities Management	51564		6/30/2017	ECR-S/2017/5157, 16-17 General (Operations), 6/19/17-6/23/17 Security Services	1,504.04
Wendy Treuhaft	51565		6/30/2017	PRJRN/2017/0901, 16-17 General (Operations), 6/30/17 Manual Paycheck PTO payout last day as Administrator	4,307.29

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

**Check Register**



El Camino High School (Trust)  
 June 2017

Grand Total 40,202.79

Vendor	Check Number	Voided	Date	Description	Check Amount
Susan Freitag	10457		6/6/2017	PRJRN/2017/0876,T-1617 Drama,Party Supplies for PRIDE events	214.91
Soto Samantha	10458		6/7/2017	ECR-S/2017/4972, T- Grad Class 2017, Reimbursement for Prom 2017 Ticket Guest	85.00
Mid Valley Flowers	10459		6/7/2017	ECR-S/2017/4916, T- Grad Class 2017, 6/09/17 Graduation 3ftx3ft Frontal Display Floral Arrangements	1,384.30
Balloon Celebrations	10460		6/7/2017	ECR-S/2017/4973, T- Grad Class 2017, Refundable Base Deposit	350.00
Balloon Celebrations	10461		6/7/2017	ECR-S/2017/4974, T- Grad Class 2017, Balloons 8ft Columns with 3ft Topper, weighted	1,345.20
Badge Busters	10462		6/7/2017	ECR-S/2017/4977, T-1617Band, Blank Apparel - Eisenhower Jacket s-xl; blank jacket; need to knee lining navy	362.14
Bash Steven	10463		6/7/2017	ECR-S/2017/4980, T-1617 ASB Student Council, Food-Doughnuts, Pizza	212.26
Fleischmann Sam	10465		6/8/2017	ECR-S/2017/4994, T-1617 Careers in Entertainment Academy, 5/25, 5/26/17 student pymt for running lights for the CEA Showcase	100.00
Kaur Manisha	10466		6/8/2017	ECR-S/2017/4995, T-1617 Careers in Entertainment Academy, 05/25,05/26/17 student pymt for running computer for CEA Showcase	100.00
Warner Center Marriott	10467		6/8/2017	ECR-S/2017/4997, T-1617 Baseball, Custom Plated Dinner	3,872.50
Ameci Pizza and Pasta	10468		6/8/2017	ECR-S/2017/4984, T- Grad Class 2017, Pizza	220.55
Ostedt Zachary	10469		6/8/2017	ECR-S/2017/4998, T-1617 Careers in Entertainment Academy, 5/25,5/26/17 Student Running Computer for CEA Showcase Trust	100.00
UC Regents	10470		6/8/2017	ECR-S/2017/4991, T-1617Girls Basketball, UCSB Women's Basketball 2017 Team Camp Registration Fee - Varsity Girls Basketball - June 24 and 25, 2017	550.00
Burroughs Girls Basketball	10471		6/8/2017	ECR-S/2017/4988, T-1617Girls Basketball, Burroughs Girls Basketball Summer League 2017 6/6/17 - 7/18/17 Tuesday Nights	375.00
Viewpoint High School	10472		6/8/2017	ECR-S/2017/4989, T-1617Girls Basketball, Viewpoint School Girls Varsity Basketball Summer League - 6/14 to 7/26/17 Wednesdays	200.00
Marie Sabrina LaMar	10473		6/9/2017	ECR-S/2017/5002, T- Grad Class 2017, LAPD Officer Working 2017 Graduation	277.50
Alejandra Melgoza	10474		6/9/2017	ECR-S/2017/5003, T- Grad Class 2017, LAPD Officer Working 2017 Graduation	277.50
Christopher Ruiz	10475		6/9/2017	ECR-S/2017/5004, T- Grad Class 2017, LAPD Officer Working 2017 Graduation Ruiz	277.50
Janet Zumstein	10476		6/9/2017	ECR-S/2017/5005, T- Grad Class 2017, LAPD Officer Working 2017 Graduation	277.50
Sheila Gutierrez	10477		6/9/2017	ECR-S/2017/5006, T- Grad Class 2017, LAPD Officer Working 2017 Graduation	277.50
Amber Kim	10478		6/9/2017	ECR-S/2017/5007, T- Grad Class 2017, LAPD Officer Working 2017 Graduation	277.50
Soo Hoo Melody	10479		6/14/2017	ECR-S/2017/5017, T- Grad Class 2017, water	167.60
Rouso Keren	10480		6/14/2017	ECR-S/2017/5016, T- Grad Class 2017, Royal Donuts - donuts	163.06
Los Angeles Pierce College	10481		6/16/2017	ECR-S/2017/5033, T-1617JV/Varsity Football, 5/27/17 - LA Pierce College Football Elite Passing Tournament	275.00
The Event Group	10482		6/20/2017	ECR-S/2017/5066, T- Grad Class 2017, Prom 5/19/17 Tickets sales Balance	12,195.50
Medina Eliana	10483		6/22/2017	ECR-S/2017/5106, T-1617 Scholarship - J. Harrison, Class 2017 Scholarship check from Woman's Club	100.00
Andrade Sabrina	10484		6/22/2017	ECR-S/2017/5101, T-1617 Scholarship - J. Harrison, Class 2017 Scholarship check from Woman's Club	100.00
Newman Nathan	10485		6/22/2017	ECR-S/2017/5102, T-1617 Scholarship - J. Harrison, Class 2017 Scholarship check from Woman's Club	200.00
Dolivo Logan	10486		6/22/2017	ECR-S/2017/5103, T-1617 Scholarship - J. Harrison, Class 2017 Scholarship check from Woman's Club	200.00
Sadeghi Kian	10487		6/22/2017	ECR-S/2017/5104, T-1617 Scholarship - J. Harrison, Class 2017 Scholarship check from Woman's Club	200.00
Mallonee Tiffany	10488		6/22/2017	ECR-S/2017/5105, T-1617 Scholarship - J. Harrison, Class 2017 Scholarship check from Woman's Club	100.00
Alyssa Lee	10489		6/22/2017	PRJRN/2017/0899,T-1617 Boys Volleyball,VOLLEYBALL MALE 3D LASER SPORT CRYSTAL	297.80

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

Vendor	Check Number	Voided	Date	Description	Check Amount
Alyssa Lee	10490		6/22/2017	PRJRN/2017/0898,T-1617 Boys Volleyball,Lodging - April 9, 2017	2,115.36
Shelly Marshall	10491		6/22/2017	PRJRN/2017/0894,T-1617 Drill Team,JVrooms for april 21	1,560.90
Shelly Marshall	10492		6/22/2017	PRJRN/2017/0891,T-1617 Drill Team,velvet plush throw blanket	89.14
BSN Sports	10493		6/22/2017	ECR-S/2017/4966, T-1617 Track and Field, Royal/White Mens Power RD Tight Tank	8,058.48
Kellie Vegting	10494		6/22/2017	ECR-S/2017/5108, T-1617 Swimming & Diving, Refund for Swimsuit - \$45 - Trunk(Student-Connor)	45.00
Fit Stitch Apparel	10495		6/22/2017	ECR-S/2017/5109, T-1617 Athletic Director, Student Council 2017 Shirts - White LS - 17S, 13M, 7L	594.87
UC Regents	10496		6/22/2017	ECR-S/2017/5110, T-1617Girls Basketball, 10 Players - Dorm Fee - UCSB Women's Basketball Camp	960.00
Bagito	10497		6/27/2017	ECR-S/2017/4964, T-1617 Environmental, 50% Balance on Bagito order	169.02
Belinfante Ashley	10498		6/27/2017	ECR-S/2017/5014, T-1617 Careers in Entertainment Academy, Home Depot rope	344.83
Deny Sportswear	10499		6/27/2017	ECR-S/2017/5046, T-1617 Softball (Varsity/ JV), 7x9 Plaque - 2nd Team All League	415.64
Deny Sportswear	10500		6/28/2017	ECR-S/2017/5039, T-1617 Girls Golf, Framed Jersey 11X14	42.69
Yesenia Therrien	10501		6/28/2017	ECR-S/2017/5111, T- Grad Class 2017, coat check services for 2017 prom	82.50
Grace Montufar Leon	10502		6/28/2017	ECR-S/2017/5112, T- Grad Class 2017, 2017 Prom Coat Check services	82.50
The Trophy Emporium	10503		6/29/2017	ECR-S/2017/4925, T-1617Girls Basketball, Plaque 6x8	100.32
Ewing Irrigation Products	10504		6/30/2017	ECR-S/2017/4992, T-1617 Baseball, Turface	405.72

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check. Payroll checks are not included on this register.

# Coversheet

## June 2017 Financial Update

**Section:** IV. Financial  
**Item:** B. June 2017 Financial Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** ECR 2016-18 Financial Exhibit (1).pdf  
August Board Presentation.pdf

**El Camino Real Charter High School**

	2016/17	2017/18	2017/18	17/18 Budget vs
	Unaudited Actuals	Approved Budget	Current Forecast	Forecast Variance
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	30,036,780	31,567,559	30,877,045	(690,514)
Federal Revenue	1,185,120	1,372,196	1,343,457	(28,740)
Other State Revenues	4,099,667	3,592,430	4,512,121	919,691
Local Revenues	2,083,914	1,180,000	1,674,000	494,000
Fundraising and Grants	-	-	-	-
<b>Total Revenue</b>	<b>37,405,481</b>	<b>37,712,185</b>	<b>38,406,623</b>	<b>694,437</b>
<b>Expenses</b>				
Compensation and Benefits	26,934,206	27,035,148	29,735,668	(2,700,520)
Books and Supplies	1,925,356	3,211,611	3,315,435	(103,824)
Services and Other Operating Expenditures	5,618,496	5,987,231	5,972,024	15,207
Depreciation	172,816	750,867	750,867	-
<b>Total Expenses</b>	<b>34,650,874</b>	<b>36,984,858</b>	<b>39,773,994</b>	<b>(2,789,136)</b>
<b>Operating Income</b>	<b>2,754,608</b>	<b>727,328</b>	<b>(1,367,371)</b>	<b>(2,094,699)</b>
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	17,194,987	19,305,995	(3,201,017)	
Audit Adjustment	962,376	-	-	
Beginning Balance (Audited)	18,157,363	19,305,995	(3,201,017)	
Other Restatements	(24,112,988)	-	-	
Operating Income	2,754,608	727,328	(1,367,371)	
<b>Ending Fund Balance (including Depreciation)</b>	<b>(3,201,017)</b>	<b>20,033,323</b>	<b>(4,568,389)</b>	
<b>Capital Outlay</b>	<b>-</b>	<b>3,291,500</b>	<b>3,291,500</b>	



## El Camino Real Charter High School

Detail	2016/17	2017/18	2017/18	17/18 Budget vs
	Unaudited Actuals	Approved Budget	Current Forecast	Forecast Variance
<b>Enrollment Summary</b>				
9-12	-	-	-	-
<b>Total Enrolled</b>	<b>3,615</b>	<b>3,755</b>	<b>3,657</b>	<b>(98)</b>
<b>ADA %</b>				
9-12	96%	95%	95%	-
<b>Average</b>	<b>96%</b>	<b>95%</b>	<b>95%</b>	<b>-</b>
<b>ADA</b>				
9-12	3386.7	3472.3	3396.3	(76)
<b>Total ADA</b>	<b>3386.7</b>	<b>3472.3</b>	<b>3396.3</b>	<b>(76)</b>

## El Camino Real Charter High School

		2016/17	2017/18	2017/18	17/18 Budget vs Forecast
		Unaudited Actuals	Approved Budget	Current Forecast	Variance
<b>LCFF Entitlement</b>					
8011	Charter Schools LCFF - State Aid	17,656,591	19,311,159	18,732,310	(578,849)
8012	Education Protection Account Entitlement	5,185,794	5,089,780	4,936,364	(153,416)
8019	State Aid - Prior Years	6,294	-	-	-
8096	Charter Schools in Lieu of Property Taxes	7,188,101	7,166,620	7,208,371	41,751
<b>SUBTOTAL - LCFF Entitlement</b>		<b>30,036,780</b>	<b>31,567,559</b>	<b>30,877,045</b>	<b>(690,514)</b>
<b>8100 Federal Revenue</b>					
8181	Special Education - Entitlement	654,310	669,623	664,884	(4,740)
8182	Special Education Reimbursement	-	-	-	-
8220	Child Nutrition Programs	281,629	336,000	312,000	(24,000)
8290	Medi-Cal Billing Option	16,771	11,286	11,286	-
8291	Title I	226,213	225,287	225,287	-
8292	Title II	5,662	30,000	30,000	-
8297	PY Federal - Not Accrued	534	-	-	-
8299	All Other Federal Revenue	-	100,000	100,000	-
<b>SUBTOTAL - Federal Income</b>		<b>1,185,120</b>	<b>1,372,196</b>	<b>1,343,457</b>	<b>(28,740)</b>
<b>8300 Other State Revenues</b>					
8319	Other State Apportionments - Prior Years	33,424	-	-	-
8381	Special Education - Entitlement (State)	1,907,051	1,955,293	1,943,198	(12,095)
8520	Child Nutrition - State	21,273	24,000	24,000	-
8550	Mandated Cost Reimbursements	915,126	142,241	640,086	497,845
8560	State Lottery Revenue	634,015	656,255	658,873	2,617
8590	All Other State Revenue	588,778	-	431,324	431,324
8593	Prop 39 Clean Energy	-	814,640	814,640	-
<b>SUBTOTAL - Other State Income</b>		<b>4,099,667</b>	<b>3,592,430</b>	<b>4,512,121</b>	<b>919,691</b>
<b>8600 Other Local Revenue</b>					
8634	Food Service Sales	161,290	180,000	174,000	(6,000)
8660	Interest	8,224	-	-	-
8662	Net Increase (Decrease) in the Fair Value of Investm	(27,972)	-	-	-
8690	Other Local Revenue	1,942,223	1,000,000	1,500,000	500,000
8715	Option 3 SPED	150	-	-	-
<b>SUBTOTAL - Local Revenues</b>		<b>2,083,914</b>	<b>1,180,000</b>	<b>1,674,000</b>	
<b>8800 Donations/Fundraising</b>					
8803	Fundraising	-	-	-	-
<b>SUBTOTAL - Fundraising and Grants</b>		<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL REVENUE</b>		<b>37,405,481</b>	<b>37,712,185</b>	<b>38,406,623</b>	<b>694,437</b>

**El Camino Real Charter High School**

		<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>	<b>17/18 Budget vs Forecast</b>
		<b>Unaudited Actuals</b>	<b>Approved Budget</b>	<b>Current Forecast</b>	<b>Variance</b>
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>1000</b>	<b>Certificated Salaries</b>				
1100	Teachers Salaries	11,145,125	11,221,839	11,221,839	-
1101	Teacher - Stipends	130	255,000	255,000	-
1150	Teacher - NBC Stipend	87,831	135,000	135,000	-
1160	Teacher - Auxillary & Summer School	466,097	400,000	400,000	-
1170	Teacher - Coverage	71,199	75,000	75,000	-
1180	Teacher - Extra Hours & Tutoring	70,032	100,000	100,000	-
1190	Teacher - PD	154,753	130,000	130,000	-
1200	Certificated Pupil Support Salaries	1,353,880	1,308,627	1,308,627	-
1300	Certificated Supervisor & Administrator Salaries	970,111	779,258	779,258	-
1900	Certificated Other Salaries	271,074	245,635	245,635	-
<b>SUBTOTAL - Certificated Employees</b>		<b>14,590,233</b>	<b>14,650,359</b>	<b>14,650,359</b>	
<b>2000</b>	<b>Classified Salaries</b>				
2100	Classified Instructional Aide Salaries	897,610	1,163,425	1,163,425	-
2200	Classified Support Salaries	1,070,449	940,547	940,547	-
2300	Classified Supervisor & Administrator Salaries	499,594	622,527	622,527	-
2400	Classified Clerical & Office Salaries	887,853	1,192,144	1,192,144	-
2900	Classified Other Salaries	87,518	162,735	162,735	-
<b>SUBTOTAL - Classified Employees</b>		<b>3,443,024</b>	<b>4,081,378</b>	<b>4,081,378</b>	
<b>3000</b>	<b>Employee Benefits</b>				
3100	STRS	1,827,682	2,114,047	2,114,047	-
3200	PERS	417,459	492,244	492,244	-
3300	OASDI-Medicare-Alternative	449,838	469,550	469,550	-
3400	Health & Welfare Benefits	3,682,815	3,746,689	3,625,103	121,586
3500	Unemployment Insurance	9,242	9,366	9,366	-
3600	Workers Comp Insurance	189,690	187,317	203,984	(16,667)
3700	Retiree Benefits	2,307,222	1,250,000	4,055,439	(2,805,439)
3900	Other Employee Benefits	17,002	34,198	34,198	-
<b>SUBTOTAL - Employee Benefits</b>		<b>8,900,949</b>	<b>8,303,411</b>	<b>11,003,930</b>	<b>(2,700,520)</b>

**El Camino Real Charter High School**

		<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>	<b>17/18 Budget vs Forecast</b>
		<b>Unaudited Actuals</b>	<b>Approved Budget</b>	<b>Current Forecast</b>	<b>Variance</b>
<b>4000</b>	<b>Books &amp; Supplies</b>				
4100	Approved Textbooks & Core Curricula Materials	42,690	374,461	500,000	(125,538)
4200	Books & Other Reference Materials	8,213	43,174	42,412	761
4300	Materials & Supplies	10,750	55,134	55,134	-
4315	Custodial Supplies	673	-	-	-
4325	Instructional Materials & Supplies	373,593	317,608	310,624	6,984
4330	Office Supplies	190,753	211,017	211,017	-
4345	Non Instructional Student Materials & Supplies	278,412	545,217	531,248	13,968
4400	Noncapitalized Equipment	478,187	1,065,000	1,065,000	-
4710	Student Food Services	542,085	600,000	600,000	-
<b>SUBTOTAL - Books and Supplies</b>		<b>1,925,356</b>	<b>3,211,611</b>	<b>3,315,435</b>	<b>(103,824)</b>

**El Camino Real Charter High School**

		<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>	<b>17/18 Budget vs Forecast</b>
		<b>Unaudited Actuals</b>	<b>Approved Budget</b>	<b>Current Forecast</b>	<b>Variance</b>
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>				
5200	Travel & Conferences	116,538	103,000	103,000	-
5300	Dues & Memberships	222,523	186,284	186,284	-
5400	Insurance	181,091	206,524	210,463	(3,939)
5500	Operations & Housekeeping	844,284	916,100	916,100	-
5520	Security	-	378,000	378,000	-
5605	Equipment Leases	52,524	93,644	93,644	-
5610	Rent	641,098	463,500	463,500	-
5616	Repairs and Maintenance - Computers	-	60,000	60,000	-
5631	Other Rentals, Leases and Repairs 1	79,025	324,981	324,981	-
5809	Banking Fees	70,937	64,147	64,147	-
5812	Business Services	242,938	204,860	204,860	-
5815	Consultants - Instructional	1,072,275	475,033	475,033	-
5820	Consultants - Non Instructional - Custom 1	556,985	348,500	348,500	-
5824	District Oversight Fees	300,305	315,676	308,770	6,905
5830	Field Trips Expenses	196,160	309,000	309,000	-
5833	Fines and Penalties	56	-	-	-
5845	Legal Fees	331,957	250,000	250,000	-
5848	Licenses and Other Fees	44,618	45,000	45,000	-
5851	Marketing and Student Recruiting	6,318	10,609	10,609	-
5857	Payroll Fees	-	39,090	39,090	-
5861	Prior Yr Exp (not accrued)	97,934	100,000	100,000	-
5872	Special Education Encroachment	512,272	559,283	547,041	12,241
5884	Substitutes	-	425,000	425,000	-
5900	Communications	48,526	109,000	109,000	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>5,618,496</b>	<b>5,987,231</b>	<b>5,972,024</b>	<b>15,207</b>

**El Camino Real Charter High School**

		<b>2016/17</b>	<b>2017/18</b>	<b>2017/18</b>	<b>17/18 Budget vs Forecast</b>
		<b>Unaudited Actuals</b>	<b>Approved Budget</b>	<b>Current Forecast</b>	<b>Variance</b>
<b>6000</b>	<b>Capital Outlay</b>				
6200	Buildings & Improvement of Buildings	-	3,291,500	3,291,500	-
	<b>SUBTOTAL - Capital Outlay</b>	<b>-</b>	<b>3,291,500</b>	<b>3,291,500</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>34,478,058</b>	<b>39,525,491</b>	<b>42,314,627</b>	<b>(2,789,136)</b>
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	<b>172,816</b>	<b>750,867</b>	<b>750,867</b>	<b>-</b>
<b>TOTAL EXPENSES including Depreciation</b>		<b>34,650,874</b>	<b>36,984,858</b>	<b>39,773,994</b>	<b>(2,789,136)</b>

# El Camino Real Charter High School Financial Update

CHANG PATEL & MILADA RAKIJIAN  
AUGUST 24, 2017

edtec



# Contents



1. Introduction
2. 2016-17 Unaudited Actuals
3. 2017-18 Current Forecast
4. Financial Exhibits



# Introduction

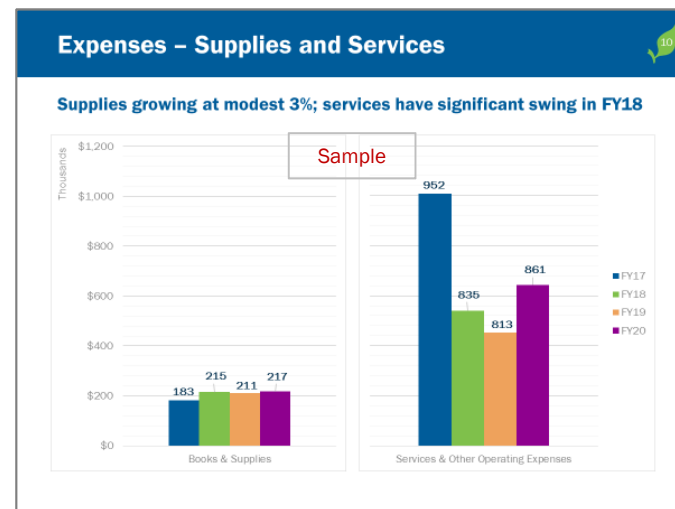
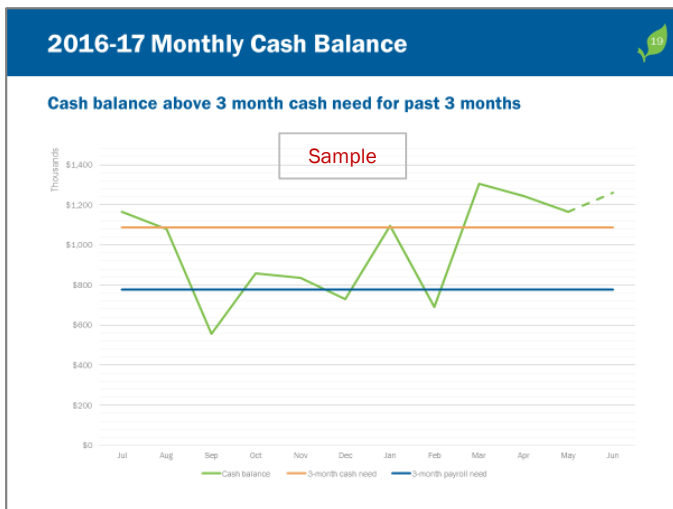
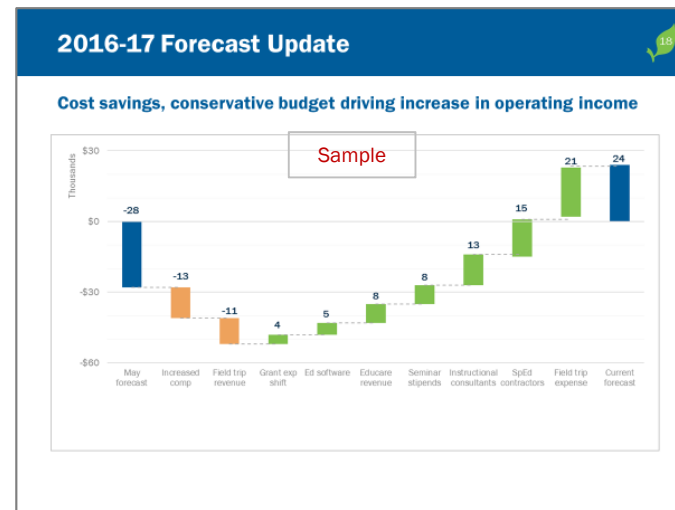
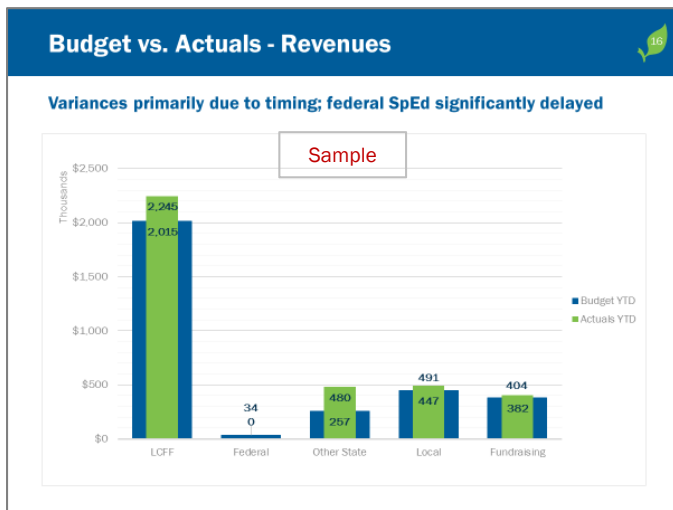
New format



# New slide format for 2017-18



## Upgraded slide presentation will simplify and clarify financial info



# 2016-17 Unaudited Actuals

Subject to changes



# FY 16-17 Year-End Net Income (Unaudited Actuals)



**Final operating income improved due to lower expenses than forecast; however, fund balance decreased due to restatements for lifetime benefits.**

		2016/17	2016/17	Variance
		Previous Forecast	Unaudited Actuals	
Revenue	LCFF Entitlement	30,008,398	30,036,780	28,382
	Federal Revenue	1,247,519	1,185,120	(62,399)
	Other State Revenues	3,629,195	4,099,667	470,472
	Local Revenues	1,947,206	2,083,914	136,709
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>36,832,317</b>	<b>37,405,481</b>	<b>573,164</b>
Expenses	Comp and Benefits	26,796,373	26,934,206	(137,833)
	Books and Supplies	3,078,066	1,925,356	1,152,710
	Services and Other Ops	5,666,383	5,618,496	47,887
	Depreciation	142,863	172,816	(29,952)
	<b>Total Expenses</b>	<b>35,683,685</b>	<b>34,650,874</b>	<b>1,032,812</b>
	<b>Operating Income</b>	<b>1,148,632</b>	<b>2,754,608</b>	<b>1,605,976</b>
Fund Balance	Beginning Balance (Unaudited)	17,194,987	17,194,987	
	Audit Adjustment	962,376	962,376	
	Other Restatements	-	(24,112,988)	
	Operating Income	1,148,632	2,754,608	
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>19,305,995</b>	<b>(3,201,018)</b>	

# FY 16-17 Unaudited Actuals: How We Did



## Net income stronger than forecast primarily due to unspent expenses



# 2016-17 Monthly Cash Balance



**ECR ended the year with \$11.1M compared to \$7.5M in FY 15-16.**



# 2016-17 Balance Sheet Year to Date



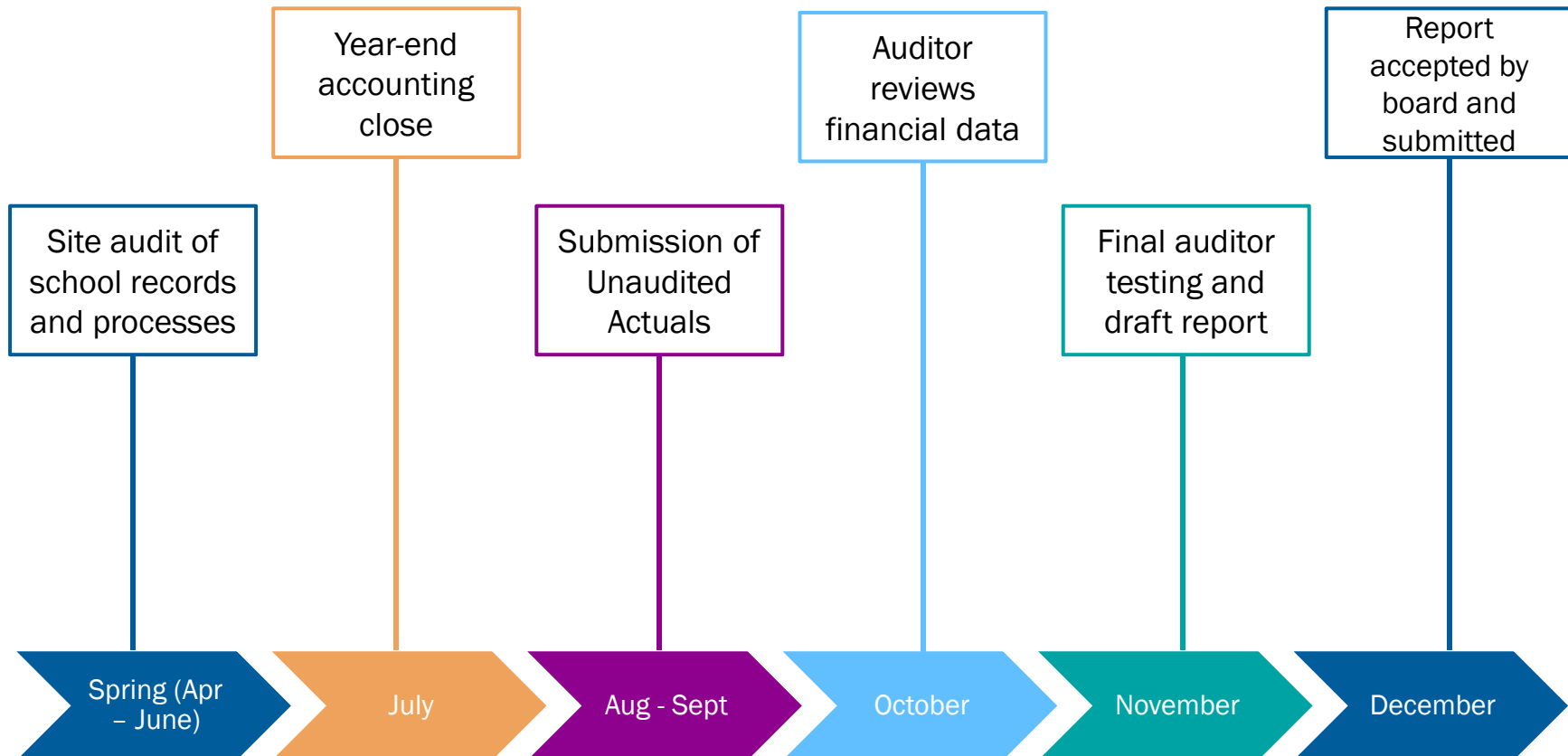
## What ECR owns and owes as of most recent monthly close

		6/30/2017	6/30/2016	YTD CHANGE
<b>Assets</b>	Cash Balances	11,084,195	7,481,424	3,602,771
	Accounts Receivable	1,851,340	3,305,922	(1,454,582)
	Prepays and Other Assets	200,114	371,574	(171,460)
	Fixed Assets, Net	4,504,739	4,061,608	443,131
	Investments	5,965,972	5,195,254	770,718
	Due to/from other	-	-	-
	<b>Total Assets</b>	<b>23,606,359</b>	<b>20,415,781</b>	<b>3,190,578</b>
<b>Liabilities &amp; Equity</b>	Accounts Payable	950,965	1,192,174	521,336
	Current Liabilities	762,545	215,256	18,436
	Due to Grantor Governments/Others	233,693	-	-
	Deferred Revenue	540,000	850,988	(310,988)
	Loans and other payables	24,320,174	-	24,320,174
	Beginning Net Assets - Audited	18,157,363	14,357,676	(20,313,301)
	Other Restatements	(24,112,988)	-	-
	Net Income (Loss) to Date	2,754,608	3,799,687	(1,045,079)
	<b>Total Liabilities &amp; Equity</b>	<b>23,606,359</b>	<b>20,415,781</b>	<b>3,190,578</b>

# Audit process over next four months



**Audit is result of EdTec accounting close and auditor review and testing**





# 2017-18 Budget Update

Reapprove in Fall



# Enrollment



	2017/18	2017/18	Variance
	Approved Budget	Current Forecast	
Enrollment Incl. exchange students	3,755	3,657	(98)
Attendance Rate	95%	95%	0%
ADA	3,472	3,396	(76)
Unduplicated Count	1,005	978	(27)

# Budget Summary

13

		2016/17	2017/18	2017/18	Variance
		Unaudited Actuals	Approved Budget	Current Forecast	
Revenue	LCFF Entitlement	30,036,780	31,567,559	30,877,045	(690,514)
	Federal Revenue	1,185,120	1,372,196	1,343,457	(28,740)
	Other State Revenues	4,099,667	3,592,430	4,512,121	919,691
	Local Revenues	2,083,914	1,180,000	1,674,000	494,000
	Fundraising and Grants	-	-	-	-
	<b>Total Revenue</b>	<b>37,405,481</b>	<b>37,712,185</b>	<b>38,406,623</b>	<b>694,437</b>
Expenses	Comp and Benefits	26,934,206	27,035,148	29,735,668	(2,700,520)
	Books and Supplies	1,925,356	3,211,611	3,315,435	(103,824)
	Services and Other Ops	5,618,496	5,987,231	5,972,024	15,207
	Depreciation	172,816	750,867	750,867	-
	<b>Total Expenses</b>	<b>34,650,874</b>	<b>36,984,858</b>	<b>39,773,994</b>	<b>(2,789,136)</b>
	<b>Operating Income</b>	<b>2,754,608</b>	<b>727,328</b>	<b>(1,367,371)</b>	<b>(2,094,699)</b>

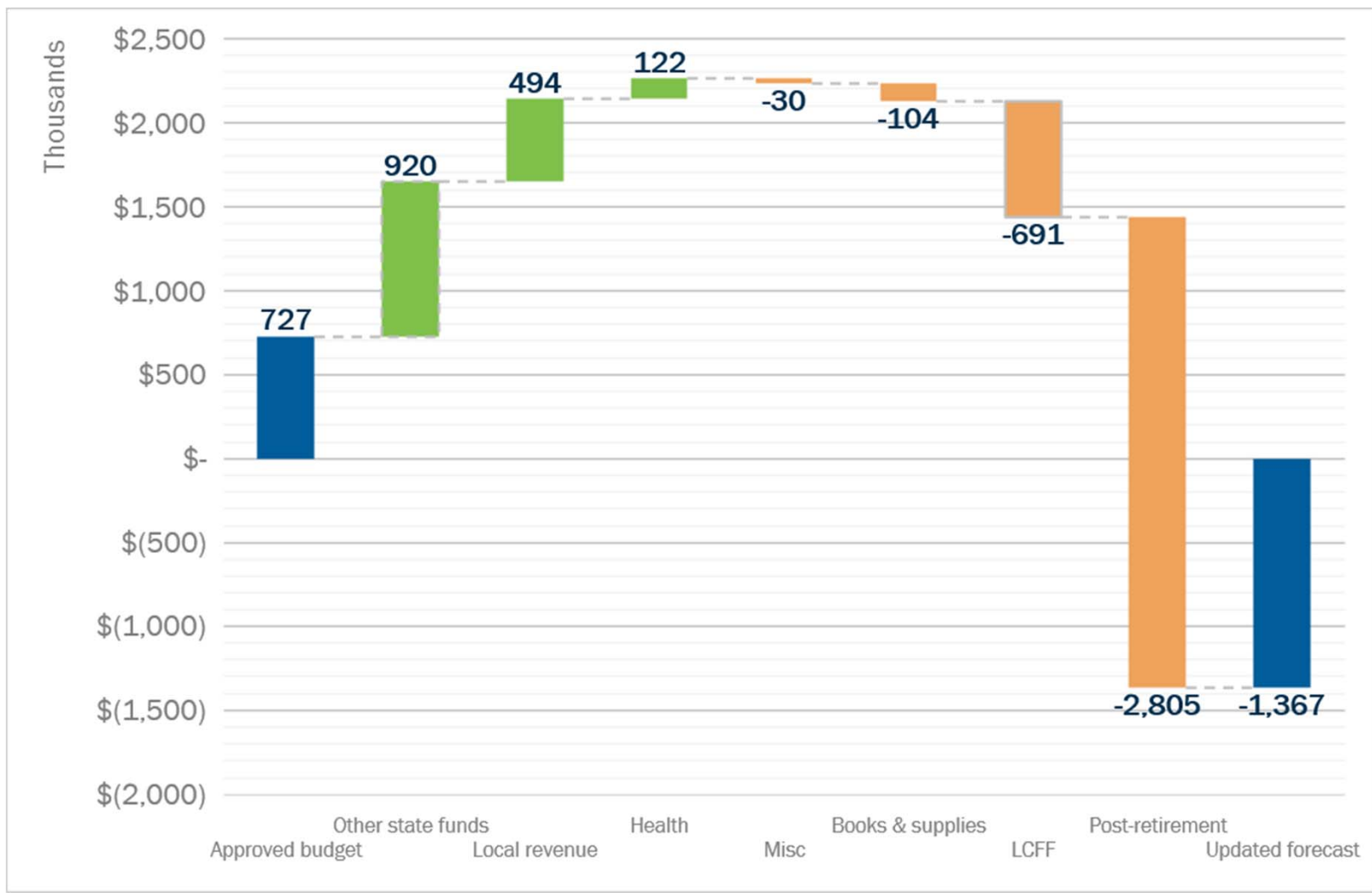
# Revenue Rate Changes



## Rates per ADA

	2016-17	2017-18	2017-18
	Unaudited Actuals	Approved Budget	Current Forecast
Local Control Funding Formula	\$8,869	\$9,091	\$9,092
Lottery	\$189	\$189	\$194
One-time Funds per Prior Year ADA			\$147
Supplemental Categorical Block Grant			\$127

# 2016-17 Forecast Update



# Financial Exhibits

[See attachment](#)



# Coversheet

## Discuss and Vote on Work Education Experience Application

<b>Section:</b>	V. School Business
<b>Item:</b>	B. Discuss and Vote on Work Education Experience Application
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	WEE Application.pdf WEE Plan.pdf

Revised 12/16

# California Department of Education

## Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>El Camino Real Charter High School</u> Local Educational Agency (LEA) / District / School	<u>Los Angeles</u> County	
<u>5440 Valley Circle Boulevard</u> Street Address	<u>Woodland Hills</u> City	<u>91367</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to complying with appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5, the LEA agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)
2. **Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)
3. **Credential:** The WEE teacher-coordinator shall possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)
4. **Enrollment in WEE:** The WEE teacher-coordinator approves students for enrollment in WEE. (EC § 51760)
  - a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))  
 Exceptions:
    - Students in grade 11 or higher. (EC § 51760.3)



- Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
  - Principal may certify exemption. (EC § 51760.3)
  - WEE may be identified on the Individualized Education Program. (EC § 51760.3)
  - The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)
5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)  
Exceptions:
- Continuation high school students. (EC § 46145)
  - Graduating WEE students in the last semester of their senior year. (EC § 46147)
6. **Pupil/Teacher-Coordinator Ratio:** The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))  
Exceptions:
- Ratio may be waived by the State Board of Education. (EC § 46300(b))
7. **Related Classroom Instruction:** The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)
- a. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))
8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5 § 10073)
9. **Work Sites:** The WEE teacher-coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & CCR, T5 § 10072)
- a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)
10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student

is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:

- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
  - b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
  - c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
  - d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
  - e. The employer provides adequate adult supervision to ensure that:
    - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
    - (2) The General WEE student is provided opportunities to gain occupational skills.
    - (3) The Career technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072).
  - f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071).
  - g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072).
  - h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071).
11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher-coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))

12. **Exploratory WEE:** For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, T5 § 10071(c))
13. **Granting Credit:** The procedure for granting school credit for WEE is found in enclosure (4). A student satisfactorily completing the WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:
  - (1) Exploratory WEE - Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
  - (2) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
  - (3) Career Technical WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b)(f) & CCR, T5 § 1635)
14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)
15. **Clerical Services & Records:** A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records.

The district shall maintain records including:

- a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5).
  - b. Work permit issued, if applicable. (EC § 49110). Note: Not required for Exploratory WEE.
  - c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5).
  - d. Report of employer consultations. (EC § 51762.5 & CCR, T5 § 10074).
  - e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5).
  - f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & CCR, T5 § 10071).
16. **Summer School:** WEE during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California *Labor Code*, California *Education*

*Code, and California Code of Regulations, Title 5 rules and regulations applicable to WEE.*

- 17. **Civil Rights Act:** WEE covered by this plan shall comply with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the *California Code of Regulations*. (EC § 51762).
- 18. **Nondiscrimination:** WEE covered by this plan shall comply with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762).

I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.

\_\_\_\_\_  
Executive Director

\_\_\_\_\_  
Date

Date Local Governing Board Approved: \_\_\_\_\_

Person Preparing Application:

Name:     Suki Dhillon     E-mail:     s.dhillon@ecrchs.net    

Title:     Intervention Coordinator     Phone:     (818) 595-7534    

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

- Enclosures:
- (1) Copy of Board Approving Minutes
  - (2) Course Description w/ units of Instruction per semester
  - (3) Copy of Student Training Agreement
  - (4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
  - (5) Description of WEE’s procedure for granting school credit (Only if expanded from minimum description provide on #13)

Submit this Secondary District Plan and application along with all of the enclosures to:

Erle Hall, MS  
 Education Programs Consultant  
 CTE Leadership and Instructional Support Office  
 California Department of Education  
 1430 N Street, Suite 4202  
 Sacramento, CA 95814  
[ehall@cde.ca.gov](mailto:ehall@cde.ca.gov)  
 916-323-2564



# DISTRICT LETTERHEAD (Sample)

Date Current Date

TO: Erle Hall, MS  
Education Programs Consultant  
CTE Leadership and Instructional Support Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814

FROM: Name, Superintendent  
Your School/District/County Office of Education

---

SUBJECT: Authorization to Issue Work Permits

This letter is officially authorizing the following personnel to issue work permits according to Education Code § 49110:

Name	Title
Name	Title
Name	Title

All personnel listed above have a working knowledge of California labor laws and regulations as they relate to minors. If there are any questions pertaining to the issuance of work permits, please call ( ) xxx-xxxx.

Sincerely,

Name, Superintendent

## ASSURANCES FOR WORK EXPERIENCE EDUCATION

In addition to complying with appropriate federal and state laws, California Labor Code, California Education Code (“EC”), and Title V to the California Code of Regulations (“CCR”), El Camino Real Alliance dba El Camino Real Charter High School (the “School”) agrees to the following Assurances:

1. School Plan: the district plan for Work Experience Education (“WEE”) has been approved and adopted by the School’s governing board (EC §51762 and CCR, Title V §10070).
2. Responsibility for School Plan: the WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The School’s administration is responsible for those assurances outside the purview of the WEE teacher coordinator (e.g. Assurances 14, 15, 17, and 18).
3. Credential: The WEE teacher-coordinator possesses a valid secondary-level credential, has two years of occupational experience outside the field of education, and has knowledge of the educational purposes, standards, laws, and regulations regarding WEE (EC §51762 & CCR, Title V §10075).
4. Enrollment in WEE:
  - 4.a. The WEE teacher-coordinator approves students for enrollment in WEE (EC §51760).
  - 4.b. At the time of enrollment, students are at least 16 years of age (EC §51760.3(a)).

Exceptions:

- Students in grade 11 or higher (EC §51760.3(a)(i)).
- Principal may certify exemption (EC §51760.3(a)(2)(3)).
- WEE may be identified on the IEP (EC §51760.3(a)(4)).

5. Minimum Day: the minimum day for students is four periods totaling at least 180 minutes in duration (including WEE) (EC §46144).

Exceptions:

- Alternative Education high school students (EC §46145).
- Independent Study high school students (EC §51747).

6. Pupil/Teacher-Coordinator Ratio: The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio (EC §46300(b)).

Exceptions:

- Ratio may be waived by the State Board of Education (EC §46300(b)).

7. Related Classroom Instruction:

7.a. The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction (EC §51760, §51762.5(b) & CCR, T5 §10073).

7.b. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester (EC §51760.3(b)).

8. Course Description: The course description, with major units of instruction for each semester and for each type of Work Experience Education offered is attached (CCR, T5, §10073).

9. Work Sites:

9.a. The WEE teacher-coordinator identifies, selects, and/or approves work sites (EC §51762.5(a) & CCR, T5 §10072).

9. b. A minimum of two on site contacts per semester with a supervisor at each work site and minimum of one on site contact during the summer school session is mandated for completion by the WEE teacher -coordinator (CCR, Title V § 10074).

10. Training Agreement: a written formal training agreement identifying the responsibilities of the School, employer, parent (or legal guardian), and student is developed for each WEE student. (EC § 51762.5(p) & CCR, T5, §10071). A sample Training Agreement is attached to this application. The following are a part of the formal training agreement:

10.a. The student objectives to be accomplished at the work site (CCR, T5, §10071).

10.b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE (EC §51760 & §51762.5).

10.c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities (EC §51760 & CCR, T5, §10072).



- 10.d. Work conditions will not endanger the health, safety, welfare, or morals of the student (EC §49116, §51762 & CCR, T5, §10072).
- 10.e. The employer provides adequate adult supervision to ensure that:
- (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
  - (2) The General WEE student is provided opportunities to gain occupational skills.
  - (3) The Vocational WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program (CCR, T5, §10071 & §10072).
- 10.f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district (EC §51768, §51769 & CCR, T5, §10071).
- 10.g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site (EC §51762.5 & CCR, T5, §10072).
- 10.h. The employer assures the district that he/she does not discriminate on the basis of race, creed, color, sex, or religion (EC §51760.3(c)) & CCR, T5, §10071).
11. Work Permits: all work permits for students enrolled in WE are issued or verified by the WEE teacher-coordinator (EC § 49110).
12. Granting Credit: the School procedure for granting school credit for WEE is attached to this plan. A student satisfactorily completing WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:
- (1) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
  - (2) Summer School – Five (5) semester credits for each session with a maximum of ten (10) semester credits.
13. Professional Development: a provision is made for WEE professional development for new and continuing a teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program (EC §51762).

14. Clerical Services & Records: a provision is made for clerical services to assist the professional in meeting the WEE goals and objectives and to assure the accuracy, completeness, and quality of the records. The district shall maintain records including:

14.a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation (EC § 51762.5).

14.b. Work permit issued, if applicable. (EC §49110).

14.c. Employer's report of student's hourly work record and performance on the job. (EC §51762.5)

14.d. Report of employer consultations (EC §51762.5 & CCR, T5, §10074).

14.e. Ratings of each student, including his/her grade (EC § 51760.3 & § 51762.5).

14.f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent (legal guardian) (EC §51762.5 & CCR, T5, §10071).

15. Summer School: WEE during summer school is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California Labor Code, California Education Code, and California Code of Regulations, Title 5 rules and regulations applicable to WEE.

16. Civil Rights Act: Work Experience Education covered by this plan shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the California Code of Regulations (EC § 51762).

17. Nondiscrimination: Work Experience Education covered by this plan shall be in compliance with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972 (EC §51762).

18. School Attendance: Students may not exceed 5 unexcused absences to any class. A student who exceeds this may have his/her work permit revoked.

19. All Work Experience students must maintain a minimum GPA of 2.0 to avoid having his/her work permit revoked.

### **Granting Credit for Work Experience Education**

General Guidelines. Work Experience Education (WEE) involves student participation in planned supervised learning on a job requiring adult standards of performance. The WEE course is scheduled during the regular school day on an equal basis with other school courses. Work Experience Education is the joint responsibility of the school, the employer, and the student. The

employer provides the prevailing wage for like jobs, except in certain authorized exploratory work situations. Work Experience Education makes a contribution not entirely provided by other courses that helps prepare students for adult living.

**Teacher-Coordinator Requirement.** The California Code of Regulations, Title 5, Education, and the Code of Federal Regulations, Title 29, Labor, state that the Work Experience Teacher-Coordinator shall implement and/or comply with assurances 1-13 and # 16 contained in the District Plan for Work Experience Education. The Teacher-Coordinator shall provide for the supervision of students by preparing individual training plans, observing and consulting with students, and making a minimum of two on-site contacts per semester with each work station supervisor. The Teacher-Coordinator shall conduct the related classroom instruction developed for each semester and type of Work Experience Education (CCR, T5- 10073,10074; CFR, T29, 570.35).

**Enrollment.** The Work Experience Teacher-Coordinator will determine student eligibility to enroll in Work Experience Education. A student must be at least 16 years of age. Pupils under 16 years of age may be enrolled if they are in grade 11 or higher, or if the school principal certifies that there is a probability that the pupil will no longer be enrolled as a full-time student without the opportunity to enroll in Work Experience Education. Other exceptions include special education students who may have Work Experience identified on an Individual Educational Plan (IEP), independent study high school students, and students in Exploratory Work Experience.

Alternative Education students are eligible for Work Experience Education offered at the main campus. The Work Experience Teacher-Coordinator is responsible for ensuring that the minimum requirements for WEE are met as explained in this District Plan.

Independent Studies students are included as eligible for Work Experience Education credits. The Work Experience Teacher-Coordinator is responsible for ensuring that the minimum requirements for WEE are met as explained in this District Plan.

Enrollment in Work Experience Education is not permitted for students whose work location will allow their work experiences to take place only on weekends. A portion of the required hours of work for credit may occur on weekends. However, it is strongly recommended that students enrolled in Work Experience Education obtain their on-the-job experiences on at least three school days each week.

**Credit.** Credit is granted only when Work Experience Education is approved, programmed, coordinated, and supervised by school representatives and is satisfactorily performed by the student. This means students must meet the minimum attendance and classwork requirements for related instruction classes, the worksite training objectives, and the minimum hours/weeks of work at each worksite as explained below.

The maximum number of 40 credits may be earned in Grades 11 and 12 in General Work Experience Education. The total amounts are not to exceed the following:

- 40 credits in General Work Experience Education.

In any one semester, a student may enroll in Work Experience Education totaling up to:

- 10 credits when he /she is enrolled in four other classes.
- 5 credits when he/she is enrolled in five other classes.
- 10 credits when the student is enrolled in five or six other classes, provided the student is in Grade 12 or is demoted to 11th because of a lack of credits, and obtains specific approval of the school principal or his/her designated representative

Minimum Hours and Weeks of Work Required for Work Experience Credit:

General Work Experience Education: students are granted in a

- 20-Week Semester
  - o 5 credits for an average of 12 hours per week of work for a minimum of 15 weeks (180 hrs. total).
  - o 10 credits for an average of 18 hours per week of work for a minimum of 15 weeks (270 hrs. total).
- Summer School
  - o 5 credits for an average of 15 hours per week of work for a minimum of 6 weeks (90 hrs. total.)

**Related Instruction.** Related instruction or guidance is required for all students earning Work Experience Education credit. One period per week of classroom instruction provided by the Teacher-Coordinator is required during each semester. The instruction shall be offered in sessions scheduled intermittently throughout the semester. Attendance in this class is part of Work Experience Education enrollment, and no additional credit is earned for the related instruction.

**Grading Criteria.** The subject mark of "A," "B," "C," "D," and "Fail" in Work Experience Education is based upon the classwork, homework, and attendance in the special related instruction class; the evaluation of the worksite supervisor; and meeting the minimum number of hours and weeks worked as explained above.

Other basic curriculum requirements are not affected by granting credit for Work Experience Education. The normal number of semesters in school may not be decreased by the accumulation of such credits, except for students specifically selected by the principal for acceleration.

# Coversheet

## Discuss and Vote on Naviance Contract

**Section:** V. School Business  
**Item:** D. Discuss and Vote on Naviance Contract  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Naviance Order Form.pdf



# Sales Order Form

50 E Business Way  
 Suite 300  
 Cincinnati, OH 45241  
[www.hobsons.com](http://www.hobsons.com)

**Sold To:** El Camino Real Senior High School  
**Name:** Sylvia Yi  
**Address:** 5440 Valley Circle Blvd, Woodland Hills, CA 91367-5949  
**Email:** s.yi@ecrchs.net  
**Phone:** (818) 595-7514  
**Naviance ID:** 12444uspu

**Hobsons Contact:**  
**Name:** Andrew Wamala  
**Email:** andrew.wamala@hobsons.com  
**Phone:** (703) 859-7519

**Order Date:** August 2, 2017  
**Valid Until:** 9/30/2017  
**Quote Number:** Q206885  
**Contract Start Date:** 8/1/2017  
**Contract End Date:** 7/31/2020  
**Contract Term (In Months):** 36  
**Currency:** USD

**Purchase Order:**  
**Payment Term:** Net 30

Product or Service	Quantity	Unit	Start Date	Term (In Months)	Sub-Total
Naviance College and Career Readiness Curriculum	3,511	Enrollment	8/1/2017	36	24,225.90
Naviance Course Planner	3,511	Enrollment	8/1/2017	36	11,059.65
Naviance eDocs	800	SrEnrollment	8/1/2017	36	2,640.00
Naviance for High School	3,511	Enrollment	8/1/2017	36	24,225.90
Naviance Alumni Tracker	1	Sites	8/1/2017	36	1,275.00

Total Price:	63,426.45
--------------	-----------

<b>Notes: (if applicable)</b>	Subscription to Naviance eDocs is based on enrollment of Senior class only.
<b>Comments:</b>	All figures quoted are exclusive of sales tax. Payment Schedule: \$21,142.15 - Due 8/1/2017 \$21,142.15 - Due 8/1/2018 \$21,142.15 - Due 8/1/2019 Total Contract:

Please complete or update the following information:

Account Contacts	Name	Email Address
Primary	Sylvia Yi	sekim65@gmail.com
Billing	Sylvia Yi	s.yi@ecrchs.net
<b>Payment Method:</b>	<b>Paying by credit or debit card?</b> Purchase Order # _____ Check _____ Wire Transfer # _____ Credit Card # _____ Card Holder Name: _____ Expiration Date (MM/YY): _____ Billing Zip Code: _____ Security Code: _____ Country: _____	
<b>CEEB Code:</b>	53801	

Unless separate invoice and payment terms are specified, Hobsons will issue invoices once per year, with the first taking place upon execution of the order form and then annually thereafter throughout the term of the contract.

The services are delivered in accordance with applicable terms that can be found at <https://succeed.naviance.com/auth/signin?tos=1#/tos>. By signing below, you agree to be bound by such terms and that such terms are made a part of this contract.

Please complete the contact and payment information as indicated, then sign below to indicate your acceptance. By signing this contract, you are stating that you are authorized by your institution to make this purchase. If a Purchase Order is required for payment to be issued, please indicate below. If you have selected professional services, travel expenses for on-site professional services will be billed separately following your session(s).

\_\_\_\_\_ Yes, a Purchase Order is required. It will be sent to Hobsons by \_\_\_\_\_.

Upon execution by Authorized Signatory, Client hereby agrees to the Terms of Service which will become effective together with this Order Form as of the Signature Date below.

\_\_\_\_\_  
Signature Printed Name and Position Signature Date

**Purchase Order & Order Forms:**  
 Naviance, Inc.  
 50 E. Business Way, Suite 300  
 Cincinnati, OH 45241

**Remit To:**  
 Naviance, Inc.  
 P.O. Box 504571  
 St. Louis, MO 63150-4571

**IF YOU CHOOSE TO FAX, THEN PLEASE CLICK ON THE 'SIGN ON PAPER' BUTTON FOLLOWED BY 'PRINT AND FAX' BUTTON AND FAX YOUR SIGNED ORDER FORM TO THE NUMBER PROVIDED ON THE COVERPAGE OF THE DOWNLOADED DOCUMENT**





## Coversheet

### Discuss LAUSD's Annual Performance-Based Oversight Visit Report for 2016-2017 School Year

**Section:** V. School Business  
**Item:** G. Discuss LAUSD's Annual Performance-Based Oversight Visit Report  
for 2016-2017 School Year  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** ECRCHS\_LAUSD Oversight Report.pdf



# **LOS ANGELES UNIFIED SCHOOL DISTRICT** **CHARTER SCHOOLS DIVISION**

## **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT** **2016-2017 SCHOOL YEAR** **FOR**

**EL CAMINO REAL CHARTER HIGH SCHOOL - 8617**

Name and Location Code of Charter School

### **LAUSD Vision**

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities for all students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Adapting as a learning organization.
- Building a healthy workplace culture where high performance and creativity thrive.
- Developing productive relationships with charter public school partners and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

<b>Charter School Name:</b>		<b>El Camino Real Charter High School</b>			<b>Location Code:</b>	<b>8617</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
5440 Valley Circle Drive		Woodland Hills, CA	91367	818 595-7500		
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>		
July 1, 2016 to June 30, 2021			3	Northwest		
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>		<b>Grades To Be Served Per Charter:</b>	
3587		3600	9-12		9-12	
<b>Total Number of Staff Members:</b>	<b>280</b>	<b>Certificated:</b>	<b>151</b>	<b>Classified:</b>	<b>134</b>	
<b>Charter School's Leadership Team Members:</b>		David Hussey, Executive Director; Daniel Chang Chief Compliance Officer; Lisa Ring, Wendy Treuhaft, Sylvia Yi, Minita Clark, Assistant Principals; Fernando Delgado, Chief Information Officer; Doug Taylor Director of Technology; and Eric Wilson, Director of Sustainability and STEAM Initiatives				
<b>Charter School's Contact for Special Education:</b>		Wendy Treuhaft, AP Student Support Services				
<b>CSD Assigned Administrator:</b>	Aida Tatiossian		<b>CSD Fiscal Services Manager:</b>	Lourdes Echavarria		
<b>Other School/CSD Team Members:</b>	Sarah Ziegenhorn and Marla Wilmott					
<b>Oversight Visit Date:</b>	03-21-17 and 03-22-17		<b>Fiscal Review Date (if different):</b>			
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes		<b>LAUSD Co-Location Campus (if applicable):</b>		n/a	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2	3	1	2



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/22/2017

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

## REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

GOVERNANCE	RATING*
<b>Summary of School Performance</b>	2
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>G1:</b> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s).</p> <ul style="list-style-type: none"> <li>The organization has divided the function of the Chief Financial Officer (CFO) into two positions for a greater degree of overall checks and balances. The CFO position has been separated into the Chief Compliance Officer (CCO) position and Chief Business Officer (CBO) position. The organization currently has a CCO however, experienced a setback when an individual who accepted the CBO position retracted their acceptance. The ad-hoc Finance Committee is looking for a qualified individual to take on this critical role.</li> </ul> <p><b>G3:</b> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public (Please see Notes section for recommendation).</p> <ul style="list-style-type: none"> <li>The school has assigned staff in place to address the myriad of concerns that arise from students, parents, and teachers at this large comprehensive high school of approximately 3,600 students. Based on the Charter School Division’s oversight 365, school leaders are responsive to CSD inquires and follow board approved policies and procedures in resolving complaints.</li> </ul> <p><b>G5:</b> The Governing Board monitors school performance and other internal data to inform decision-making. (Please see area Noted for Improvement)</p> <ul style="list-style-type: none"> <li>Based on the performance of English learners, the school hired an EL coordinator to monitor English learner progress through formal and informal assessments including grades, standardized test scores, and ongoing communication with classroom teachers and students’ parents/guardians.</li> <li>Additionally the school works with The Village Nation and utilizes trainings and resources to ensure that the small African American subgroup makes appropriate overall gains.</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><b>G4:</b> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements.</p> <ul style="list-style-type: none"> <li>Careful review of the NCLB grid including teacher qualification and assignments revealed that there was a mis-assignment of one staff member.</li> </ul> <p><b>G5:</b> Although the school exceeds Resident Schools in both ELA and Math; the school should consider additional resources to ensure that the same level of achievement is obtained to surpass Similar Schools’ percentages. Currently, ECRCHS’s performance in ELA and Math is trailing behind Similar Schools’ percentages in Met and Exceeded bands. Additionally, systems and programs for closing the achievement gap should be explored.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/22/2017Corrective Action Required

None

## Notes:

**G3:** The organization's Uniform Complaint Procedures are missing the following protected categories: ESSA, School Safety Plan, Foster/Homeless, After School Education; and Economic Impact Aid. It is recommended that the UCP for the organization is modified to include these categories both in the narrative and UCP Form. *Further information from the CSD will be sent to all charter schools regarding this item.*

The following was noted in last year's oversight report and continues to appear in Parent/Student Handbook: Parent/Student Handbook discusses opportunity transfers. Since ECRCHS is an independent charter school without any sister schools as part of ECRA, an exit to a District school or other charter school would deem the transfer an 'expulsion' if misconduct is one of the expellable offenses delineated in the handbook and school is exiting the student based on that misconduct. The recommendation would be to remove this language from page 27 of the Handbook.

Amendment to the charter: El Camino Real Charter High School was granted an amendment to its charter, by the LAUSD BOE, on October 13, 2015 to change the following:

Form an El Camino Real Alliance (ECRA), change the corporate structure, and the title and job description of the school leader from principal to executive director.

Amendment presented to the LAUSD BOE: The school's material revision to increase to 3800 students was passed by the LAUSD Board of Education on April 18, 2017.

**\*NOTE:** *If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

<i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i>		
<ul style="list-style-type: none"> <li>• Governing Board (composition, structure, roles and responsibilities)</li> <li>• committees/councils, including but not limited to those mandated by laws or regulations</li> <li>• evaluation of school's executive level leadership</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) (3) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organization chart <b>(B1: 1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1: 2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1: 3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1: 7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input checked="" type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act (3) <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1: 5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1: 8)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1: 9)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public (3) <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1: 11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1: 12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1: 13.1)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

*The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements (2) <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements <b>(B1: 13.2)</b> <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify) (Credentialing Grid)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

<i>The Governing Board has a system in place to ensure:</i>		
<b>Rubric</b>		
<b>Sources of Evidence</b>		
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making</li> <li><input checked="" type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (3)</li> <li><input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making</li> <li><input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data <b>(B1: 4)</b></li> <li><input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making <b>(B1: 14)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with leadership</li> <li><input checked="" type="checkbox"/> Other: (Specify) MCA Board Matrix</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input checked="" type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1: 4)</b> <input checked="" type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1: 15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A1:</b> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the <b>majority</b> of subgroups.</p> <ul style="list-style-type: none"> <li>• 53% of the Latino subgroup scored at Met and Exceeded the standards, compared to 33% of students at the District.</li> <li>• 60% of the Socioeconomically Disadvantaged subgroup scored at Met and Exceeded the standards, compared to 33% of students at the District.</li> <li>• 22% of the Special Education subgroup scored at Met and Exceeded the standards, compared to 8% of students at the District.</li> <li>• 81% of the Filipino subgroup scored at Met and Exceeded the standards, compared to 68% of students at the District.</li> <li>• 68% of the Asian subgroup scored at Met and Exceeded the standards, compared to 74% of students at the District.</li> <li>• 52% of the African American subgroup scored at Met and Exceeded the standards, compared to 28% of students at the District.</li> </ul> <p><b>A2:</b> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups.</p> <ul style="list-style-type: none"> <li>• 31% of the Latino subgroup scored at Met and Exceeded the standards, compared to 23% of students at the District.</li> <li>• 40% of the Socioeconomically Disadvantaged subgroup scored at Met and Exceeded the standards, compared to 23% of students at the District.</li> <li>• 11% of the Special Education subgroup scored at Met and Exceeded the standards, compared to 6% of students at the District.</li> <li>• 59% of the Filipino subgroup scored at Met and Exceeded the standards, compared to 56% of students at the District.</li> <li>• 28% of the African American subgroup scored at Met and Exceeded the standards, compared to 18% of students at the District.</li> <li>• 14% of the English learner subgroup scored at Met and Exceeded the standards, compared to 5% of students at the District.</li> </ul> <p><b>A3:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average.</p> <ul style="list-style-type: none"> <li>• 61% of all students at ECRCHS scored at Met and Exceeded the standards in ELA, compared to 39% of students at the District.</li> </ul> <p><b>A4:</b> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average.</p> <ul style="list-style-type: none"> <li>• 40% of all students at ECRCHS scored at Met and Exceeded the standards in Math, compared to 29% of students at the District.</li> </ul> <p><b>A5:</b> The school reclassifies English Learners at a rate higher than the District average.</p>	





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/22/2017

- ECRCHS reclassification rate was 21% compared to the District's 12.1%.

**A6:** The school has demonstrated developing levels of student achievement and progress as measured by school's internal content area (teacher created) assessments and other school data that are regularly monitored and analyzed. Historically, ECRCHS students have been assessed using standards-based assessments that range from traditional quizzes and tests to interdisciplinary culminating assignments to project-based activities. The school is starting, this year, with NWEA MAPS assessment to gauge student progress using this norm-referenced assessment.

**A7:** The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average.

- ECRCHS's 2014-2015 graduation rate was 93.1%, which is higher than the District's rate of 73%.

Areas Noted for Further Growth and/or Improvement

**A1:**

- 0% of the English Learner subgroup scored at Met and Exceeded the standards in ELA, compared to 4% of students at the District.
- 63% of the White subgroup scored at Met and Exceeded the standards in ELA, compared to 66% of students at the District.

**A2:**

- 60% of the Asian subgroup scored at Met and Exceeded the standards in Math, compared to 70% of students at the District.
- 42% of the White subgroup scored at Met and Exceeded the standards in Math, compared to 57% of students at the District.

Corrective Action Required

None

Notes:

**\*NOTE:** Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <p><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate higher than the District average for all subgroups</p> <p><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate similar to the District average for the majority of subgroups (3)</p> <p><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate lower than the District average for some subgroups</p> <p><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade ELA is at a rate of 0% for the majority of subgroups</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.1)</b></p> <p><input type="checkbox"/> Other: (Specify)</p>

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <p><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate higher than the District average for all subgroups</p> <p><input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate similar to the District average for the majority of subgroups (3)</p> <p><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate lower than the District average for some subgroups</p> <p><input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade Math is at a rate of 0% for the majority of subgroups</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.2)</b></p> <p><input type="checkbox"/> Other: (Specify)</p>

**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>schoolwide (CDE)</li> </ul>	
Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the District average (4)	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.3)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate equal to the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in ELA is 0%	
	<input type="checkbox"/> No assessment of performance for this indicator	

**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate higher than the District average (4)	<input checked="" type="checkbox"/> SBAC report (CDE) <b>(B2: 1.4)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate equal to the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is at a rate lower than the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 <sup>rd</sup> – 8 <sup>th</sup> , 11 <sup>th</sup> Grade on the SBAC in Math is 0%	
	<input type="checkbox"/> No assessment of performance for this indicator	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2015-2016 (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average (4)</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average</li> <li><input type="checkbox"/> The school does not reclassify English Learners</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE) <b>(B2: 1.5)</b></li> <li><input checked="" type="checkbox"/> CELDT Criterion reports (CDE) <b>(B2: 1.5.1)</b></li> <li><input type="checkbox"/> Title III AMAOs report(s) (CDE) <b>(B2: 1.5.2)</b></li> <li><input checked="" type="checkbox"/> School internal reclassification data</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>The school's internal assessments (with analysis of results)</li> <li>Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates</li> <li>Results of internal assessments show growth in student achievement in ELA and math</li> </ul> <p><i>NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.</i></p>		
	<b>Rubric</b>	<b>Sources of Evidence</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

<b>Performance</b>	<p><input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math.</p> <p><input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math (2)</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math</p> <p><input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data</p>	<p><input checked="" type="checkbox"/> Internal academic performance and progress data and information (<b>B2: 2.1 – 2.6</b>)</p> <p><input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent</p> <p><input checked="" type="checkbox"/> Other: (Specify) CSD SIDAT form</p>
--------------------	--	--



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Four-Year Cohort Graduation Rate (CDE) (**high schools only**)

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average (4) <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) ( <b>B2: 3.1</b> ) <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	1
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O2: STANDARDS–BASED INSTRUCTION</b> -The school has substantially implemented grade-level-appropriate standards-based instruction. The scope of classroom observations was based on areas of focus identified in consultation with school leadership. The three focus areas for the classroom observations were: 1) Student-Centered Classroom, 2) Clear and Measureable Objectives Aligned to Instruction, and 3) Common Academic Vocabulary. Classroom walkthroughs exhibited various levels of implementation of each of these focus areas. Although there was variance across classrooms, Special Day Classes exhibited strength in the implementation of focus areas #1 and #3. ECRCHS staff are working to move away from the traditional classroom setting where directed instruction is primarily the norm. CSD classroom visits confirmed that the school is in a transitional phase with various levels of implementation.</p> <p><b>O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS</b> - As evidenced through classroom observations, discussion with school leadership, and documents provided in Binder 3, the school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.</p> <ul style="list-style-type: none"> <li>• To address the needs of English learners and LTELs, the school has an EL Coordinator that monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communication with classroom teachers and students’ parents/guardians. Students are assessed in the first week of school to determine English proficiency and level. ESL courses are taught within a single class with a 2-period block. ECRCHS uses the High Point Program.</li> <li>• The school will start using NWEA MAPS assessments starting in the 2017-2018 school year to better gauge students’ progress toward readiness for the CAASPP assessment. Data analysis using this norm-referenced assessment will assist teachers and leaders to more clearly identify students’ strengths and areas for growth and respond with resources as appropriate.</li> <li>• All ECRCHS students, including all subgroups, have access to the intervention and support programs that the school offers. These include, but are not limited to: After school English, Math, Health and Elective classes; Study skills classes; Referral to the Intervention Coordinator; Peer Tutoring M-R at lunch supervised by the Intervention Coordinator; and Alternative Education.</li> <li>• The school employs two full-time psychologists. There are a number of support groups on campus including Tarzana drug treatment group; a body image group; a grief group; a teen support group; and anger management counseling.</li> <li>• Students with special needs receive Resource support classes during the day and after-school tutoring in math led by an SDC teacher; and Career and Transition Coordinator who works with students on their post-secondary plans.</li> <li>• Latino students receive additional support through La Familia and the African American subgroup receives support through The Village Nation. Both groups raise awareness of identity and responsibility and have an academic focus.</li> <li>• The school is developing a plan to further close the achievement gap.</li> </ul> <p><b>O4: KEY FEATURES OF THE EDUCATIONAL PROGRAM</b> - The school has fully implemented the key features of the educational program described in the charter.</p> <ul style="list-style-type: none"> <li>• The key component of ECRCHS’s educational program is the Alternative Education Program which was added to the charter during the second year of charter status. This program gives students who need a different school environment a chance to earn a diploma through</li> </ul>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/22/2017

different pacing and increased individual attention. This Alternative Education Program is an integral part of ECRCHS and provides a new level of possible interventions for those who can benefit from it.

**O5: SPECIAL EDUCATION** - The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.

- The school has 325 students on IEPs. The program is headed by one of the four assistant principals. 2 administrative designees/department chairs work with SDC teachers to review IEPs for compliance; the program employs 7 Resource Teachers and 8 SDC teachers with 23 special education aides and 1 Transition Coordinator.
- Of the 325 IEPs, 97% of them were in compliance at the time of the site visit. 4 of 10 overdue IEPs were factors out of the school's control. Discussions with school administrators and special education staff confirmed that there are solid systems in place to ensure that students receive the services and supports necessary.

**O9:** The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. Staff are evaluated on a consistent basis; and feedback is given by administrators as appropriate.

#### Areas Noted for Further Growth and/or Improvement

**O1: HEALTH AND SAFETY** - The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety.

- Child Abuse training was completed beyond the 60-day timeframe, which runs contrary to AB 1432. This item is a "fatal flaw" which renders the score to a "1" in overall Organizational Management, Programs, and Operations section of this report. A Notice of Concern was sent to the ECRA Governing Board and school leader(s) asking the school to respond with a plan of the system that will be set in place to avoid this occurrence in the future.
- Classroom visits revealed an inconsistency with the availability and placement of classroom specific evacuation maps, classroom emergency supplies (lockdown equipment), and first aid provisions.
- School leaders are encouraged to refer to Reference Guide 5511.6, since the campus is on District property, and follow guidelines as deemed appropriate.

**O10:** The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements.

- At the time of the visit, one teacher was mis-assigned. A single subject Chemistry teacher was also teaching 2 periods of Physics without the appropriate credentials. The school is aware of this and will resolve the situation as soon as possible.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/22/2017Corrective Action Required

None

## Notes:

Due to timeline issues related to child abuse training, the school will receive a score of a "1" in this section of the report (see description highlighted below in \*NOTE) Although all employees participated in child abuse training, it was outside of the 6-week timeline as prescribed in AB1432.

For an accurate review of the Organizational Management, Programs, and Operations section of this report, please refer to the score earned in each domain (O1-O10) separately.

**\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

*The school has a system in place to ensure that:*

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety (2)</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b></li> <li><input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3: 2.1)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3: 2.2)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3: 2.2)</b></li> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3: 2.3)</b></li> <li><input type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3: 2.4)</b></li> <li><input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening <b>(B3: 2.5)</b></li> <li><input checked="" type="checkbox"/> Epi-pen documentation <b>(B3: 2.6)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3: 2.7)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3: 2.8)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 (“NCLB Grid”)</i> <b>(B3A)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

<p><b>The school has:</b></p> <ul style="list-style-type: none"> <li>implemented standards-based instruction schoolwide to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served</li> <li>obtained WASC accreditation (<a href="#">high schools only</a>)</li> <li>implemented a system to monitor student progress toward and completion of graduation and A-G requirements (<a href="#">high schools only</a>)</li> <li>received UC/CSU approval of courses (<a href="#">high schools only</a>)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<p><input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</p> <p><input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS (3)</p> <p><input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS</p>	<p><input checked="" type="checkbox"/> Evidence of standards-based instructional program (<b>B3: 3.1</b>)</p> <p><input checked="" type="checkbox"/> LCAP (<b>B3: 3.2</b>)</p> <p><input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (<b>B3: 3.3</b>)</p> <p><input type="checkbox"/> WASC documentation (<b>B3: 3.4</b>)</p> <p><input type="checkbox"/> UC Doorways course approval documentation (<b>B3: 3.5</b>)</p> <p><input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (<b>B3: 3.6</b>)</p> <p><input checked="" type="checkbox"/> Professional development documentation (<b>B3: 3.7</b>)</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

**The school:**

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE
- disaggregates and analyzes data on a regular basis to address individual student needs
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</li> <li><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis (3)</li> <li><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</li> <li><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of standards-based instructional program <b>(B3: 3.1)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b></li> <li><input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3: 3.8)</b></li> <li><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3: 3.8)</b></li> <li><input checked="" type="checkbox"/> Evidence of implementation of data analysis system program</li> <li><input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent</li> <li><input checked="" type="checkbox"/> Classroom observation</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O4: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter (4) <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program ( <b>B3: 3.9</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O5: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

*The school has a system in place to ensure that the school:*

- provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- provides special education training for staff in accordance with requirements of the Modified Consent Decree
- conducts a special education self-review annually, using the Special Education Self-Review Checklist
- maintains timely and accurate records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree (3) <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3: 3.8)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Other special education documentation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation <b>(B3: 4.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring
- provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- minimize discretionary suspensions and expulsions
- reduce or eliminate suspension disproportionality for student subgroups

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights (3) <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1: 10 or B3: 1)</b> <input checked="" type="checkbox"/> LCAP <b>(B3: 3.2)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3: 3.7)</b> <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3: 4.2)</b> <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

**The school:**

- has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter (3) <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP ( <b>B3: 3.2</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3: 3.7</b> ) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O8: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

*The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:*

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric		Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns (3)		<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)
Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school’s approved charter (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that:</i></p> <ul style="list-style-type: none"> <li>the school’s educational program yields high student achievement</li> <li>the school complies with all applicable legal requirements</li> </ul>		
Performance	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements (4) <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system ( <b>B3: 4.4</b> ) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:*

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input checked="" type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements (2) <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 ("NCLB Grid") (B3A: 1.1)</i> <input checked="" type="checkbox"/> Staff rosters and school master schedule <b>B3A: 1.2 – 1.4</b> <input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A: 1.5)</b> <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A: 2 &amp; 3)</b> <input checked="" type="checkbox"/> Vendor certifications <b>(B3A: 4)</b> <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A: 5)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

8617	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>El Camino Real Charter High</b>															
Cash and Cash Equivalents		4,181,885	4,833,328	5,777,172	7,537,314		7,921,445	8,423,063	7,728,492	7,499,034		11,918,112	8,366,985	7,481,425	12,676,677
Current Assets		10,722,768	10,946,072	12,153,214	12,141,778		14,322,064	15,039,340	16,569,678	16,569,819		21,044,588	17,781,299	15,847,088	16,354,173
Fixed Assets		308,444	354,663	618,117	618,117		681,222	834,781	999,942	999,942		776,984	595,438	4,078,401	4,061,608
<b>Total Assets</b>		11,031,211	11,300,735	12,771,331	12,759,895		15,003,286	15,874,121	17,569,620	17,569,761		21,821,572	18,376,737	19,925,489	20,415,781
Deferred Outflow															
Current Liabilities		1,152,072	1,183,099	2,926,272	2,754,902		1,270,727	1,344,887	3,801,132	3,212,085		5,754,439	1,649,211	2,730,502	2,258,418
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		1,152,072	1,183,099	2,926,272	2,754,902		1,270,727	1,344,887	3,801,132	3,212,085		5,754,439	1,649,211	2,730,502	2,258,418
Deferred Inflow															
<b>Net Assets</b>		<b>9,879,139</b>	<b>10,117,636</b>	<b>9,845,059</b>	<b>10,004,993</b>		<b>13,732,559</b>	<b>14,529,234</b>	<b>13,768,488</b>	<b>14,357,676</b>		<b>16,067,133</b>	<b>16,727,526</b>	<b>17,194,987</b>	<b>18,157,363</b>
Total Revenues	28,004,855	28,849,333	29,066,140	29,418,765	29,578,701	29,884,557	32,103,629	32,931,903	33,563,733	34,152,922	32,483,836	36,746,538	38,098,500	39,079,717	39,673,203
Total Expenditures	24,555,184	25,675,024	25,653,335	26,278,537	26,278,537	27,352,348	28,376,064	28,407,664	29,800,240	29,800,239	30,481,968	35,037,082	35,728,650	36,242,406	35,873,516
<b>Net Income / (Loss)</b>	3,449,671	3,174,308	3,412,805	3,140,228	3,300,164	2,532,209	3,727,565	4,524,239	3,763,493	4,352,683	2,001,868	1,709,456	2,369,850	2,837,311	3,799,687
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	3,449,671	3,174,308	3,412,805	3,140,228	3,300,164	2,532,209	3,727,565	4,524,239	3,763,493	4,352,683	2,001,868	1,709,456	2,369,850	2,837,311	3,799,687
Net Assets, Beginning	0	6,617,242	6,617,240	6,617,240	6,704,829	10,117,635	10,016,430	9,845,059	9,845,059	10,004,993	14,529,234	13,768,488	13,768,488	13,768,488	14,357,676
Adj. for restatement / Prior Yr Adj	0	87,589	87,591	87,591	0	0	(11,436)	159,936	159,936	0	(1,007,320)	589,189	589,188	589,188	0
<b>Net Assets, Beginning, Adjusted</b>	0	6,704,831	6,704,831	6,704,831	6,704,829	10,117,635	10,004,994	10,004,995	10,004,995	10,004,993	13,521,914	14,357,677	14,357,676	14,357,676	14,357,676
<b>Net Assets, End</b>	<b>3,449,671</b>	<b>9,879,139</b>	<b>10,117,636</b>	<b>9,845,059</b>	<b>10,004,993</b>	<b>12,649,844</b>	<b>13,732,559</b>	<b>14,529,234</b>	<b>13,768,488</b>	<b>14,357,676</b>	<b>15,523,782</b>	<b>16,067,133</b>	<b>16,727,526</b>	<b>17,194,987</b>	<b>18,157,363</b>

8617	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>El Camino Real Charter High</b>										
Cash and Cash Equivalents	441,075	7,537,314	7,499,034	12,676,677	0		8,494,968	8,790,721	0	0
Current Assets	10,747,870	12,141,778	16,569,819	16,354,173	0		18,606,931	18,838,300	0	0
Fixed Assets	381,520	618,117	999,942	4,061,608	0		3,940,567	4,061,608	0	0
<b>Total Assets</b>	11,129,390	12,759,895	17,569,761	20,415,781	0		22,547,497	22,899,908	0	0
Current Liabilities	4,424,561	2,754,902	3,212,085	2,258,418	0		2,317,170	1,871,956	0	0
Long Term Liabilities	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	4,424,561	2,754,902	3,212,085	2,258,418	0		2,317,170	1,871,956	0	0
<b>Net Assets</b>	<b>6,704,829</b>	<b>10,004,993</b>	<b>14,357,676</b>	<b>18,157,363</b>	0		20,230,327	21,027,952	0	0
Total Revenues	28,325,638	29,578,701	34,152,922	39,673,203	0	36,009,170	36,897,057	36,795,141	0	0
Total Expenditures	24,956,304	26,278,537	29,800,239	35,873,516	0	35,018,251	33,861,716	33,924,552	0	0
<b>Net Income / (Loss)</b>	3,369,334	3,300,164	4,352,683	3,799,687	0	990,919	3,035,341	2,870,589	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	3,369,334	3,300,164	4,352,683	3,799,687	0	990,919	3,035,341	2,870,589	0	0
Net Assets, Beginning	3,335,495	6,704,829	10,004,993	14,357,676	0	16,727,526	17,194,987	17,194,987	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	962,376	0	0
<b>Net Assets, Beginning, Adjusted</b>	3,335,495	6,704,829	10,004,993	14,357,676	0	16,727,526	17,194,987	18,157,363	0	0
<b>Net Assets, End</b>	<b>6,704,829</b>	<b>10,004,993</b>	<b>14,357,676</b>	<b>18,157,363</b>	0	<b>17,718,445</b>	<b>20,230,327</b>	<b>21,027,952</b>	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

FISCAL OPERATIONS		RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 2, Developing.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>		2																														
<p>El Camino Real Charter High School’s (ECRCHS) fiscal condition is strong and has been upward trending since 2012-2013 fiscal year. According to the 2015-2016 independent audit report, the school had positive net assets of \$18,157,363 and net income of \$3,799,687. The 2016-2017 Second Interim projects positive net assets of \$21,027,952 and net income \$2,870,589.</p> <p>El Camino Real Alliance (the Organization), is a California non-profit public benefit corporation and is organized to manage and operate public charter schools. For the year ended June 30, 2016, the Organization operated one public charter school: ECRCHS (the School). The School serves students in grades nine through twelve and is funded principally through State of California public education monies received through the California Department of Education and the Los Angeles Unified School District.</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is strong.</p>																																
	<table border="1"> <thead> <tr> <th></th> <th>2012-2013 (Audited Actuals)</th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$6,704,829</td> <td>\$10,004,993</td> <td>\$14,357,676</td> <td>\$18,157,363</td> <td>\$21,027,952</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$3,369,334</td> <td>\$3,300,164</td> <td>\$4,352,683</td> <td>\$3,799,687</td> <td>\$2,870,589</td> </tr> <tr> <td>Transfer in(out)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustments</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>		2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)	Net Assets	\$6,704,829	\$10,004,993	\$14,357,676	\$18,157,363	\$21,027,952	Net Income/Loss	\$3,369,334	\$3,300,164	\$4,352,683	\$3,799,687	\$2,870,589	Transfer in(out)	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustments	\$0	\$0	\$0	\$0	\$0	
	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)																											
Net Assets	\$6,704,829	\$10,004,993	\$14,357,676	\$18,157,363	\$21,027,952																											
Net Income/Loss	\$3,369,334	\$3,300,164	\$4,352,683	\$3,799,687	\$2,870,589																											
Transfer in(out)	\$0	\$0	\$0	\$0	\$0																											
Prior Year Adjustments	\$0	\$0	\$0	\$0	\$0																											



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/22/2017

2. During 2015-2016 and 2016-2017, various notices were issued by the CSD, including a Notice of Intent to Revoke issued on October 12, 2016, regarding the areas of credit card use and check disbursement, which required the attention and timely implementation of CSD's requests. On October 18, 2016 a Memorandum of Understanding (MOU) between ECRCHS and LAUSD was established, thereby staying the revocation proceedings at that time. See the notices issued by CSD and a list of significant terms, as required by the MOU, accomplished to date under the Corrective Action Required section below. However, all checks and the majority of the credit card transactions reviewed by the CSD during the 2016-2017 oversight were dated prior to the finalization of the revised Fiscal Control Policies and Procedures, approved on December 14, 2016, as required by the MOU. ECRCHS continues to make progress on implementation of all actions required by the aforementioned MOU. The CSD will continue to monitor through oversight and results will be factored into the rating for next year.

**Areas Noted for Further Growth and/or Improvement:**

1. As per the Fiscal Control Policies and Procedures (P's & P's) for ECRCHS (dated: Jan. 1, 2016, July 1, 2016, Sept., 22, 2016 and Dec., 14, 2016 – see Note #19 in the Notes section below) Bank Reconciliation #2 - Back Office personnel will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
- a. However, based on the reviewed bank reconciliation statements from July 2016 to December 2016, the Hanmi Bank account #0854 showed 13 items that were 180 days outstanding as of January 31, 2017, which are listed below:

	Check/Transaction number	Issue Date	Amount
1	81254	03/07/2016	\$895.00
2	76207	03/16/2016	\$1,800.00
3	81349	03/16/2016	\$245.00
4	81344	03/17/2016	\$10.00
5	76207	04/12/2016	\$200.00
6	84706	05/11/2016	\$60.00
7	89092	06/16/2016	\$46.71
8	80244	06/16/2016	\$1.11
9	91823	07/06/2016	\$601.00
10	76276	08/10/2016	\$240.87
11	Journal Entry	08/15/2016	\$971.25
12	81326	09/06/2016	\$122.00
13	74958	09/16/2016	\$222.00
		<b>Total</b>	\$5,414.94



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

2. As per the P’S & P’s for ECRCHS, dated July 1, 2016, Meals #1 - School related meals occur on a regular basis. If the meal is not pre-approved, the employee runs the risk of bearing the full cost of the meal if it is ultimately denied. For non-student related meals to be reimbursable, the ECRA employee must provide the following information:

- a. An itemized receipt
- b. The people at the meal
- c. The business purpose (e.g. working meals, meetings with vendors/donors/school officials, etc.).

As per the P’s & P’s for ECRCHS, dated December 14, 2016, Meals #2 – School related meals occur on a regular basis. If the meal is not pre-approved, the employee runs the risk of bearing the full cost of the meal if it is ultimately denied. For meals to be charged to ECRA or reimbursable to an employee, the ECRA employee must provide the following information:

- d. Purpose of the meeting or agenda
- e. Items ordered or a detailed receipt
- f. Number of individuals in the party
- g. Names of the attendees or a sign-in sheet

Based on the review of the credit card transactions the table below represents meal purchased without the proper documentation.

8/13/2016	Corner Bakery	\$80
1/25/2016	Monty’s	\$819.23

**Corrective Action Required:**

During the 2015-2016 oversight visit, the CSD noted that the school did not follow its board-approved fiscal policies and procedures, and significant discrepancies were noted in the sample credit cards and checks reviewed. The CSD issued the following notices during 2015-2016 and 2016-2017:

- October 28, 2015 - a Notice to Cure was issued regarding the areas of credit card use and check disbursement, which required the attention and timely implementation of CSD requests.
- August 23, 2016 – a Notice of Violation was presented to and approved by LAUSD Board of Education.
- September 23, 2016– the school responded to the District’s Notice of Violation and provided the District with documentation of corrective actions.
- October 12, 2016 – based on the review of the school’s September 23, 2016 responses, the CSD served ECRCHS through its governing board the Notice of Intent to Revoke and Notice of Facts in Support of Revocation.

On October 18, 2016, a MOU between ECRCHS and LAUSD was established to address substantial fiscal and governance issues, thereby staying the revocation proceedings at that time.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**The following is a list of some significant terms, as required by the MOU, accomplished to date (not all inclusive):**

- Removal of the former Executive Director – effective October 26, 2016
- The employment agreement for the new Executive Director of ECRCHS, effective October 25, 2016
- Removal of the former Chief Business Officer (CBO) – effective December 31, 2016
- Removal of certain former Board of Directors and installation of new members
- Necessary changes made to ECRCHS’s bank and investment accounts
- Appropriate changes made to the Fiscal Policies and Procedures (FPPs), which were adopted by ECRA on December 14, 2016
- Existing and new Board Members being trained on December 14, 2016 and January 24, 2017 (new leadership hires will be trained separately after their respective start dates)
- The new employment of the Chief Compliance Officer (COO), effective February 1, 2017  
The new employment of the CBO in April 2017

ECRCHS continues to make progress on implementation of all actions required by the aforementioned MOU and the CSD will continue to monitor the school’s fulfillment of the remaining MOU terms with LAUSD through the remaining term of the current charter.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/22/2017**Notes:**

1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weakness: None Reported
  - c. Deficiency/Finding: None Reported
2. Reviewed bank statements from July 2016 to December 2016. Discrepancies are noted for further growth and/or improvement above.
3. Reviewed credit card statements from September 2016 to February 2017. Discrepancies are noted for further growth and/or improvement above.
4. Reviewed the following checks:
  - a. Check numbers: 2162, 2165, 10015, 10023, 10027, 10029, 10043, 10062, 10075, 10105, 10218, 10336, 10338, 10421, 10527, 10543, 10683, 10756, 10780, 10789, 10914, 10916, 11013, 11072, 11109, 11423, 11460, 11465, 11468, 11477, 11479, 11519, 11648, 11712, 11713, 11723, and 11930
5. CSD staff noted that check #10105 was related to expenditures incurred for ECRCHS Board members for iPad accessories. ECRCHS Board President explained that the decision to provide iPads to Board members was based on the fact that it is not prudent to mix personal business and Board business on personal devices, and the expenditures were approved as part of the budget. ECRCHS Board President further indicated that in the future, prior to releasing the iPads, each member will be required to sign new forms containing detailed language. ECRCHS's CCO will make sure the language clarifies that the iPads are ECRA property, are to be used for board related business, and must be returned up leaving the Board of Directors. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$12,676,677 and total expenditures is \$35,873,516, therefore their cash reserve is 35.3%, which is above the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at ECRCHS and no discrepancies were noted.
7. Reviewed student body financial records from July 2016 to December 2016. No discrepancies were noted.
8. ECRCHS did not disclose any legal, regulatory proceeding, or investigation which might have a material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was provided.
14. Governing board meeting minutes reflecting the discussion and resolution of any audit findings, including material weaknesses, or deficiencies was provided.
15. ECRCHS is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
16. Equipment inventory was provided.
17. The 2016-2017 LCAP was submitted to LAUSD.
18. The EPA allocation and expenditures are posted on the charter school's website.
19. During the 2016-2017 fiscal year there were several revisions to the ECRCHS's Fiscal Policies and Procedures Handbook. During the review of the credit card and check selections in the current-year oversight, the focus was more on a validation of proper documentation and authorization. The prior year findings were mostly related to improper use of the credit card by former school administrators. Please refer to "Corrective Action Required" above for further clarification.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

**Fiscal Operations Rubrics**

*Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>3. All vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>6. Governing board adopts the annual budget;</li> <li>7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>9. There is no apparent conflict of interest;</li> <li>10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;</li> <li>11. The LCAP is submitted to the appropriate agencies;</li> <li>12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and</li> <li>14. Audited and unaudited actuals nearly mirror each other.</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:             <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> <li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and</li> <li>6. Governing board approved LCAP is posted on the charter school’s website.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

*An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.*

*An existing school would be assessed as Unsatisfactory based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

1. Net Assets are positive, or net assets are negative with strong trend toward positive ( be positive at the end of the third year, per applicable audit, and beyond);
2. All vendors and staff are paid in a timely manner;
3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;
4. Governing board adopts the annual budget;
5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website;
6. The LCAP is submitted to the appropriate agencies;
7. Have an audit conducted annually by an independent auditing firm;
8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and
9. There is no apparent conflict of interest.

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The cash balance at the beginning of the school year is positive;
2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<ol style="list-style-type: none"> <li>5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>6. <b>Current</b> audit shows no material weaknesses, deficiencies and/or findings;</li> <li>7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>8. Governing board approves any amendment(s) to the charter school's budget; and</li> <li>9. Governing board approved LCAP is posted on the charter school's website.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/22/2017

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division.</li> <li>2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.</li> <li>3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.</li> <li>4. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.</li> <li>6. The LCAP is submitted to the appropriate agencies.</li> <li>7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

# Coversheet

## Discuss and Vote on Ratifying 2017-18 Parent-Student Handbook

**Section:** V. School Business  
**Item:** J. Discuss and Vote on Ratifying 2017-18 Parent-Student Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2017-2018 Parent-Student Handbook.pdf



# El Camino Real Charter High School

## Parent-Student Handbook

2017-2018



**El Camino Real Charter High School**

*Home of Academic and Athletic Excellence*

**5440 Valley Circle Blvd. Woodland Hills, CA 91367**

**Tel.818.595.7500 Fax 818.710.9023**

**[www.ecrchs.net](http://www.ecrchs.net)**

**Effective Date: July 1, 2017**

## TABLE OF CONTENTS

<b>EXECUTIVE DIRECTOR'S WELCOME .....</b>	<b>6</b>
<b>MISSION/VISION/SLOS .....</b>	<b>7</b>
<b>COMMUNICATIONS .....</b>	<b>9</b>
<b>GENERAL INFORMATION .....</b>	<b>9</b>
<b>CONTACTING A TEACHER.....</b>	<b>9</b>
<b>TEACHER WEBSITES .....</b>	<b>9</b>
<b>LIST OF IMPORTANT DATES .....</b>	<b>10</b>
<b>BELL SCHEDULES.....</b>	<b>11</b>
<b>BOARD MEMBERS.....</b>	<b>13</b>
<b>SENDWORDNOW TELEPHONE SYSTEM .....</b>	<b>13</b>
<b>NEWS MEDIA ACCESS .....</b>	<b>13</b>
<b>INTERNET ACCESS/ACCEPTABLE USE POLICY .....</b>	<b>13</b>
<b>SOCIAL NETWORKING POLICY.....</b>	<b>14</b>
<b>ACADEMICS .....</b>	<b>15</b>
<b>ATTENDANCE .....</b>	<b>15</b>
<b>GRADUATION REQUIREMENTS .....</b>	<b>16</b>
<b>A-G REQUIREMENTS .....</b>	<b>17</b>
<b>CAL GRANT PROGRAM NOTICE.....</b>	<b>18</b>
<b>PROGRAMS .....</b>	<b>18</b>
<b>ALTERNATIVE EDUCATION AND INDEPENDENT STUDY.....</b>	<b>20</b>
<b>TESTING .....</b>	<b>21</b>
<b>SCHOOL ACCOUNTABILITY REPORT CARD.....</b>	<b>23</b>
<b>PROCEDURES FOR CLASS PROGRAMMING.....</b>	<b>23</b>
<b>GRADE CHANGE REQUEST PROCESS.....</b>	<b>23</b>
<b>ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES</b> <b>.....</b>	<b>24</b>
<b>INTERNATIONAL STUDENT ADMISSIONS.....</b>	<b>24</b>
<b>ATHLETICS .....</b>	<b>25</b>
<b>GENERAL INFORMATION AND ELIGIBILITY .....</b>	<b>25</b>
<b>CAMPUS LIFE.....</b>	<b>27</b>

<b>ID CARDS</b> .....	27
<b>LOCKERS</b> .....	27
<b>ACTIVITY CARDS</b> .....	27
<b>LUNCH PASSES</b> .....	27
<b>FOOD POLICY</b> .....	27
<b>FIELD TRIP POLICY</b> .....	28
<b>STUDENT CLUBS</b> .....	28
<b>STUDENT GOVERNMENT</b> .....	29
<b>EXTRACURRICULAR ACTIVITIES</b> .....	29
<b>PHYSICAL EDUCATION / P.E. CLOTHES</b> .....	29
<b>STUDENT STORE</b> .....	30
<b>CAFETERIA</b> .....	30
<b>PARKING</b> .....	31
<b>BICYCLES AND SKATEBOARDS</b> .....	31
<b>STUDENT CONDUCT</b> .....	32
<b>BULLYING AND HAZING POLICY</b> .....	32
<b>SUSPENSION AND EXPULSION</b> .....	32
<b>APPEALS PROCESS FOR SUSPENSIONS AND EXPULSIONS</b> .....	33
<b>CELL PHONE POLICY</b> .....	33
<b>CHEATING/PLAGIARISM</b> .....	33
<b>DRESS CODE</b> .....	33
<b>STUDENT SEARCHES</b> .....	34
<b>STUDENTS' PERSONAL PROPERTY</b> .....	36
<b>PROM ATTENDANCE POLICY</b> .....	36
<b>FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES,     DEMONSTRATIONS, ETC.</b> .....	36
<b>ALCOHOL, TOBACCO, DRUGS</b> .....	39
<b>HEALTH</b> .....	40
<b>HEALTH INFORMATION</b> .....	40
<b>SEX EDUCATION COURSES</b> .....	42
<b>ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) EDUCATION</b> .....	46

**PARENT/GUARDIAN ANNUAL NOTIFICATION REGARDING CONDOM AVAILABILITY PROGRAM..... 46**

**SAFETY ..... 48**

**EMERGENCY PREPAREDNESS ..... 48**

**EMERGENCY PROCEDURES ..... 48**

**GUN FREE AND WEAPONS FREE SAFE SCHOOLS ..... 49**

**SAFE SCHOOL PLAN ..... 49**

**INTEGRATED PEST MANAGEMENT PROGRAM ..... 49**

**ASBESTOS MANAGEMENT PLAN ..... 51**

**CANINE SEARCH PROGRAM ..... 51**

**SURVEILLANCE CAMERAS ..... 52**

**PARENTS..... 53**

**PARENTAL RIGHTS ..... 53**

**PARENTS’ RIGHT TO KNOW..... 53**

**PARENTAL INVOLVEMENT ..... 54**

**NONDISCRIMINATION STATEMENT ..... 54**

**SEXUAL HARASSMENT POLICY ..... 56**

**TITLE IX AND STUDENTS ..... 56**

**CHILD ABUSE ..... 57**

**WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCESS ..... 57**

**UNIFORM COMPLAINT POLICY AND PROCEDURES ..... 58**

**FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY ..... 58**

**SCHOOL CLIMATE BILL OF RIGHTS ..... 58**

**LOCATION OF PUPIL RECORDS ..... 61**

**PUPIL RECORD INSPECTION ..... 62**

**EMERGENCY INFORMATION..... 62**

**CHANGE IN ETHNICITY/RACE IDENTIFICATION OF STUDENTS ..... 62**

**CHANGE OF RESIDENCE ..... 63**

**HOMELESS STUDENTS..... 63**

**FOSTER YOUTH ..... 63**

**SUICIDE PREVENTION POLICY ..... 63**

**RESTITUTION/PARENT LIABILITY ..... 63**

**WRITTEN NOTICE OF RIGHTS & CONSENT TO BILL CALIFORNIA MEDICAL & RELEASE OR EXCHANGE INFORMATION FOR HEALTH-RELATED SPECIAL EDUCATION AND RELATED SERVICES..... 64**

**VISITORS TO SCHOOL CAMPUSES..... 65**

**APPENDICES..... 66**

**Appendix A ..... 67**

**Acceptable Use Policy ..... 67**

**Appendix B ..... 77**

**Prom Attendance Policy ..... 77**

**Appendix C ..... 80**

**Parental Involvement Policy..... 80**

**Appendix D ..... 85**

**Approved Pesticide Product List..... 85**

**Appendix E..... 86**

**Suspension and Expulsion Policies..... 86**

**Appendix F ..... 106**

**Uniform Complaint Policy and Procedures..... 106**

**Appendix G ..... 117**

**Education for Homeless Children and Youth Policy ..... 117**

**Appendix H ..... 122**

**Education for Foster Youth Policy ..... 122**

**Appendix I ..... 130**

**Suicide Prevention Policy ..... 130**

**Appendix J ..... 138**

**Lost or Damaged Textbook Policy ..... 138**

**Appendix K ..... 140**

**Section 504 Policy, Procedures, and Parent Rights ..... 140**

**Appendix L..... 155**

**Educational Records and Student Information Policy ..... 155**

## **EXECUTIVE DIRECTOR'S WELCOME**

Dear Parents and Guardians,

Welcome to the 2017-2018 school year and welcome graduating class of 2021. The State of California requires that all schools notify students, parents and guardians about their rights and responsibilities annually. The enclosed notices provide important information that describes policies and procedures at El Camino Real Charter High School that will affect your student.

Thank you and I hope you have a productive and successful school year!

Sincerely,

David Hussey  
Executive Director

## **MISSION/VISION/SLOS**

### **Mission Statement**

The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

### **Vision Statement**

We envision a charter school community, highly regarded for its innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future in the world they will inherit.

### **Student Learning Outcomes (SLOs)**

In order to succeed in a changing global community, all ECR students will be:

#### **Critical Thinkers who:**

- Observe, interpret, analyze, evaluate, and integrate information
- Collaborate confidently in a variety of settings
- Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital)
- Make predictions based on evidence
- Produce claims with credible support
- Reassess previous interpretations when presented with new evidence

#### **Effective Communicators who:**

- Synthesize data from print and digital media
- Organize and prioritize information
- Express ideas with a deliberate use of rhetoric
- Consider audience, by demonstrating clear and appropriate language and behavior
- Utilize technology to present findings purposefully

#### **Hard-working graduates who:**

- Achieve college education, career and individual goals
- Explore options and plan for success
- Persevere in the face of challenges
- Become informed, empowered decision makers
- Possess a sense of agency
- Exhibit professionalism in all endeavors

**Socially Responsible Citizens who:**

- Demonstrate compassion, honesty, and respect
- Utilize technology appropriately
- Live sustainably
- Engage in the civic process
- Work towards a just society
- Connect local issues to global systems to create positive change



## **COMMUNICATIONS**

### **GENERAL INFORMATION**

El Camino Real Charter High School (ECRCHS) is located at 5440 Valley Circle Blvd., Woodland Hills, CA 91367. Our phone number is (818) 595-7500 and our website address is [www.ecrchs.net](http://www.ecrchs.net). The school opened in February of 1969 as El Camino Real High School, and became a charter school in 2011.

Office hours are from 7:00 a.m. to 4:00 p.m. Monday through Friday. El Camino Real Charter High School is a closed campus. Visitors to the campus must have permission and a pass to be on school grounds. Students may not leave the school grounds without permission during school time.

Our school colors are dark blue, light blue, and camel. The school newspaper is The King's Courier and the yearbook is El Corazon. Our school mascot is the Conquistadores.

### **CONTACTING A TEACHER**

All members of the El Camino Real Charter High School Faculty and Staff may be reached via e-mail. For example, to contact teacher John Doe, you may email [j.doe@ecrchs.net](mailto:j.doe@ecrchs.net). Look under the "Contact Us" tab on the home page of the website for a list of staff members. Staff members are listed alphabetically and by department.

### **TEACHER WEBSITES**

Some teachers have created Web pages as resources for their students. These pages may be accessed through the "Students" tab on the home page of the school website.

## **LIST OF IMPORTANT DATES**

### **AUGUST 2017**

08/10 – 08/11: Pupil Free Days  
08/14: First Day of Instruction (Monday)  
08/30: Back to School Night (Wednesday),  
6:00 pm – 8:00 pm

### **SEPTEMBER**

09/01: No school – Admissions Day (Friday)  
09/04: No School – Labor Day (Monday)  
09/21: No school – Floating Holiday  
(Thursday)  
09/22: No school – Pupil Free Day (Friday)

### **NOVEMBER**

11/10: No school - Veterans' Day (Friday)  
11/20 -11/24: No school - Thanksgiving  
Holiday

### **DECEMBER**

12/13: Final Exams, Dismissal @ 12:30pm  
(Wednesday)  
12/14: Final Exams, Dismissal @ 12:30pm  
(Thursday)  
12/15: Final Exams, Dismissal @ 12:30pm  
(Friday)  
12/18 – 1/5: No school - Winter Break

### **JANUARY 2018**

01/01 – 01/05: No school - Winter Break (con't.)  
01/08: No school – Pupil Free Day (Monday)  
01/09: SECOND SEMESTER STARTS  
(Tuesday)  
01/15: No school - Martin Luther King Day  
(Monday)

### **FEBRUARY**

02/19: No school - Presidents' Day (Monday)

### **MARCH**

03/26 – 03/30: No school - Spring Break

### **APRIL**

04/02: No school – Cesar Chavez Day  
(Monday)

### **MAY**

05/28: No school - Memorial Day (Monday)

### **JUNE**

06/04: Final Exams, Dismissal @ 12:30  
(Monday)  
06/05: Final Exams, Dismissal @ 12:30  
(Tuesday)  
06/06: Final Exams, Dismissal @ 12:30  
(Wednesday)  
06/07: Last Day of Instruction (Thursday),  
Minimum Day, Dismissal @ 12:30  
06/08: Regular Day, Dismissal @ 3:14;  
Graduation @ 6pm (Friday)

**\* Note: Common Planning Day takes place each Wednesday, please see Bell Schedule below. For more information, please go to the School website.**

## BELL SCHEDULES

Listed below are some of the commonly used school bell schedules. The bell schedule for the day can be found on the home page of the school's website.

### Regular Schedule (M-T, Th-F)

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
0	7:00	7:54	54
1	8:01	9:00	59
2	9:07	10:01	54
Nutrition	10:01	10:17	16
3	10:24	11:32	68
4	11:39	12:33	54
Lunch	12:33	1:12	39
5	1:19	2:13	54
6	2:20	3:14	54

### Common Planning Day Schedule (Wednesdays only)

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
0	7:09	7:54	45
Common Planning Time	8:00	9:00	60
1	9:07	9:59	52
2	10:06	10:51	45
Nutrition	10:51	11:07	16
3	11:14	11:59	45
4	12:06	12:51	45
Lunch	12:51	1:30	39
5	1:37	2:22	45
6	2:29	3:14	45

**Final Exam Schedule**

<b><u>Period</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Minutes</u></b>
Exam 1	8:01	10:01	120
Nutrition	10:01	10:23	22
Exam 2	10:30	12:30	120

Day 1	Periods 1 & 2
Day 2	Periods 3 & 4
Day 3	Periods 5 & 6

## **BOARD MEMBERS**

<u>Member</u>	<u>E-Mail</u>
John Wasser, Chair	j.wasser@ecrchs.net
Beatriz Chen	b.chen@ecrchs.net
Lisa Crosthwait	l.crosthwait@ecrchs.net
Steven Kofahl	s.kofahl@ecrchs.net
Julie Kornack	j.kornack@ecrchs.net
Darin Ryburn	d.ryburn@ecrchs.net
Scott Silverstein	s.silverstein@ecrchs.net
Bruce Takeguma	b.takeguma@ecrchs.net
Diane Wynne	d.wynne@ecrchs.net

The Board meets once per month. Meeting dates, times, agendas, and minutes are posted on the school website under ECR Board.

## **SENDWORDNOW TELEPHONE SYSTEM**

SendWordNow is used periodically to notify families of upcoming events and student absences. It is important that the school has a current active working telephone number for each family. Therefore, we encourage families to always keep the school informed of any changes to their personal information. Changes can be made at the Admissions Office by filling out the appropriate form.

## **NEWS MEDIA ACCESS**

Occasionally, members of the news media may visit the school to cover activities such as sports competitions, school assemblies, special programs, and general newsworthy events. The law provides that when members of the news media are lawfully on campus, they may interview, photograph, and/or film students. However, parents/guardians may deny or withhold permission for their children to be interviewed, filmed, or photographed. Additionally, a student may decline to speak to the media and may refuse to be interviewed, filmed, or photographed by the media.

In addition, various campus organizations (e.g. newspaper, broadcast journalism, student council) may take pictures and videos during the year that are posted to the school and/or organization website.

## **INTERNET ACCESS/ACCEPTABLE USE POLICY**

ECRCHS classrooms have Internet access for students to use for class projects and research. ECRCHS is compliant with the Federal Children's Internet Protection Act (CIPA). Specifically, CIPA requires schools to use technology to block access to Internet sites that: A) are obscene; (B) contain child pornography; or (C) are harmful to minors.

Please read and review with your son/daughter the Acceptable Use Policy (AUP) found in Appendix A for students using the Internet at ECRCHS. Both student and parent/guardian must indicate that they understand and agree to the Acceptable Use Policy. Without this acknowledgement, your child will not be allowed to use school computers with Internet accessibility.

## **SOCIAL NETWORKING POLICY**

Students should understand that they are responsible for anything they display or post on the Internet through social networking sites such as Snapchat, Instagram, Twitter, Facebook, LinkedIn, YouTube, etc., and that their online actions can have serious real-life repercussions. As such, students should use good judgment and common sense in all their online activities. The following guidelines are intended to ensure that students know how to behave properly online.

- Students are responsible and may be held accountable for negative or hostile comments, insults, and/or harassment on social networking sites or through other electronic acts. If a student or employee is harassed online, causing the student or employee to feel uncomfortable at school, ECRCHS has the right to take disciplinary action to safeguard the well-being of its students and employees. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. If a threat is made against a ECRCHS student or employee, against school facilities, or generally in relation to the school, ECRCHS has the right to become involved. A threat is a threat regardless of the medium in which it is made.
- ECRCHS will always err on the side of safety. If there is a perceived safety threat, the school will investigate.

## **ACADEMICS**

### **ATTENDANCE**

#### **California Compulsory Full-Time Education Law**

Education Code Section 48200 states that each person between the ages of 6 and 18 years not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district which the residency of either the parent or legal guardian is located and each parent, guardian or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent's/guardian's responsibility to provide documentation within five (5) days after the student returns to school in order to prevent absences from being converted to trancies.

#### **Excused Absences**

Education Code Section 48205 provides that a student shall be excused from school when the absence is due to:

- Illness;
- Quarantine;
- Medical, dental, optometric or chiropractic services;
- Attending the funeral of an immediate family member, e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state);
- Jury duty;
- Illness or medical treatment of a child of whom the student is the custodial parent;
- Justifiable Personal Reasons is when the pupil's absence has been requested in writing by the parent and approved by the Executive Director or designee.

Absences that fall into this category include, but are not limited to, the following:

- Appearance in court;
- Attendance at a funeral service for someone other than immediate family;

- Observance of religious holiday or ceremony;
- Attendance at a religious retreat (shall not exceed 4 hours per semester);
- Revoked suspension through appeal's procedure;
- "Take Our Daughters and Sons to Work Day®."

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given the opportunity to earn full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

### Unexcused Absences

Any absence for reasons other than those listed as excused absences are unexcused and students do not have to be given the opportunity to make up missing assignments.

Excessive absences are defined as absences equal to or greater than ten percent (10%) of the number of school days; i.e., if there are 180 school days in the year, excessive absences will be 18 or more.

## **GRADUATION REQUIREMENTS**

To earn a diploma, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning and Career Pathway requirements. In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

### Required Courses (Grades 9-12)

#### English (40 credits)

- 9<sup>th</sup> grade: English 9AB
- 10<sup>th</sup> grade: English 10AB
- 11<sup>th</sup> grade: 1 year of American Literature/Contemporary Composition or 1 year of A.P. English Language AB
- 12<sup>th</sup> grade: 1 year of A.P. English Literature AB or 1 semester of Expository Composition or Advanced Composition and 1 semester of an English elective

#### Social Studies (30 credits)

- 10<sup>th</sup> grade: World History AB
- 11<sup>th</sup> grade: U.S. History AB
- 12<sup>th</sup> grade: 1 semester of Government and



## 1 semester of Economics

### Mathematics (20 credits)

At minimum, students need to take Algebra 1AB and Geometry AB

### Laboratory Science (20 credits)

10 credits of Biological Science

10 credits of Physical Science

### Physical Education (20 credits)

Students take PE in the 9<sup>th</sup> and 10<sup>th</sup> grades

Students must pass the State Fitness Exam or they will be enrolled in PE in the 11<sup>th</sup> and 12<sup>th</sup> grade or until they pass the exam (note that passing the State Fitness Exam is not a requirement to graduate)

### Visual and Performing Arts (10 credits)

Students must take a one year course in the visual or performing arts

### Applied Technology (10 credits)

1 semester of computers

1 semester of another applied technology course

### Health (5 credits)

1 semester of Health

### Electives (75 credits)

## A-G REQUIREMENTS

The "A-G" are a sequence of high school courses that students must complete (with a grade of "C" or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school student should achieve to undertake university work. All ECRCHS students will be automatically placed on the A-G program; ECRCHS encourages all students to remain in this program. However, if a parent/guardian elects to remove his/her student from the A-G program, the parent/guardian must come in to the school and meet with a counselor and affirm the election to remove the student from this program.

For the A-G program, please note the following:

- Minimum requirements needed to apply directly to a 4-year college after graduation.
- Completing requirements does NOT guarantee entrance to any college.

- Courses used to satisfy the “A-G” requirements in which the student earns “D” or “F” grades MUST be repeated with grades of “C” or better. In these cases, the second grades are used in the calculating the grade point average. Each course in which a grade of “D” or “F” has been received may be repeated only once.
- If a student repeats a course used to satisfy the “A-G” requirements in which he or she originally earned a grade of “C” or higher, the repeated grade will not be used in the calculating the grade point average.
- A student must complete eleven of the fifteen A-G requirements by the end of his/her junior year in order to be UC-eligible.
- For A-G Course Lists (search by high school), go to <http://www.ucop.edu/agguide/>; then click on the “A-G Course List” tab on the right side of the screen to search for classes.

A-G Category	Subject	Required Years
A	History/Social Science	2
B	English	4
C	Mathematics	3*
D	Laboratory Science	2*
E	Foreign Language	2*
F	Visual Performing Arts	1
G	College Preparatory Elective	1

Note: \* indicates additional years are recommended

### CAL GRANT PROGRAM NOTICE

ECRCHS is required by state law to submit the GPA of all high school seniors by October 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt out. Students currently in eleventh (11<sup>th</sup>) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18) has opted out on or before January 31.

### PROGRAMS

The school has several special programs. For more information on the special programs, please contact your child’s counselor.

### AVID

AVID is a small learning community for students who have the potential and desire to attend a four-year college. Many students in the AVID program are the first in the family to attend college and benefit from the extra support and guidance. The AVID program involves academic instruction, tutorial support, and motivational activities. Students in

the AVID program are enrolled in the AVID elective each semester and learn organizational/study skills, work on critical thinking and probing questions, get academic help from peers and tutors, and receive guidance through the college process. Students in the AVID program are required to maintain a GPA of 2.5 or higher.

### Humanitas

Humanitas is a college preparatory program for students who are interested in the social, political, and environmental issues that shape society. Humanitas consists of three college-prep classes at each grade level that work together to build academic skills and make connections between the content areas. The award-winning, project based curriculum prepares students for success in college and beyond. Humanitas is committed to the integration of visual and performing arts as an essential tool to engage students and develop deeper understandings of course content. Students in the humanitas program will have many opportunities for field trips and community service.

### Careers in Entertainment Academy

CEA is a four year, internationally recognized, academy in which students acquire the artistic and technical skills in all aspects of film and television production, in order to prepare them for a professional career in the entertainment industry. Filmmaking 1AB includes 1 semester of Film History and 1 semester of beginning Film Production, where students acquire the basic skills necessary to produce their own group narrative films. Sophomore year is Broadcast, which emphasizes documentary filmmaking and produces ECREALITY, a bi-monthly news format web series. Junior and Senior years, students may choose to stay in Broadcasting, or they may move to Intermediate Filmmaking 2AB, for 11th grade, and Film Production (Advanced Film), for 12th grade. Both intermediate and advanced classes work in all film departments to produce 7-15 minute narrative films. Completed films are entered in prestigious national and international film festivals.

### Fashion and Design Academy

This elective based academy offers students the opportunity to participate in the world of fashion design. Students in this program make costumes for drama festivals and put on an annual fashion show at the school.

### Resource Specialist Program (RSP)

Students enrolled in the Resource Program are provided with support in the General Education English and/or Mathematics classroom(s) through the help of Resource teachers, paraprofessionals, and other related services providers. All Resource students have been assessed to determine their eligibility and academic disabilities. An Individualized Education Program (IEP) is developed to meet his/her special needs. The RSP Program offers students additional assistance in the Resource Room for help with homework, test-taking, tutoring, and small-group instruction. The instructional program may be fully accommodated in the general education milieu and/or accommodated in a Resource elective, as is indicated by a student's IEP.

## **ALTERNATIVE EDUCATION AND INDEPENDENT STUDY**

### **Alternative Education**

ECRCHS pledged to provide an appropriate and challenging educational program accessible to all students, including students achieving at a level significantly below their peers, defined as those who are 30 credits or more behind the four-year pacing plan. These students will be given the opportunity to capture credits through the Alternative Education Program. This program provides additional strategies with a more personalized instructional setting specific to each student's academic needs. Students identified for the personalized intervention setting will be expected to master the skills and content necessary for success in colleges and careers. Students will demonstrate mastery of standards in six core academic subject areas: English Language Arts; world languages; history/social sciences; mathematics; the natural sciences; and visual and performing arts.

Courses offered are not set on a semester timeline. Each course is designed to allow students the flexibility to access the curriculum at their own pace. Personalized learning plans are developed for each student. The instructional curriculum will have the flexibility to provide specific intervention, catering to the needs of each student, throughout each course's entirety. A self-paced format allows the teacher to slow down the curriculum at any time throughout the course and address learning deficits. Students are not required to move forward and keep up with the class but rather set their own pace based on their skills and ability to process the information necessary to be successful in each course. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade appropriate classes that meet A-G requirements.

### **Independent Study**

An independent study program will be offered to those students who are unable to attend school in the traditional five days a week format. It is designed for students with special interests and abilities, scheduling problems, or individual needs that cannot be accommodated in the traditional school. This program offers courses that meet the CSU/UC college A-G course requirements. All of the courses will be offered online as well as in person from our ESSA-qualified teachers on campus. Students must meet all independent study eligibility requirements. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn. ECRCHS will adhere to California Department of Education regulations and requirements for Independent Study programs at charter school sites and Education Code Section 47612.5.

### **Online Instruction**

ECRCHS currently contracts with Cyber High to offer our students online classes. ECRCHS covers the expenses of these online classes. Each class is five units and students may work on the classes from their home computers. However, to finish each unit, the student must stay after school to take a test. Each semester there

is a specific deadline for completion; classes that are not finished by the deadline are lost and do not roll over to the next semester. Students may request additional information and sign-up sheets from their counselors. Though there are other online, accredited programs from which we will accept credits, those other programs are private pay options.

## **TESTING**

### California English Language Development Test (CELDT)

State law requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student's level of English proficiency in listening, speaking, reading and writing.

The CELDT must be administered to new enrollees in the district with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being ELs must also be administered the CELDT annually to determine annual English language development progress until the EL student has been reclassified.

The CELDT is administered to students who are already identified as ELs in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the CELDT must be administered within 30 days of enrollment in a California public school.

To find more information about the CELDT, please contact your child's teachers or the school office. Additional information is posted on the internet at:

<http://www.cde.ca.gov/ta/tg/el/>.

### English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) will be the successor to the California English Language Development Test (CELDT). The CELDT is the current required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards, and will be comprised of two separate ELP assessments:

- an initial identification of students as English learners

- an annual summative assessment to measure a student's progress in learning English and to identify the student's ELP level.

To find more information about the ELPAC, please contact your child's teachers or contact the school office. Additional information is posted on the internet at:

<http://www.elpac.org>.

### California Assessment of Student Performance and Progress (CAASPP) System

The 2017–18 California Assessment of Student Performance and Progress (CAASPP) administration will include the Smarter Balanced Summative Assessments; the California Alternate Assessments (CAAs), including the CAA for Science pilot; and the California Science Tests (CASTs) pilot. The optional primary language test, the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA), will be offered in the form of paper-pencil assessments.

The school shall annually administer required state testing to the applicable grades (e.g., the CAASPP). Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the state assessments shall be granted.

### Physical Fitness Test

State law requires school districts to administer the Physical Fitness Test (PFT) annually to all students in grade nine. The state-designated PFT is the FITNESSGRAM®. The FITNESSGRAM® is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity. Passing the test requires that students score in the "Healthy Fitness" zone in five out of the six fitness areas. However, please note that passing the PFT is not a requirement for graduation.

The complete FITNESSGRAM® test battery measures student performance in the following areas:

- 1) Aerobic Capacity
- 2) Body Composition
- 3) Abdominal Strength and Endurance
- 4) Trunk Extensor Strength and Flexibility
- 5) Upper Body Strength and Endurance
- 6) Flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide students appropriate practice as part of the regular physical education (P.E.) program throughout the year. Students are tested between February to May.

To find more information about the FITNESSGRAM<sup>®</sup>, please contact your child's P.E. teacher. Additional information is posted on the internet at <http://www.cde.ca.gov/ta/tg/pf/>.

### California State University Early Assessment Program (CSU-EAP)

The EAP test is embedded in the California Assessment of Student Performance and Progress (CAASPP) 11th-grade English Language Arts/Literacy and mathematics. These tests are part of California's public school testing and accountability system and are required of all grade 11 students. CAASPP exams cover both California high school standards as well as the CSU placement standards. Specified levels of these scores indicate meeting CSU standards.

Additional information can be found at: <http://www.cde.ca.gov/ci/gs/hs/eapindex.asp> and <https://www.calstate.edu/eap/>.

### **SCHOOL ACCOUNTABILITY REPORT CARD**

Education Code Section 35256 requires the District to annually issue a School Accountability Report Card (SARC) for each school. The SARC is published by February 1 each school year. A copy is available upon request at the school site and also on the school's website ([www.ecrchs.net](http://www.ecrchs.net), under About Us).

### **PROCEDURES FOR CLASS PROGRAMMING**

Students meet with their counselor twice each year to choose their courses and discuss their progress towards meeting graduation requirements. During Welcome Week, students will have the opportunity to meet with their counselor to make program adjustments. During this time, students with an incomplete schedule, incorrect classes, and repeated classes may meet with the counselor to make changes. Counselors will not make teacher changes.

### **GRADE CHANGE REQUEST PROCESS**

Under Education Code Section 49066, parents have a right to request a change of a student's grade on the following grounds:

- Mistake;
- Fraud;
- Bad faith; and/or
- Incompetency in assigning the grade.

When grades are earned for any course of instruction taught in the public schools, the grade earned by each student shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within 30 days of the date the grade report was mailed. The next step, if not resolved with the teacher, is a written request to the appropriate Assistant Principal. If not resolved, the decision may be appealed to the Executive Director. At each step, the parent has the right to present information in support of the request.

### **ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES**

School policy and Education Code Section 32255.1 provides that students with a moral objection to participation in science laboratory instruction in which animals are used must be informed of the opportunity to be excused or provided with alternative activities. Students objecting to participation in a science laboratory in which animals will be used must have a note from their parents or guardians requesting an alternative assignment. This assignment must require a comparable time and effort investment by the student.

### **INTERNATIONAL STUDENT ADMISSIONS**

The Primary Designated School Official (PDSO) currently works with international students in grades 9-12 who wish to study at ECRCHS with an F-1 Student Visa issued by the State Department. This office is authorized to issue the I-20 documents required to obtain a student visa. For additional information regarding the process and admission eligibility of foreign students please send an email to [exchange@ecrchs.net](mailto:exchange@ecrchs.net).



## **ATHLETICS**

### **GENERAL INFORMATION AND ELIGIBILITY**

ECRCHS is a member of the Los Angeles City Section of the CIF. The school fields teams in Baseball, Boys and Girls Basketball, Boys and Girls Cross Country, Football, Boys and Girls Golf, Boys and Girls Soccer, Softball, Boys and Girls Swimming and Diving, Boys and Girls Tennis, Boys and Girls Track and Field, Boys and Girls Volleyball, Boys and Girls Water Polo, Boys and Girls Lacrosse, and Wrestling. Contact information for coaches is available on the school website under the "Athletics" tab.

In order to compete on an interscholastic athletics team, the following requirements must be met:

#### **Academic**

- Minimum of a 2.0 GPA on the 10 and 20 week grading periods (CIF Rule). (ECR has added a "Only 1 U in Citizenship/Cooperation Rule" for 5, 10, 15, and 20 week grading periods)
- Student Athletes must be enrolled in a minimum of 20 credits.
- Student Athletes must attend a minimum of 2 classes (not including the sports period) on the day of athletic contests.

#### **Annual Medical/Health Physical**

- All student athletes must have an *annual* physical completed by a medical physician (not nurse, chiropractor, etc.).
- All physical forms must be completed on ECR approved forms. The coaches will have copies of them available. A copy is also available on the school website under the "Athletics" tab.
- The physical form must be completely filled out, and must be signed by the student, parent/guardian, and the medical physician.
- The physician's office signature must be stamped on the form next to the doctor's signature.
- All questions must be answered and doctor's must stamp and sign the forms.
- Copies, faxes, or any duplicates will not be accepted.
- All students participating in tryouts must have a physical completed prior to actual tryouts per CIF rules and regulations.

#### **Proof of Medical Insurance**

- All student athletes must have valid medical insurance to participate.
- The student's name must be on the copy of the card, or a letter of eligibility from your insurance carrier if they do not provide cards for dependents.
- School insurance may also be purchased.

#### **Athletic Paperwork**

- Parent and Student Consent to Participate in Interscholastic Sports.

- **Athletic Insurance Certificate (Proof of Medical Insurance must be attached).**
- **Acknowledgement of Risk and Informed Consent.**
- **Acknowledgement of Concussion & Head Injuries Information Sheet.**
- **Acknowledgement of Sudden Cardiac Arrest Information Sheet.**
- **Student Code of Conduct.**
- **Acknowledgement of Rules and Consequences for ECR Athletics.**
- **Steroid Prohibition.**
- **Victory with Honor: Parent Code of Conduct.**

## **CAMPUS LIFE**

### **ID CARDS**

At the beginning of each school year, every student is provided with a photo identification card. Students are expected to carry this card at all times when on campus or when attending any school related activity on or off campus. Students must produce the card upon request of authorized school personnel. If the ID card is lost, a duplicate may be obtained in the Admissions Office at a cost of \$4.00. ID cards, along with appropriate passes, must be shown when leaving school at lunch or any other time before regular dismissal.

### **LOCKERS**

Each student entering ECRCHS will be assigned a hall locker. These lockers will be kept throughout a student's stay at ECRCHS. Students should not give their locker combination to other students or share lockers. A student can use his/her locker to store books, notebooks, and personal articles, but the school assumes no responsibility for any loss. Students should not leave money or valuables in the locker. Students experiencing locker issues should go to the Assistant Principals' Office for assistance. The school maintains the right to open lockers at any time and random locker searches may be conducted throughout the year.

### **ACTIVITY CARDS**

The Activity Card provides savings for the student and support for school activities. Activity card holders receive free admission to home football and basketball games (not including playoffs). Students also receive free admission to away football and basketball games when the school is playing a West Valley League opponent. In addition, the card provides a discount on the yearbook and several school activities.

### **LUNCH PASSES**

Juniors and seniors with good attendance (no more than 10 unexcused absences; note that two tardies equal one unexcused absence) may be eligible for a lunch pass. Lunch passes allow students to leave campus during lunch. Parent/guardian permission is required and the passes may be taken away at any time. Applications and more information are available in the Deans/Admissions Office.

### **FOOD POLICY**

#### **Students with Lunch Passes:**

Students with lunch passes must stay off campus until 3 minutes before the bell rings. Students may not bring any food back on campus. Students may bring a single drink/beverage for his/her own consumption. Due to allergies and other health concerns, bringing food or drink back for other students is strictly prohibited.

### Outside Food Deliveries Prohibited:

Outside food delivery of any kind is prohibited during school hours.

### Parent/Guardian Lunch Drop-Off:

Parents/guardians may bring a single meal only for their child(ren) to drop off with Security or at the Main Office. Students may take the lunch brought by a parent/guardian to the quad (or other designated area) to eat. Students are only allowed to pick up food during nutrition or lunch, not during a passing period. ECRCHS has the right, in its sole discretion, to inspect any bags or containers brought, as necessary.

### Clubs/Student Organizations:

**During Lunch:** clubs and organizations **may not sell food at all** during school hours. Clubs and organizations may be allowed to bring food during lunchtime for meetings with the approval of both the sponsor and administration (either Ms. Clark or Mr. Bennett). If approved, the club/organization will only be allowed to bring food once per month, during the third week of each month. All food brought in must meet the school's Health and Wellness Policy regulations (i.e., healthy foods only and no home-cooked foods), which is posted on the ECRCHS Web site. Items served must be discussed with sponsors & administrators.

**After School:** clubs and organizations may sell food on campus 30 minutes after school ends with both the both the sponsor's and administration's (either Ms. Clark or Mr. Bennett) approval. If approved, all food sold must meet the school's Health and Wellness Policy regulations (i.e., healthy foods only and no home-cooked foods). Items served should be discussed with sponsors & administrators.

## **FIELD TRIP POLICY**

Students may have the opportunity to participate in field trips, which are educational off-campus activities led by a teacher or other school staff. All students who are scheduled to attend an approved field trip will receive a "Parent's or Guardian's Permission for a Field Trip and Authorization for Medical Care" form. The completed and signed form must be submitted prior to the student attending the trip. The teacher will notify the student of the paperwork deadline. In general, transportation for field trips is provided by school bus and all students must take the bus to and from the trip destination. In the event that transportation is not by bus, parents/guardians will receive additional paperwork to acknowledge and allow a different method of transportation.

## **STUDENT CLUBS**

Joining a club is a great way to feel connected to the school, meet new friends, and gives students the opportunity to explore and share special interests with other students. There are currently over 100 clubs on campus covering a wide variety of topics. Go to the Student Section of the school website to see a current club list. Most clubs meet once per week during lunch in the sponsor's classroom.

## **STUDENT GOVERNMENT**

ECRCHS has several organizations that give students a variety of leadership opportunities.

### Student Council

Student Council is the main student government organization on campus. Chaired by the Student Body President, the group oversees all business concerning students, plans and produces all Student Body activities, and promotes school spirit. Membership is by election or appointment only.

### Class Steering Committees

The Senior, Junior, Sophomore, and Freshman Steering Committees are chaired by the elected class presidents and are designed to represent and implement the ideas of class members. Steering committees meet weekly and all students are invited to attend and participate.

### Student Senate

The Student Senate is composed of elected representatives from each homeroom and meets monthly. Its main purpose is to provide input and two-way communication between Student Council and the Student Body.

## **EXTRACURRICULAR ACTIVITIES**

ECRCHS offers a wide variety of extracurricular activities. Options include yearbook, drama, choir, instrumental music, journalism, film making, color guard, and ROTC. Several of our clubs perform activities outside of school such as Relay for Life, Science Bowl, and Robotics.

## **PHYSICAL EDUCATION / P.E. CLOTHES**

To fulfill the requirements for high school graduation, students must take two years (four semesters) of Physical Education (P.E.). In addition, they must pass 5 out of the 6 components of the California State Physical Fitness Test (as discussed above). P.E. is typically taken in the 9th and 10th grades. If a student is unable to pass 5 out of the 6 components of the Physical Fitness Test, the student will be required to take a P.E. class each semester until they pass.

For safety reasons, students are required to change into appropriate clothing for their Physical Education class. Appropriate clothing includes the following:

- Shoes: Closed toe sneakers with laces or Velcro.
- Shirts: ECR logo P.E. shirts or plain white t-shirts with no logos or design.
- Shorts: ECR-logo shorts or royal blue sports shorts.

- Cold weather gear: In the event of cold weather, the student may wear any ECR logo sweatshirt or plain grey (no logos) sweatshirt OVER their P.E. shirt. In addition, they may also wear plain grey sweat bottoms OVER their shorts, or black leggings UNDER their shorts. The “sweats” may not be worn in lieu of the P.E. shirt and short uniform.

Students may purchase ECR logo P.E. clothes from the Student Store or online at <http://store.ecrchs.net/>. P.E. clothing purchased are the property of the student to keep.

Upon request, ECRCHS will provide students a set of “used” ECR logo P.E. shirt and shorts to wear during P.E. class. Students will be required to return the provided clothing at the end of the school year; failure to do so may result in a fine. If you would like a set of used ECR logo P.E. shirt and shorts, please have the student ask his/her P.E. teacher or contact the Department Chair Lori Chandler at [l.chandler@ecrchs.net](mailto:l.chandler@ecrchs.net).

## STUDENT STORE

The Student Store is located near the covered eating area and is open Monday through Friday from 7:30am to 4:00pm. The Student Store provides a variety of items including:

- P.E. clothes (shorts, shirts, sweatshirts)
- Spirit Wear (shirts, hats, sweatshirts)
- Student Activity Cards
- Sales of tickets for athletic and school events
- Yearbook sales
- AP test sign ups

Purchases must be made with cash, cashiers’ check, or credit card. Personal checks will not be accepted.

## CAFETERIA

Food is available in the student cafeteria during nutrition and lunch through our food vendor, Chartwells. Parents can use Meal Time Online to make deposits into their student’s cafeteria account or view the student’s purchase history. The school also participates in the National School Lunch Program. Qualified families will receive free or reduced-price meals, as well as reduced testing rates for AP exams and are able to receive two fee waivers for the SAT, ACT, and SAT Subject tests. To check your family’s eligibility, fill out the application online at [www.mymealtime.com](http://www.mymealtime.com). For assistance with the application process, please view the support materials on the school’s website: <http://ecrchs.net/cafeteria/>. Please note that this application is different than the LAUSD application, and in order to receive free or reduced-price meals at ECRCHS, you must fill out our application. Students may not sell food (i.e., candy bar fundraisers) or drinks on campus. Students violating this rule may be referred to the Deans Office and face consequences for violation of this rule, including, but not limited to, having their food items confiscated.

## **PARKING**

Students may park in the student lot or on the streets around the school where parking is legal. Students may not park in the faculty lot. Students are not to loiter, litter, smoke, play radios, etc., in the parking lot or surrounding streets. Students are expected to follow safe driving practices at all times. ECRCHS assumes no liability for any damage done to or loss of vehicles parked on or near its campus; students and parents/guardians park at their own risk. Illegally parked cars may be towed at owner's expense. ECRCHS reserves the right to revoke parking privileges at any time, at its sole discretion.

## **BICYCLES AND SKATEBOARDS**

Students are welcome to ride bicycles and skateboards to school, but may not ride them on campus. Bicycles and skateboards must be stored in an appropriate rack during the day. There is an enclosed bicycle rack located near the lower "S" building. There is also a skateboard rack located in the quad, just past the main lobby. Students must supply their own locks. Skateboards do not fit in the lockers and students may not carry their skateboards around during the school day. ECRCHS assumes no liability for the loss of or damage to bicycle and skateboards stored on ECRCHS campus. ECRCHS reserves the right to deny use of bicycles and skateboards on its campus.

## **STUDENT CONDUCT**

### **BULLYING AND HAZING POLICY**

ECRCHS is committed to providing a safe and civil learning and working environment. The school takes a strong position against bullying, hazing, or any behavior that infringes on the safety and well-being of students and/or employees, or interferes with learning or teaching. The school prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all other persons within the school's jurisdiction.

Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, direct, indirect, non-verbal, psychological, sexual, social, physical or verbal.

Cyber bullying is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying (see above). A person who engages in cyber bullying at school or school-related activities and events is subject to disciplinary action even if the bullying occurred on a personal electronic device. Cyber bullying that occurs off-campus but compromises the safety or instructional environment of the school may fall under school jurisdiction.

Hazing is any method of initiation, pre-initiation, or rite of passage associated with actual or desired membership in a student organization or student body, whether or not it is officially recognized by the educational institution.

Administrators and staff are responsible for creating an environment where the school community understands that bullying is inappropriate and will not be tolerated. Students also take responsibility for helping to create a safe environment: do not engage in or contribute to bullying behaviors, actions, or words. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words. Never engage in retaliatory behavior or ask for, encourage, or consent to anyone's taking retaliatory actions on your behalf. Report bullying behavior to a trusted adult. The school's Title IX / Bullying Complaint managers are: Assistant Principal Charne Tunson, Assistant Principal Dean Bennett, and Chief Compliance Officer Daniel Chang.

### **SUSPENSION AND EXPULSION**

Education Code Section 48925 (d) defines suspension as "removal of a pupil from ongoing instruction for adjustment purposes." A student may be suspended for no more than five consecutive school days. Education Code Section 48925 (b) defines expulsion as "removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel...."



ECRCHS's suspension and expulsion policies are set forth in Appendix E. The suspension and expulsion policies may also be found on ECRCHS' Charter Renewal Petition, which is available on the school website at <http://ecrchs.net/wp-content/uploads/2015/11/FINAL-ECRCHS-110215-826AM-3.pdf>.

## **APPEALS PROCESS FOR SUSPENSIONS AND EXPULSIONS**

Challenges or objections to suspensions and expulsions may first be addressed with the appropriate Assistant Principal. If the Assistant Principal upholds the suspension or expulsion, an appeal may be made to the Executive Director. Further information regarding the appeals process is set forth in Appendix E.

## **CELL PHONE POLICY**

Cell phones are permitted to be brought to school, however, they may only be used before school starts, at the end of the school day, or during nutrition and lunch. Students are not permitted to use their phones inside of classrooms or in the main building at any time. Headphones, earphones, ear buds, and other listening devices/accessories may also not be used inside of classrooms or in the main building at any time. Students violating this policy may have their cell phones confiscated by school staff. The first time a phone is confiscated, it will be returned to the student after school at the Deans' Office. The second time a phone is confiscated, the student must serve lunch detention. If a phone is confiscated a third time, a parent must pick up the phone. Phones brought to school will be at the owner's risk. The school will not be responsible for lost or stolen phones.

## **CHEATING/PLAGIARISM**

Any student found cheating/plagiarizing may be penalized by the loss of the test or assignment value, plus a penalty equal to the test or assignment value (a "double fail"). In addition, a student may receive a "U" in cooperation and/or work habits. A parent or guardian will be notified of the incident and penalty by the teacher. The contact will be documented. Further, cheating/plagiarizing may jeopardize college recommendation letters.

## **DRESS CODE**

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

- Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity
- Create a hazard to the safety of him/herself or others
- Create a health hazard

## **Allowable Dress & Grooming**

1. Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
2. Shirts and dresses must have fabric in the front and on the sides.
3. Clothing must cover undergarments, waistbands and bra straps excluded.
4. Fabric covering all private parts must not be see through.
5. Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
6. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
7. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

## **Non-Allowable Dress & Grooming**

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

Students wearing clothing that violates this Dress Code may be asked to put on suitable alternative clothing. If the student does not have suitable alternative clothing, the school may, at its discretion:

- Provide the student with suitable clothing to wear the rest of the school day; or
- Have the student obtain suitable clothing from home; or
- Have the student do school work in a designated area in the Dean's office.

## **STUDENT SEARCHES**

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances.

### **A. Searches Based on Reasonable Suspicion**

If a student has engaged in conduct that causes an administrator to have *reasonable suspicion* that the student has committed, or is about to commit, a crime or has violated

statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, back packs, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school officials of the same sex as the student being searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

## B. Random Metal Detector Searches

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons to maintain and protect the safety, security, and peace of students, School employees, and the School as a whole. :

The following procedures shall be followed when using metal detectors to conduct random searches of students:

1. Searches involving metal detectors shall be minimally intrusive and involve the use of neutral criteria for selection.
2. Before walk-through, students shall be asked to empty their pockets of metallic objects.
3. If an initial activation occurs, students shall be asked to remove other metallic objects they may be wearing (e.g., belt and jewelry) and to walk through a second time.
4. If a second activation occurs, a hand-held metal detector shall be used.
5. If the activation is not eliminated or explained, staff shall escort the student to a private area.

6. In the private area, an expanded search shall be conducted by a staff member of the same gender as the student, in the presence of another district employee.
7. The search shall be limited to the detection of weapons.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the guidelines for reasonable suspicion based individual searches.

### **STUDENTS' PERSONAL PROPERTY**

Personal items of value (cell phones, electronic games, laptops, tablets, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The school is not responsible for lost or stolen items (including those in lockers).

### **PROM ATTENDANCE POLICY**

ECRCHS has adopted an attendance policy to help improve attendance and student achievement. Students who exceed the maximum number of allowable absences will be denied the privilege of participation in the Senior Prom. More details can be found in Appendix B.

### **FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES, DEMONSTRATIONS, ETC.**

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and school employees. Students who fail to follow the directive of school site administrators or school policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

- Distribution of Circulars, Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the ECRCHS Executive Director or designee at least one school day prior to distribution.
  2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Executive Director).
  3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
  4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the school's Executive Director).
  5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.
  6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. ECRCHS officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.
- Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

- Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and ECRCHS administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

- Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create

a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt of the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence and may result in disciplinary action against the student. If the student demonstration or walk-out causes a disruption to the general public, then local law enforcement may respond to the situation.

- Enforcement
  1. The ECRCHS Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.
  2. Any student may appeal the decision of the ECRCHS Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.
  3. The ECRCHS administrator shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.
  4. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.
  5. This Policy does not prohibit or prevent the ECRCHS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of the School.
  6. No ECRCHS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

**While ECRCHS recognizes and respects a student's freedom of speech rights, school employees shall not promote, endorse, or encourage students to participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out.**

## **ALCOHOL, TOBACCO, DRUGS**

**ECRCHS does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco (including e-cigarettes) by students on campus or at school-sponsored activities. Students violating this policy will face disciplinary action, up to and including suspension or expulsion. Further action may include notification of the police, police citation, and/or arrest.**

## **HEALTH**

### **HEALTH INFORMATION**

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the licensed California health care provider to attend school, including any recommendations regarding physical activity.

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage) casts, splints, crutches, cane, walker, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

Students are allowed to wear protective gear (hats, sun visors and/or sunglasses) while outdoors at recess, gym, etc. Schools may regulate the type of sun protective clothing/headgear in accordance with Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at school.

### **Communicable Disease Prevention**

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis ("pink eye"); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis ("whooping cough"). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and district, county and state policy. Readmission to school is based on condition and appropriate treatment.

Any student excluded from school with flu-like symptoms and/or a fever of 100 degrees or greater must be free from symptoms and fever for at least 24 hours, without the use of fever-reducing medication before returning to school.

An effort will be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ



transplants. Information on the treatment and prevention of head lice is available from the school nurse or school health personnel.

New students will not be enrolled unless a written immunization record, provided by a health care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to the school must show that they have received all currently required immunizations in order to be enrolled. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the health department. A medical doctor may exempt your child from some or all immunizations (for example, due to a medical condition).

### Medication Administration/Assistance

Education Code Section 49423 provides that any student who is required to take, during the regular school day, medication (prescribed or over-the-counter) may be assisted by the school nurse or other designated school personnel if the school district receives

1. A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the method, amount, and time schedules by which such medication is to be taken; and
2. A written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the health care provider's statement.

Students may not carry or use medication on campus without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medication or auto-injectable epinephrine medication) if the school district receives the appropriate documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
2. A written statement from the parent or guardian of the student consenting to the self-administration, providing release for the school nurse or other health care personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from liability in the case of adverse reaction.

Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication at school. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are

available from the school nurse. School health personnel do not prescribe or give advice regarding medication.

Additionally, the school nurse or designated trained school personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. ECRCHS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. ECRCHS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

ECRCHS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. ECRCHS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

*Guidelines:*

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at ECRCHS.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil's medical professional.

## **SEX EDUCATION COURSES**

ECRCHS is required to:

1. Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. Encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

ECRHCS encourages students to communicate with their parents or guardians about human sexuality and sexually transmitted infections/diseases and respects the rights of parents or guardians to supervise their children's education on these subjects. Furthermore, we have established procedures that make it easy for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS prevention education so that they can decide whether or not to have their child participate in all or part of the instruction or evaluation. In this regard, we honor the principle that parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

A parent or guardian of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education under the following conditions:

1. At the beginning of each school year or for a student who enrolls later, teachers notify parents or guardians about instruction in sexual health education and HIV/AIDS prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians includes all of the following information:
  - a. That the written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
  - b. That we may teach comprehensive sexual health education and HIV/AIDS prevention education using school personnel or outside consultants and if by outside consultants, the parent or guardian must be further informed that the school may provide such instruction in the classroom or in an assembly using guest speakers and in either instance must further inform the parent or guardian of (a) the date of the instruction; (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy. Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.
  - c. That the parent or guardian has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.

- d. That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Section 51513 which states that no questionnaire, survey, or examination containing any question about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. ECRCHS may, according to this Act, administer in Grades 9-12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that his or her child not participate.

A student must not attend any class in comprehensive sexual education of HIV/AIDS prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation.

A student must not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

#### Authorized Comprehensive Sexual Health Education

1. School districts may provide comprehensive sexual health education - which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases - in Grades K through 12.

2. School districts may use trained district personnel or outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. The instruction must meet the following requirements:
  - a. The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
  - b. All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
  - c. Instruction must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
  - d. Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
  - e. Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
  - f. Instruction and materials must encourage students to talk with their parents or guardians about human sexuality.
  - g. Instruction and materials must teach respect for marriage and committed relationships.
  - h. Starting in Grade 7, instruction and materials must teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse has other personal and social benefits, as well. Also instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
  - i. Starting in Grade 7, instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for testing and medical care for sexually transmitted diseases.
  - j. Starting in Grade 7, instruction and materials must provide information about the effectiveness and safety of all FDA approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means.
  - k. Starting in Grade 7, instruction and materials must provide students with skills for making and carrying out responsible decisions about sexuality.
  - l. Starting in Grade 7, instruction and materials must provide students with information on the fact that a parent or other person who surrenders physical custody of a baby three-days old or younger at a lawfully

identified hospital or “safe-surrender site” will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.

## **ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) EDUCATION**

ECRCHS is required to instruct students in grades 9 to12 in AIDS prevention at least once in high school, unless the parent or guardian requests that the pupil not attend such instruction. AIDS education may be covered in health, home economics, science, and social science courses. The teacher of each course must notify parents or guardians that students will receive such instruction in his or her class.

HIV/AIDS prevention education must accurately reflect the latest information and recommendations from the Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences; and must include the following:

- Information on the nature of HIV/AIDS and its effect on the human body.
- Information on the manner in which HIV is and is not transmitted and on activities that present the highest risk of HIV infection.
- Discussion of methods to reduce the risk of HIV infection and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and on methods that may reduce the risk of HIV transmission from intravenous drug use.
- Discussion of the public health issues associated with HIV/AIDS.
- Information on local resources for HIV testing and medical care.
- Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
- Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS.

## **PARENT/GUARDIAN ANNUAL NOTIFICATION REGARDING CONDOM AVAILABILITY PROGRAM**

HIV/AIDS and sexually transmitted diseases are an ongoing concern in our community. Public health statistics and reports indicate that increasing numbers of young people in their early teens are becoming involved in behavior that puts them at risk for infection. While ECRCHS does offer education which emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide some protection against sexual transmission of the HIV/AIDS virus. ECRCHS has elected to follow LAUSD policy to make condoms available for students unless their parents contact the school nurse in writing denying permission. In making condoms available, ECRCHS assumes no liability. Parent/guardians who do not wish their son/daughter/student to be able to obtain condoms through the school’s Condom

**Availability Program, can make their preference known on the HIV/AIDS Prevention Parent/Guardian Consent Form which is distributed at the time of enrollment, or at any time by submitting a written letter to the school nurse.**

## **SAFETY**

### **EMERGENCY PREPAREDNESS**

The school conducts the following drills throughout the school year.

- Fire Drill: Conducted once per semester. Students are evacuated to the stadium.
- Drop, Cover and Hold Drill: Conducted once per month in classrooms.
- Earthquake Drill: Conducted once per year as part of the Great California Shake-Out. Students are evacuated to the stadium.
- Shelter in Place/Lockdown Drill: Conducted once per year in the spring semester.

In addition to conducting regular drills, the school stocks emergency supplies to sustain students and staff. These supplies include water, food, first aid supplies, search and rescue supplies, and sanitation items.

### **EMERGENCY PROCEDURES**

All classrooms have an Emergency Packet mounted near the door. The packet contains the classroom evacuation route, emergency assembly area diagram, class rosters, and attendance forms. If the situation requires it (e.g., earthquake, fire), students and staff will evacuate to the stadium with their class. If the emergency occurs when students are not in class (nutrition, lunch), students will go to the stadium and meet up with their second period teacher.

Once classes have made it to the stadium, teachers take and submit attendance and await further instructions. Students are to remain with their teacher.

#### **Request Gate**

If it becomes necessary for a parent/guardian to pick up their child, they should proceed to the request gate located on Valley Circle Blvd near the PE blacktop. The school will only release students to people who are listed on the current emergency card.

#### **Reunion Gate**

After finishing the Request Gate process, parents/guardians proceed down Valley Circle Blvd. and turn right on Burbank Blvd. The Reunion Gate is located by the tennis courts. Your child will be reunited with you at this gate.

#### **Shelter in Place**

Certain situations (campus lockdown, neighborhood chemical spill) require students and staff to remain in the classroom until conditions are safe. Each classroom is equipped with a "lockdown kit."



## **Communication During Emergencies**

Information will be sent out through the school's automated phone system and through the website.

## **GUN FREE AND WEAPONS FREE SAFE SCHOOLS**

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. Moreover, any student found in possession of any weapon, including, but not limited to, knives, pepper spray or other personal protection devices, may also be subject to arrest and may be recommended for expulsion immediately. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. "Possession" includes, but is not limited to, storage in lockers, purses, backpacks, automobiles.

## **SAFE SCHOOL PLAN**

California public schools are required to comply with Education Code Section 212, dealing with the preparation of "Safe School Plans." This three volume plan addresses emergency preparedness, procedures, and prevention. A copy of the Safe School Plan is available in the Deans Office.

## **INTEGRATED PEST MANAGEMENT PROGRAM**

ECRCHS contracts with LAUSD for all of its pest management needs. The following information is from the LAUSD Parent-Student Handbook.

"In March 1999, the Board of Education approved a revised Integrated Pest Management (IPM) Policy with a goal of eventually phasing out the use of pesticides and herbicides, as technology permits. It is the goal of the District to provide for the safest and lowest-risk approach to manage pest problems, while protecting people, the environment, and property. The IPM Policy detailed below focuses on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest management techniques. Emphasis under the program is placed on the use of mechanical (e.g., glue traps) and exclusionary (e.g., installation of door sweeps and screens, caulking holes and crevices) pest management techniques prior to using pesticides or herbicides, where possible.

A 15-member Pest Management Team, which includes a public health official, a medical practitioner, two parents, and other members of the public, as well as District staff, is charged with implementation of the policy, including the approval of low-risk pesticides and herbicides.

Pesticide/herbicide products used must be first approved by the IPM team following a careful review of contents, precautions, and low-risk methods of use. Pesticides and

herbicides may only be applied by the District's licensed Pest Management Technicians. No pesticide/ herbicide use by school-based staff, contractors, students, or parents is permitted.

The District will notify parents, employees, and students of all pesticide applications using the following guidelines:

1. By herein providing a summary of the IPM program and goals, the IPM Policy, Request for Notification Form, and the current IPM Team-approved list of products included in this Handbook (Appendix D).
2. The following information is also available in the Main Office of the school:
  - The IPM Team-approved products list.
  - A log of IPM activity at the school.
  - Request for Notification Form for parents or guardians to sign if they desire 72-hour notification of pesticide use (except for emergencies as determined by the IPM Coordinator and an independent IPM expert).

The notification will include specific information, including product names and active ingredients, target pest, date of pesticide use, signal word indicating the toxicity category of the pesticide, a contact name and number for more information, and the availability of further information at the school's main office. Parents or guardians should notify the school's Executive Director on the Request for Notification Form if they believe their child's health and/or behavior could be influenced by exposure to pesticide products, and they desire to be notified of all pesticide applications.

Signs shall be conspicuously posted around any area at least 72 hours before and for five (5) half-lives of the product after the use or application of pesticides not on the IPM Team-approved list in a non-emergency situation. In the event of an emergency as determined above, posting will go up at the time of the application. For more information regarding the IPM Program and policy, parents or guardians may contact the District's Maintenance & Operations Branch Office at (213) 241-0352. Information is also available under the "Links" section online at [www.laschools.org](http://www.laschools.org). Any parent or guardian interested in serving on the IPM Team when a parent representative position is vacated may also contact this telephone number to register their interest.

**POLICY STATEMENT:** It is the policy of the Los Angeles Unified School District (District) to practice Integrated Pest Management (IPM). All aspects of this program will be in accordance with federal and state laws and regulations, and county ordinances. All District policies must conform to this IPM policy.

Pesticides pose risks to human health and the environment, with special risks to children. It is recognized that pesticides cause adverse health effects in humans such as cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption and acute poisoning. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of school buildings and grounds.

Pesticides will not be used to control pests for aesthetic reasons alone. The safety and health of students, staff and the environment will be paramount. Further, it is the goal of the District to provide for the safest and lowest risk approach to control pest problems while protecting people, the environment and property. The District's IPM Policy incorporates focusing on long-term prevention while giving non-chemical methods first consideration when selecting appropriate pest control techniques. The District will strive to ultimately eliminate the use of all chemical controls.

The "Precautionary Principle" is the long-term objective of the District: The principle recognizes that no pesticide product is free from risk or threat to human health, and industrial producers should be required to prove that their pesticide products demonstrate an absence of the risks enumerated above rather than requiring that the government or the public prove that human health is being harmed. The policy realizes that full implementation of the Precautionary Principle is not possible at this time and may not be for decades. But the District commits itself to full implementation as soon as verifiable scientific data enabling this becomes available."

## **ASBESTOS MANAGEMENT PLAN**

ECRCHS utilizes LAUSD staff to comply with the Asbestos Management Plan. The Asbestos Management Plan "AHERA Report" identifies where asbestos containing building materials are located at the school and the conditions of those areas. Schools are required to notify staff, parents and legal guardians prior to start of asbestos abatement work. The AHERA report is updated every six months, and is available for review upon request.

## **CANINE SEARCH PROGRAM**

Periodically, specially trained dogs visit the campus to detect the presence of drugs in lockers and classrooms.

School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student use areas, and other inanimate objects throughout school property. Such inspections are not considered searches and do not require reasonable suspicion.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

## **SURVEILLANCE CAMERAS**

For student and staff protection, certain areas of the school campus are subject to surveillance by security cameras.

## **PARENTS**

### **PARENTAL RIGHTS**

Education Code Section 51101 provides that parents/guardians of pupils enrolled in public schools have the right and should have the opportunity to work together in a mutually supportive and respectful partnership with schools to help their children succeed, to be informed in advance about school rules, and to be informed of the procedures for visiting the schools and observing the classroom.

### **PARENTS' RIGHT TO KNOW**

*Every Students Succeed Act (ESSA)* was signed into law on December 10, 2015, and is the successor to the *The No Child Left Behind Act (NCLB)*. ESSA includes provisions that will help to ensure success for students and schools. Among other things, ESSA:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

## **PARENTAL INVOLVEMENT**

ECRCHS has many opportunities for parent involvement. Parents are welcome to join our two main parent groups, The Friends of ECR and PTSA. PTSA meets monthly and is involved in helping schools from the local to the state level. Their activities include hosting test taking workshops, helping underprivileged students, and sponsoring several scholarships at Senior Awards Night. Friends of ECR also meets monthly and is the main fundraising entity for the school. In the past, the money raised has helped pay for additional nursing hours, to supplement classroom materials, to fund tutoring programs, and many other items. Parents can also participate in our school committees including the School Site Council, English Learner Advisory Committee, and School Safety Committee. Our parents also individually donate their time and money to support the myriad activities offered at the school such as band, drama, robotics, athletics, journalism, and academic decathlon. Please refer to Appendix C to see our formal Parental Involvement Policy.

## **NONDISCRIMINATION STATEMENT**

ECRCHS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); the Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The school prohibits discrimination, harassment, intimidation and bullying based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. For the purposes of this policy, discrimination is different treatment on the basis of a protected category (listed above) in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

ECRCHS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

ECRCHS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race,

religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. ECRCHS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which ECRCHS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. ECRCHS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the ECRCHS Uniform Complaint Procedures (“UCP”) Compliance Officer:

Daniel H. Chang  
Chief Compliance Officer  
5440 Valley Circle Blvd.  
Woodland Hills, CA 91367  
(818) 595-7537

## **Child Find**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

## **Section 504**

The School recognizes 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 subjected to discrimination under any program of the School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the School’s Section 504 policies and procedures is attached hereto as Appendix K.

## **SEXUAL HARASSMENT POLICY**

ECRCHS is committed to providing a working and learning environment free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. For that reason, it is a violation of state and federal laws.

Sexual harassment is defined by Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

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

Any student who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX/Bullying Complaint Managers (Ms. Tunson, Mr. Bennett, and Mr. Chang) so that appropriate action may be taken to resolve the problem. The school prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Additionally, Parents and Students may refer to the ECRCHS Uniform Complaint Procedures.

## **TITLE IX AND STUDENTS**

Federal law, Title IX, State law, District policy, and school policy prohibit anyone from discriminating against any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, pregnancy, childbirth or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all activities and programs, including:

- Athletics
- The classes they can take
- The way they are treated in the classroom
- The kind of counseling they are given
- The extracurricular activities in which they can participate



- The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX/Bullying Complaint Manager (Ms. Tunson, Mr. Bennett, Mr. Chang), psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Additionally, parents and students may refer to the ECRCHS Uniform Complaint Procedures.

## **CHILD ABUSE**

### Reporting Requirements

Any school employee who reasonably suspects child abuse has occurred, or is occurring is required by law to file a child abuse report. These reports are filed with the appropriate child protective services agency such as the local police, sheriff's department or the Department of Children and Family Services. School police departments, by law are not considered "child protective services agencies" and may not be the recipients of child abuse reports. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

## **WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCESS**

Williams/Valenzuela Uniform Complaint Process, Education Code Section 35186, provides important information to parents, guardians, pupils, teachers and other stake holders regarding complaint rights for the following areas:

1. Every school must provide each pupil, including English language learners, with sufficient textbooks and/or instructional materials, to use in class and to take home or use after class.
2. School facilities must be clean, safe, and maintained in good repair.
3. School restrooms should be clean, stocked and open during school hours.
4. Each class should be assigned an appropriately credentialed teacher and not a series of substitutes or other temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including training to teach English learners, if present.
5. Pupils who have not passed the high school exit exam (CAHSEE) by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code Section 37254 (d) (4) and (5) after the completion of grade 12. (Note: Passing the CAHSEE as a graduation requirement has been suspended by the State Board of Education.)

Complaints may be filed using the Williams/Valenzuela Uniform Complaint Procedures Form or may be filed anonymously. To file a complaint regarding the above matters, forms can be obtained at one of the following:

- The school's main office; or

- By calling LAUSD's Charter School Division office at (213) 241-0399.

To ensure a timely response, completed complaint forms should be submitted to either of the following:

- School site (main office, Executive Director)
- Or send by U.S. Mail to: Charter Schools Division  
333 S. Beaudry Ave, 20<sup>th</sup> Floor  
Los Angeles, CA 90017

## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

El Camino Real Charter High School recognizes that it has a responsibility for ensuring compliance with state and federal laws and regulations governing educational programs. As such, the school has adopted a uniform system of complaint processing. The complete Uniform Complaint Policy and Procedures is attached in Appendix F.

## **FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY**

El Camino Real Charter High School recognizes that it has a responsibility for ensuring compliance with state and federal laws regarding the privacy interests of students in their educational records and personal information. As such, the school has adopted an Educational Records and Student Information Policy. The complete policy is attached as Appendix L.

## **SCHOOL CLIMATE BILL OF RIGHTS**

El Camino Real Charter High School is committed to ensuring a safe, healthy, and positive school environment. ECRCHS has developed fair and consistent progressive discipline policies based on positive behavior interventions.

The ECRCHS community values a rigorous education focused on providing opportunities to select college or career paths. The School Climate Bill of Rights promotes a school with an environment focused on safety, learning, student well-being and community interaction.

- **School-Wide Positive Behavior Intervention and Support:**  
ECRCHS will implement alternatives to suspensions along with positive behavior intervention. Appropriate prevention and intervention approaches provide accountability and rehabilitation for discipline incident. See page two for more information regarding ECRCHS' intervention strategies.
- **Alternatives to suspension and positive behavior interventions and supports:**  
Alternatives to suspensions strategies will be utilized for all students prior to suspensions except those limited offenses where suspension is required pursuant to the ECRCHS suspension and expulsion policy. See below for more information regarding ECRCHS' intervention strategies.

- **School Discipline and school based-arrest and citation data available for viewing:  
Refer to ECRCHS' website for monthly reports.**
- **Restorative Justice Approach to resolve student conflict: See below for more information regarding ECRCHS' intervention strategies.**
- **School-Wide Task Force:  
School Site Council will include administrator, teacher, student, parent and classified member. This council will make recommendations to the Discipline staff for implementing positive approaches to working with students, staff and parents/guardians.**
- **School Police on campus roles and responsibilities:  
Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation, and the juvenile and criminal court system, to the greatest extent as possible and when legally feasible.**
- **A System to file a formal complaint if the School-Wide Positive Behavior Intervention and Support is not implemented: One Assistant Principal is assigned for all school formal complaints. Please see the main office for the form.**

The following are supports we strive to provide given student needs and available resources:

### Interventions

We have implemented many of the Tier I and Tier II interventions mentioned in LAUSD Bulletin 6231.0.

These interventions include the following:

- **Parent/Student Conferences**
- **Conflict Resolutions led by the Deans**
- **Individual Counseling**
- **Alternative Programming (changing teacher/class)**
- **Referral to SST**
- **Referral to TST**
- **Behavioral Contracts**
- **Threat Assessment**
- **Referral to Peer Active Listener group (PALs)**
- **Campus Beautification**
- **Restitution**
- **Working with**

- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)
- Referral to our new after-school Anger Management Counseling led by a certified MFT counselor on our campus after school

### Alternatives to Suspension

Our alternatives to suspension include the following:

- Conflict Resolutions led by the Deans
- Individual Counseling
- Behavioral Contracts
- Campus Beautification
- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)
- “In House” Class Suspensions with appropriate curricular materials provided to the student
- Referral to our new after-school Anger Management Counseling

### Schoolwide Positive Behavior Support System

#### Incentives

- Good attendance qualifies juniors and seniors for lunch passes
- Good attendance and a good disciplinary record qualifies students for Prom
- Intervention Coordinator distributes blank “On The Spot Recognition” forms so that teachers and students can send words of encouragement to each other.
- The Deans Office is in the process of developing a “Deans List” that rewards positive behavior
- The school is considering bringing back “Front of the Line” passes for the lunch lines.
- Certificates issued for good behavior through the Assistant Principals’ Office.
- The Alternative Education Program also uses the following incentives:
  - Posting student names on the Awesome Board every week for students who have improved
  - End of semester assemblies celebrating attendance, academics, and citizenship

#### Positive Behavior Supports

- Two full time Dean of Students
- Attendance Coordinator
- Intervention Coordinator
- Two school psychologists
- Tarzana Hospital Drug Treatment Group
- Anger Management Group
- Body Image Group
- Because I Love You family counseling referrals

- Anxiety disorder counseling group
- Counselors
- California Family Counseling through Phillips Graduate University Interns (counsels students one on one)
- Tarzana Mental Health Services will be on campus to work with Families and students who are on Medi-Care
- Student support groups
- Appropriate Social Media behavior video will be shown to all students this semester
- Formal and informal follow-up communications
- Village Nation and La Familia
- 100+ clubs

## **LOCATION OF PUPIL RECORDS**

Most pupil records are maintained at the school site. Records maintained by ECRCHS are usually maintained as indicated below:

1. Pupil records pertaining to student health are maintained in the Health Office with the school nurse as immediate custodian.
2. Pupil records pertaining to student progress, counseling, or guidance assistance are maintained in the Counseling Office, with the Assistant Principal in charge of counseling, as immediate custodian.
3. Pupil records pertaining to attendance are maintained in the Attendance Office, with the Assistant Principal in charge of counseling as immediate custodian.
4. Pupil records pertaining to athletic activities are maintained in the Athletic Director's Office with the Athletic Director as immediate custodian.
5. Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian.
6. Special Education IEP's are maintained in Welligent and in the Student Support Services Cum. Room with the Assistant Principal in charge of Student Support Services as immediate custodian.

## **PUPIL RECORD INSPECTION**

The inspection / review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A certificated ECRCHS employee must be present to assist and act as custodian of the file. When a pupil record of one student includes information concerning other students, the parent or adult student who wishes to inspect and review such material may see only such part as relates to the child of that parent or to the particular adult student. If the parent or adult student requests a copy of the whole or any part of a pupil record, the copy will be provided. The school office may charge a copy fee.

Please refer to the Appendix L for the complete ECRCHS Educational Records and Student Information Policy.

## **EMERGENCY INFORMATION**

For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, ECRHCS requires the parent/legal guardian to provide current emergency information on an official Emergency Form at the school site. Every parent/legal guardian or caregiver must complete an Emergency Form for each student at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached. If the student rides the school bus to and from school, include his/her routing information; route number, pick/up and drop off location. Parents of students with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency.

Students will only be released to a person listed on the Emergency Form unless the parent/legal guardian has provided written authorization on a case by case basis.

## **CHANGE IN ETHNICITY/RACE IDENTIFICATION OF STUDENTS**

The school is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the respondent is Hispanic or Latino. The second part of the question asks the respondent to select one or more races from the following five groups:

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Filipino
- Black or African American

- White

Parents/guardians wishing to change the current ethnicity and race category of their children must complete the Ethnicity/Race Identification of Students Form, sign and return it to the Admissions Office. If you have any questions or need more information, contact the Admissions Office.

## **CHANGE OF RESIDENCE**

It is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Provided that the school meets its responsibility regarding requirements of notification of residence information, a family's failure to report a change of address within 30 calendar days shall be cause for forfeiture of the right to a Continuing Enrollment Permit. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their student.

## **HOMELESS STUDENTS**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. ECRCHS's Education for Homeless Children and Youth Policy is attached as Appendix G.

## **FOSTER YOUTH**

ECRCHS is committed to providing foster youth with full access to ECRCHS's educational program in order to provide the tools necessary for their academic achievement. ECRCHS's Education for Foster Youth Policy is attached as Appendix H.

## **SUICIDE PREVENTION POLICY**

ECRCHS recognizes that suicide is a major cause of death among youth and takes this issue seriously. To attempt to reduce suicidal behavior and its impact on students and families, ECRCHS has developed prevention strategies and intervention procedures. ECRCHS's Suicide Prevention Policy is attached as Appendix I.

## **RESTITUTION/PARENT LIABILITY**

Civil Code Section 1714.01 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed \$10,000.

Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil or the parent/guardian pays for the damages or returns the property.

It is the policy of the school to seek restitution, including but not limited to, when a student willfully cuts, defaces, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the student is liable for such damages not to exceed \$10,000.

As to lost or damaged textbooks, ECRCHS's Lost or Damaged Textbook Policy is attached as Appendix J.

### **WRITTEN NOTICE OF RIGHTS & CONSENT TO BILL CALIFORNIA MEDI-CAL & RELEASE OR EXCHANGE INFORMATION FOR HEALTH-RELATED SPECIAL EDUCATION AND RELATED SERVICES**

This Written Notice is given to Parent ("You") by Local Education Agency El Camino Real Charter High School ("LEA").

Under the federal Medicare program, a public agency may access parents' public benefits or insurance to help pay for health-related special education and related services. Through the ***Medi-Cal Local Education Agency Billing Option*** this LEA/school may submit claims to California Medi-Cal for covered services provided to Medi-Cal eligible children enrolled in special education. The Medi-Cal program is a way for school districts and/or County Education Offices to receive federal funds to help pay for special education health-related services (e.g., PT, OT, Speech, Health screening, Counseling, Transportation)

With your consent, this LEA may disclose to the California Medi-Cal program and/or your private insurance program the following information about your child for the sole purpose of processing claims for reimbursement: name, birth date, gender and special education service (including the type, date, number of service(s) and the name of the service provider).

#### **You need to know that:**

- You may refuse to sign the consent form. This LEA is still required to provide special education services at no cost to you.
- Information about your child or family is strictly confidential. Your rights are preserved under federal law.
- Your confidentiality rights are preserved under Title 34 code of Federal Regulations 300.154; Family Education Rights Privacy Act of 1974, Title 20 of the United States code, Section 1232 (g), Title 34 Code of Federal Regulations, Section 99.
- Your consent can be revoked at any time in writing.



### The LEA:

- May not require parents to sign up for or enroll in public benefits or insurance in order for your child to receive a free and appropriate education (FAPE).
- May not require you to incur an out-of-pocket expense such as a deductible or co-pay.
- May not use your child's benefits if that would:
  - Decrease available lifetime coverage or any other insured benefit.
  - Result in the family paying for services that would otherwise be covered outside of the time the child is in school.
  - Increase premiums or lead to the discontinuation of benefits or insurance (Medi-Cal).
  - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

### **VISITORS TO SCHOOL CAMPUSES**

All campus visitors must have the consent and approval of the Executive Director/designee. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Executive Director has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Parents wishing to visit their child's classroom should make prior arrangements with the teacher at least 24 hours in advance. All visitors must check in at the Main Office and obtain a visitor's pass. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

# APPENDICES

# Appendix A

## Acceptable Use Policy

## **COMPUTER USAGE POLICY AND ACCEPTABLE USE AGREEMENT**

ECR computing resources are provided for student use related to the school's mission statement. Our mission is to educate our diverse student body by developing students' talents and skills so that they will succeed in a changing world, value and respect themselves and others, and make a positive contribution to our global society. The computing resources may only be used for educational purposes related to research, instruction, and school-sanctioned activities, as described more fully below.

The use of ECR computing resources is a privilege to which all students of ECR are entitled. Certain responsibilities accompany that privilege and understanding them is important for all users. The responsibilities are:

- Computer usage is for school-related work only.
- The user may not change his/her password.
- The user must not eat or drink near any computer equipment.
- The user should be aware of computer viruses and other destructive computer programs and take steps to avoid being their victim or unwitting vector.
- The user must respect any disk quotas applied to his/her account and use as little disk space as possible. Students cannot use temporary areas or the local hard drive to store data.
- Students must respect the privacy and property of all files on the computer system. Do not assume that the ability to read a file implies permission to read the file.
- Students may not attempt to breach or bypass client and/or network security on ECR computers.
- Students may not install software onto ECR machines.

### **ECRnet Acceptable Use Policy Rules and Regulations**

The Internet is a public network, and as such, e-mail is not private. ECRnet system operators have access to all user account directories and data, e-mail, personal Web pages, and any other files stored on system servers. System operators may delete files at any time to conform to system storage needs.

Access to the Internet from ECRnet is a privilege, not a right. Access to ECRnet is free to actively enrolled students with a Student Identification Number at El Camino Real Charter High School. Each user voluntarily agrees to release, hold harmless, defend, and indemnify ECRCHS, its officers, board of directors, staff, and agents for and against all claims, actions, charges, losses, or damages which arise out of the user's use of the ECRnet, including, but not limited to, negligence, personal injury, wrongful death, property loss or damage, delays, non-deliveries, mis-deliveries of data, service

interruptions, failure of any technology protection measures, violations of copyright restrictions, or user mistakes.

Each user acknowledges that the information from other Web sites may not be accurate. Use of any of the information obtained via the Internet is at the user's own risk. ECRCHS makes no warranty of any kind, either express or implied, regarding the quality, accuracy, or service interruptions.

Use of ECRCHS equipment and access to the Internet via ECRCHS equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use ECRCHS resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, ECRCHS approved personal research activities, or other purposes as defined by the ECRCHS from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### **ECR Technology Staff Rights and Responsibilities**

Within the limits of the capability of the computer system, ECR Technology Staff (ECRTS) will attempt to maintain the privacy of all files and electronic mail. However, ECRTS has the right to examine any file, backup archives, electronic mail, or printer listings as part of normal system administration or when there is a reasonable belief that a user is violating policies specified in this document.

ECRTS shall ensure that all ECRCHS computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the ECRTS is able to exercise reasonable control over content created and purchased by the ECRCHS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the ECRCHS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful

online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using ECRCHS technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the ECRCHS, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

ECRTS will work to protect the information saved on the centrally located file server from accidental loss, tampering, unauthorized search, or other access. In the event of inadvertent or non-malicious actions resulting in the loss of or damage to that information, or the invasion of the user's privacy, the ECR Technology Staff will make a reasonable effort to mitigate the loss or damage. In most cases, however, ultimate responsibility for prevention and resolution of such problems rests with the user. ECR will assume no responsibility for the security of publicly accessible computer files.

- ECRTS will make every effort to maintain backup copies of student files, and restore them when they are lost or damaged. However, ECRTS cannot

guarantee that there is a backup copy of any file, or that a file can be restored immediately.

- Within the limits of the capability of the computer system, ECRTS will maintain the privacy of student personal information.
- ECRTS has the right to monitor all activity on a computer system, including individual sessions.
- ECRTS has the right to terminate any computer session or print job that is consuming excessive resources, including idle sessions.
- ECRTS has the right to delete an inactive account.
- ECRTS has the right to refuse access to any person who has violated the policies in this document or the policies of the school.
- ECRTS has the right to require students to change passwords regularly, refuse to allow students to use a specific password, or require students to use a random password.
- ECRTS has the right to limit student disk space and other available computer resources.
- **ECRTS has the right to revoke any account that has been used in violation of the policies specified in this document.**

The Internet, a network of networks, allows people to interact with hundreds of thousands of networks and computers. All connections to the Internet by **El Camino Real Charter High School** students are subject to the Acceptable Use Policy (AUP). ECRnet is a free and open forum for discussion. However, since ECRnet access is provided as an instructional tool rather than a personal forum, users will not use ECRnet access to demean, defame, or denigrate others for race, religion, creed, color, national origin, ancestry, physical handicap, gender, sexual persuasion, or other reasons. Users should have no expectation of privacy regarding their use of ECRCHS property, network and/or Internet access or files, including email. By using this network, users have agreed to this policy.

### **Student Internet Safety**

1. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
2. Students shall not meet in person anyone they have met only on the Internet; and
3. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

### **Unacceptable Uses of the Computer Network or Internet**

- **Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users' names, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
  3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
  4. Using any ECRCHS computer to pursue "hacking," internal or external to ECRCHS, or attempting to access information protected by privacy laws. This includes, using the resources of ECRnet or any other campus Internet connection, including a connection from a campus network, to attempt unauthorized access to any other computer system, or to go beyond the user's authorized access on ECRnet or any other campus network. This includes attempting to log in through another person's account or access another person's files. It also includes any attempt to disrupt any computer system performance or destroy data on any computer system.
  5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
  6. Forwarding personal communication without the author's prior consent.
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
  1. Using another's account password(s) or identifier(s);
  2. Interfering with other users' ability to access their account(s);



3. Disclosing anyone's password to others or allowing them to use another's account(s);
  4. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits;
  5. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures;
  6. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
- **Other unacceptable uses, which include but are not limited to:**
    1. Using text, graphics, sound, or animation in messages or the creation of Web pages without displaying a notice crediting the original producer of the material, and stating how permission to use the material was obtained.
    2. Using the Internet for commercial purposes, financial gain, personal business, produce advertisement, business service endorsement, or religious or political lobbying is prohibited.
    3. Downloading or uploading materials without permission such as video games, applications, and software.

### **Penalties for Improper Computer Usages**

The use of a school computer account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may lead to disciplinary and/or legal action including the following:

- Suspension or removal of student's account
- Referral to the Dean
- A parent conference
- Suspension from school
- Financial responsibility for the complete restoration of the damage, including parts and labor

The El Camino Real Charter High School computer system is intended for the exclusive use of its registered users who are responsible for their password and their accounts. Any problems that might arise from the use of the account are the responsibility of the account holder. Any misuse of the account or system will result in disciplinary action and/or the suspension or cancellation of privileges. **Use of the account by someone other than the registered user will be grounds for cancellation for all parties.**

## ACCEPTABLE USE AGREEMENT

The El Camino Real Charter High School (“Charter School”) believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner’s authorization.
  
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
  
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
  
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
  - Criminal activities that can be punished under law;

- Selling or purchasing illegal items or substances;
  - Obtaining and/or using anonymous email sites; spamming; spreading viruses;
  - Causing harm to others or damage to their property as defined by the Charter School's Computer Usage Policy and Acceptable Use Agreement
  - Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks; or
  - Any other unacceptable uses, which include but are not limited to:
    - Using text, graphics, sound, or animation in messages or the creation of Web pages without displaying a notice crediting the original producer of the material, and stating how permission to use the material was obtained.
    - Using the Internet for commercial purposes, financial gain, personal business, produce advertisement, business service endorsement, or religious or political lobbying is prohibited.
    - Downloading or uploading materials without permission such as video games, applications, and software
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School

technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

- 9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Computer Usage Policy and Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

**As a user of Charter School technologies, I have read the Charter School’s Computer Usage Policy and Acceptable Use Agreement and hereby agree to comply with them.**

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor student shall be liable for the replacement cost for property the Charter School loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same.

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **Appendix B**

## **Prom Attendance Policy**

**EL CAMINO REAL CHARTER HIGH SCHOOL**

---

---

**TO:** All Seniors (and their guests) **DATE:** August 2017  
**FROM:** Administration  
**SUBJECT:** **PROM ATTENDANCE POLICY (FOR ALL STUDENTS ATTENDING PROM)**

---

---

**1. Objectives**

- a. To improve attendance, punctuality, and student achievement.
- b. To heighten awareness of the importance of good attendance and punctuality.
- c. To reduce truancy.
- d. To curb excessive absences/tardies by seniors.

**2. Policy**

**All students** who exceed 15 absences in any one class during the attendance period beginning August 21, 2017 and ending April 27, 2018 will be denied the privilege of participation in the Senior Prom. **Students have 5 days after the absence to bring in a note. After 5 days, the absence becomes a permanent unexcused truancy.**

- a. Authorized school activities are not included.
- b. New and transferring students must meet ECRCHS attendance requirements in order to participate in the Senior Prom.

**3. Appeal process**

Students appealing their denial of Senior Prom need to complete the required school forms and return them completed and signed with the required documentation to their Dean. Acceptable absences for appeal are:

- a. Medical - two or more days of continuous absence.
- b. Death in immediate family (*a note signed by a parent/guardian indicating death in the immediate family must be on file at the time of the return from the absence*).
- c. Regularly scheduled medical appointments - verified by doctor's note, including time and date of each appointment. An explanation must be provided identifying why the medical appointment had to take place during school hours.
- d. Special circumstances - attach statement explaining circumstances and necessary documentation (lack of transportation, or driving siblings to school, may not be used for appeal).

- e. Teachers may not clear absences at the time of the appeal. If you miss a class because you are working on another school-related project, you must have the teacher in charge of the project clear your absence within 5 days of the absence.

**4. General Reminders**

- a. All documentation for medical, death in immediate family, and medical appointments must be original notes brought to the Counseling Office when returning from absence. Doctor's notes may not be brought in at the time of appeal. The Appeals Committee will gather this documentation.
  - b. **Truancies are not appealable under any circumstances.**
  - c. Forgeries of any document may result in loss of appeal process.
  - d. In order to purchase a prom ticket, this form must be signed by student and parent/guardian.
- 

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Name (Printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

# **Appendix C**

## **Parental Involvement Policy**



## **SCHOOL PARENTAL INVOLVEMENT POLICY**

The Parent Involvement Policy was developed jointly and approved by parents, teachers and administrators and distributed to all parents of participating students, teachers and to our community. This policy is updated annually through the School Site Council (SSC) with parental, teacher and administrative collaboration.

### **A. Policy Involvement**

1. Convene annual Title I meetings to inform parents of the program. Inform parents of all meetings for the School Site Council and English Learner Advisory Committee. Encourage and invite all parents to attend.
2. Meetings shall be offered at convenient dates and times and child care will be provided to facilitate attendance by parents. Ensure that all information related to school and parent programs, meetings and other activities is distributed to parents in a format and in a language the parents can understand.
3. Parents will be informed of their school's participation in Title I, the Requirements of Title I, and the Rights of Parents to be involved. Parents will be involved in reviewing the Single Plan, Parent Involvement Policy and Parent-School Compact.
4. The school will:
  - a. Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet and all standardized test results.
  - b. If requested by parents, provide opportunities for regular meetings where parents may offer suggestions and ask questions regarding Title I policies and programs.
5. If the Title I plan is not satisfactory to the parents, submit any parent comments on the school's plan when it is submitted and provide a timely response to parents' suggestions and questions.

### **B. Shared Responsibilities for High Student Academic Achievement**

1. The school and parents will build and develop a partnership to promote and sustain student academic achievement.
2. With regard to the school's responsibility to provide high quality curriculum and instruction, the school will:

- a. Employ a wealth of rich, research-based teaching strategies to deliver a challenging, standards-based curriculum, combining A-G academic requirements.
3. With regard to the school's responsibilities to provide a supportive and effective learning environment including communications with parents, the school will:
    - a. Teach grade level skills and concepts satisfying A-G requirements
    - b. Provide high quality curriculum and instruction utilizing research-based teaching strategies to deliver a challenging, standards-based curriculum<sup>1</sup>
    - c. Strive to address the individual needs of students.
    - d. Communicate clear standards-based criteria for proficiency to parents through initial letters home, ongoing written and verbal parent communications, periodic teacher conferences throughout the academic year and progress reports and report cards.
    - e. Continue to communicate to parents in through Aeries regarding their student's attendance, tardies, and missing homework and class work.
    - f. Continue to communicate to students and parents about the availability and the importance of participation in the intervention plan for struggling students and monitor student participation and progress.
    - g. Provide a safe, positive and healthy learning environment for all students.
  4. With regard to the shared responsibilities of parents to support academic achievement at home, the parent will, to the best of the parent's ability:
    - a. Motivate and encourage students to complete homework.
    - b. Motivate and encourage students to engage in reading activities for at least 20 – 30 minutes every day.
    - c. Review all school communications, respond if needed by telephone, e-mail, in writing, or in person and promptly return all necessary documents.
    - d. Attend Back-to-School events and other school events.
    - e. Sign and return all school documents.
    - f. Provide a quiet place/time for student to do homework.
    - g. Make sure student gets adequate sleep and has a healthy diet.
    - h. Support the school's/district homework, discipline and attendance policies.
  5. With regard to the parent's responsibility to monitor the student's homework, the parent shall:
    - a. Review the student's agenda, website for teachers posting assignments, or communicating with the teacher. All freshman students are provided with agendas, to record homework and school-to-home communications.
    - b. Review all school communications.
  6. With regard to the shared student responsibilities in their own academic success, the student shall:

---

<sup>1</sup> For a copy of the ECRCHS prospectus of curriculum, please contact our main office or Executive Director.

- a. Attend class on time every day
  - b. Inform parent or guardian assignments and homework
  - c. Return completed homework on time
  - d. Return all signed school documents including progress reports
  - e. Be responsible for own behavior
  - f. Be a cooperative learner
  - g. Ask for help when needed
7. Parents are encouraged to participate in the various educational programs by personal observations at school and through our highly organized communication program. Some of the ways in which our school communicates with parents include:
- a. A phone message detailing events at our school.
  - b. Mandated information literature mailed home, through our web page and phone message system will be utilized more frequently.
  - c. Faculty/Staff voice mail to insure communication between parents and staff.
  - d. ECR's website offers a wealth of features, including access to grades, teacher created websites, and updated school information.
8. In regard to frequent reports to parents on their child's progress, the school will:
- a. Make student data available from CELDT, along with state summative data.
  - b. Encourage parents to access the Internet to see if their child is in school and in class via Aeries, a web-based program.
9. El Camino Real Charter High School enables reasonable access to staff by transferring parent calls to faculty voice mail, scheduling parent-teacher conferences during conference periods, scheduling observation visits, hosting Back-to-School Night, and other school events.

**C. Building Capacity for Involvement**

1. Data is shared at parent meetings and parents are instructed in the understanding and use of test scores to determine needs and encourage participation in intervention programs. Parents are trained on interpreting their own student's achievement test scores in their own language.
2. El Camino Real Charter High School is dedicated to providing parent training opportunities for all families. These training opportunities are all designed to provide parents with the needed information to enhance student performance. Activities available to parents include:
  - a. Informational meetings sponsored by our Bilingual, Title I, and School Site Councils.
  - b. When the school budget permits, Parent Literacy classes conducted at EL Camino Real Charter High School. The eight-week program provides our

- parents with workshops, which focus on school and family related topics.
- c. The SSC and ELAC as well as other committees provide parent workshops regarding graduation requirements, post-secondary options, college requirements (courses, GPA, tests), financial aid opportunities, and parent roles in increasing student college attendance.
3. To ensure the effective involvement of parents, our El Camino staff is educated regularly on the importance of parent involvement via department meetings, professional development, ELAC and School Site Council meetings. In the course of these meetings, components of the ECRCHS Parent Involvement Policy are constantly monitored and evaluated. Parents are encouraged to evaluate all segments of our program. Policy changes are then communicated to all stakeholder groups by the school administration.
  4. With regard to the coordination of parent involvement activities:
    - a. Twice a year, ECRCHS hosts a 4.0 Honor Roll Brunch and posts the Principal's Honor Roll of 3.5 and above in the main hall way book case.
    - b. During certain field trip excursions, parents are invited so that they may better understand the teacher's curriculum set for the class and to provide staff support.
  5. El Camino Real Charter High School ensures that meetings are interpreted, to the best of the school's ability.

**D. Accessibility**

1. El Camino Real Charter High School makes every attempt to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
2. Due to limited parts of the campus accessible by wheelchair and/or elevator, parent and/or community conferences will be located in areas that are fully accessible.
3. We will partner with the Migrant Education Program to ensure all families are receiving assistance and accommodations as necessary.

# **Appendix D**

## **Approved Pesticide Product List**

**Los Angeles Unified School District  
Approved Pesticide Product List 2016-2017**

PESTICIDE NAME	(1)		APPLICATION METHOD	TARGET PEST	(2)			EPA REG. NO. or CA. REG. NO.
	ACTIVE INGREDIENT	PHYSICAL FORM			USEPA TOXICITY CATEGORY	LABEL DESIGNATION	COMMENTS	
Advance Granular Ant Bait	abamectin B1 0.011%	Granule	Indoor cracks, crevices and voids Outdoors per	Ants	3	Caution	Bait attractant Applicator refer to product label for appropriate	499-370
Alpine Cockroach Gel Bait	Dinotefuran	Gel	Indoor cracks, crevices and voids.	Cockroaches	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	499-507
Avert Dry Flowable Cockroach Bait (Formula 1)	abamectin B1 0.05%	Dust	Crack & crevice bait dust	Cockroaches	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	499-294
Bora-Care Termiticide, Insecticide and Fungicide Concentrate	disodium octaborate tetrahydrate 40%	Liquid suspension	Spray used for wood boring insects	Termites	3	Caution	Applicator refer to product label for appropriate PPE	64405-1
Conrac Blox	bromadiolone 0.005%	Solid Bait Block	Rodent bait Used in bait stations only	Rodents	3	Caution	Used infrequently in bait stations Applicator refer to product label for appropriate PPE	12455-79
Demize EC	Linalool 37% Piperonyl butoxide 40%	Liquid	Spray application	Fleas	1	Danger	Pest Supv. to approve each use. To be used in unoccupied facilities only. IPM Team to be notified at following Team meeting. Applicator refer to product label for appropriate PPE	2724-769-57076
Distance IGR	Pyriproxyfen 0.5%	Granule	Local or broadcast	Fire ants	3	Caution	Applicator refer to product label for appropriate PPE	1021-1728-59639
Drax Ant Kil Gel	orthoboric acid 5%	Gel	Interior and exterior crack and crevice sugar based bait	Ants	3	Caution	Applicator refer to product label for appropriate PPE	9444-131
Generation Mini-Block	difethialone 0.0025%	Solid Bait Block	Bait used in stations only	Rodents	3	Caution	To be used in tamper proof bait stations. Applicator refer to product label for appropriate PPE	7173-218
Gentrol IGR Concentrate	hydroprene 9%	Liquid	Crack & crevice spray	Cockroach, fleas, storage pests	2	Warning	Structural use only. Insect growth regulator Applicator refer to product label for appropriate PPE	2724-351
M-Pede	potassium salts of fatty acids 49%	Liquid	Direct spray to pest	Africanized honey bees, thrip, and white fly	2	Warning	Applicator refer to product label for appropriate PPE	53219-6
MotherEarth 2% PY	Pyrethrin 2% (a botanical insecticide)	Aerosol	Use according to label.		3	Caution	Follow food handling precautions when using this product. Applicator refer to product label for appropriate PPE	499-520

**Los Angeles Unified School District  
Approved Pesticide Product List 2016-2017**

MotherEarth Exempt	Geraniol 6% Lemongrass Oil 0.5	Aerosol	Use according to label.	Various insects	3	Caution	Follow food handling precautions when using this product. Applicator refer to product label for appropriate	Exempt
MotherEarth D	Diatomaceous Earth 100%	Dust	Use according to label.	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	499-509
Niban Granular Bait and Niban-FG	Orthoboric Acid-5%	Granules and Fine Granules	Interior and exterior bait	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-2
NiBor-D	Disodium Octaborate Tetrahydrate-98%	Dust	Applied wet or dry	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-8
PT 565 Plus XLO Formula 2	pyrethrins-0.5% piperonyl butoxide - 1% n-octyl bicycloheptene dicarboximide 1%	Aerosol	Use according to label.	Fleas, gnats, mosquitos, bees, bird mites	3	Caution	Restrict re-entry to occupied areas for 24 hours after application. Follow food handling precautions when using this product. Applicator refer to product label for appropriate PPE	499-290
PT Wasp Freeze	phenothrin 0.12% d-trans allethrin 0.129%	Aerosol	Outdoor aerosol spray directly to wasps and bees	Wasps, hornets, & bees	3	Caution	Obtain supervisor approval prior to each use. Applicator refer to product label for appropriate PPE	499-362
Recruit IV AG (Sentricon)	Noviflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-454
Recruit IV (Sentricon)	Noviflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-453
Rozol Pocket Gopher Bait	Chlorphacinone.....0.005%	Grain bait	Place in gopher burrows only	Gophers	3	Caution	Application to fields and landscape areas when students are not in immediate area. Applicator refer to product label for appropriate PPE	7173-184
Suspend SC	deltamethrin 4.75%	Liquid	Spray	Fleas, ticks, fire ants,	3	Caution	Use for exterior only on fleas, ticks, and fire ants. Restrict re-entry of area for 24 hours after application. Applicator refer to product label for appropriate PPE	432-763
Tim-Bor Professional	disodium octaborate tetrahydrate 98%	Powder	Applied wet or dry	Wood destroying organisms and fungus	3	Caution	Applicator refer to product label for appropriate PPE	64405-8

**Los Angeles Unified School District  
Approved Pesticide Product List 2016-2017**

Wilco Ground Squirrel Bait	Diphacinone 0.005 %	Grain bait	Placed in bait stations only.	Ground Squirrels	3	Caution	Do not use when rain is eminent. Obtain supervisor approval before each use. <b>Applicator refer to product label for appropriate PPE</b>	36029-20
ProFoam Platinum	Sodium Decyl Sulfate, Sodium Lauroampho Acetate, Sodium Lauryl Sulfate.....60%	Foam	Foaming agent; non pesticide	Various uses	3	Caution	<b>Applicator refer to product label for appropriate PPE</b>	Ca. Reg. 1051148-50001-AA
Summit Bti Briquets	Bacillus thuringiensis subspecies israelensis solids, spores and insecticidal toxins-10%	Solid briquet	Floating larvicide	Mosquito larvicide	3	Caution	<b>Applicator refer to product label for appropriate PPE</b>	6218-47
Mosquito Larvicide GB 1111	Aliphatic Petroleum Hydrocarbons-98.7%	Liquid	Apply to surface of water	Mosquito larvicide	3	Caution	Any application of this product is subject to caution tape or barricade use in the application area and use of warning signs. All uses shall be reported to the IPM Team at the following Team meeting. Inventory management measures shall be used. <b>Applicator refer to product label for appropriate PPE</b>	8329-72
Altosid Briquets	S-Methoprene- 8.62%	Briquet	Floating larvicide	Mosquito larvicide	3	Caution	This product is not to be used in flowing water in areas such as storm drains and catch basins and any other areas where it is reasonable to assume that there will be flowing water. <b>Applicator refer to product label for appropriate PPE</b>	2724-375



# **Appendix E**

## **Suspension and Expulsion Policies**

## **SUSPENSION AND EXPULSION POLICIES**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: 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. Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

### **ENUMERATED OFFENSES**

**Discretionary Suspension Offenses:** Students *may* be suspended for any of the following acts when it is determined the pupil:

- 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 self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) **Knowingly received stolen school property or private property.**
- l) **Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.**
- m) **Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.**
- n) **Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.**
- o) **Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.**
- p) **Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which 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. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**
- q) **Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.**
- r) **Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**

- s) **Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- t) **Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.**
- u) **Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.**
  - 1) **“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**
    - i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.**
    - ii. **Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.**
    - iii. **Causing a reasonable student to experience substantial interference with his or her academic performance.**
    - iv. **Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**
  - 2) **“Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:**
    - i. **A message, text, sound, or image.**
    - ii. **A post on a social network Internet Web site including, but not limited to:**

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee’s concurrence.

**Non-Discretionary Suspension Offenses:** Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee’s concurrence.

**Discretionary Expellable Offenses:** Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

- 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 self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which 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. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.**
        - ii. **Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.**
        - iii. **Causing a reasonable student to experience substantial interference with his or her academic performance.**
        - iv. **Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**
- 2) **"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:**
  - i. **A message, text, sound, or image.**
          - ii. **A post on a social network Internet Web site including, but not limited to:**
            - (a) **Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.**
            - (b) **Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.**
            - (c) **Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.**
    - iii. **Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.**



- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

**Non-Discretionary Expellable Offenses:** Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge

of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **IN-SCHOOL SUSPENSION**

For In-School suspension, the student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material related to all missed classes. Two types of In-School suspension are implemented at ECRCHS, class suspension and in-house suspension. Class suspension is when a student is suspended from a specific class; this may occur only once every five school days. In-house suspension is when a student is suspended from all of their classes. In-school suspension allows the student to be removed from the general student body but still receive academic support for their on-going classes.

### **OUT-OF-SCHOOL SUSPENSION**

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

### **SUSPENSION PROCEDURES**

Suspensions shall be initiated according to the following procedures:

#### **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Dean or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Dean.

The conference may be omitted if the Dean or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If, however, a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil 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. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### **Notice to Parents/Guardians**

At the time of suspension, the Dean or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### **Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Dean or Dean's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Dean or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

**Suspension Appeal:** If the parent wants to appeal the suspension, the parent submits an appeal to the Assistant Principal. The decision of the Assistant Principal will be final.

## **EXPULSION PROCEDURES**

### **Authority to Expel**

A student may be expelled following a hearing before an Administrative Panel following a hearing before it, and preceded by recommendation from the Dean. The Administrative Panel will consist of at least three members who are certificated employees and neither a teacher of the pupil nor a member of the ECRA Governing Board. ECRCHS's Board will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to ECRCHS's Board, which will make the final determination.

### **Hearing Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Dean or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights Privacy Act ("FERPA")) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

## **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

ECRCHS School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by ECRCHS's Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from

- exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
  9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
  10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **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 expulsion hearings, 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 determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact 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 and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their

identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

### **Written Notice to Expel**

The Dean or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

The Dean or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **Right to Appeal**

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 calendar days following the decision of the Administrative panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the Board conducts and presides over the expulsion appeal.

The Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Board shall render a decision within three (3) school days of the appeal hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section and do not violate students' due process. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The parent/guardian or the pupil shall submit a written request for a copy of the written transcripts and supporting documents, if desired, from ECRCHS simultaneously with the filing of the notice of appeal. ECRCHS shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

### **Closed session**

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or ECRCHS, the Board shall, at the same time, admit representatives from the opposing party.

### **Evidence admissible at hearing**

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.



### **Scope of review**

The review by the Board shall be limited to the following questions:

- (1) Whether the Administrative Panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the Administrative Panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

The Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

### **Decision of the Board**

The decision of the Board shall be limited as follows:

- (a) If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, the Board shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

### **Expelled Pupils/Alternative Education**

The school will provide the parent with necessary information and a list of placement options. ECRCHS shall be responsible for facilitating placement of expelled students.

### **SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES**

ECRCHS School shall immediately notify the LAUSD Special Education Local Plan Area ("SELPA") and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who ECRCHS or SELPA would be deemed to have knowledge that the student had a disability.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student 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/504 Plan; and receive, as appropriate, a functional behavioral assessment 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.

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, ECRCHS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If ECRCHS, the parent, and relevant members of the IEP/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 ECRCHS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that ECRCHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. 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
- c. Return the child to the placement from which the child was removed, unless the parent and ECRCHS agree to a change of placement as part of the modification of the behavioral intervention plan.

If ECRCHS, the parent, and relevant members of the IEP/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/504 Plan, then ECRCHS 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.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ECRCHS 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ECRCHS, the hearing officer shall determine whether the student 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 ECRCHS agree otherwise.

ECRCHS personnel may consider any Category 1 offenses 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 Dean or designee may remove a student 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 student:

- a. 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;
- b. 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
- c. 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.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated ECRCHS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ECRCHS had knowledge that the student was disabled before the behavior occurred. ECRCHS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. 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 ECRCHS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

- c. The child's teacher, or other ECRCHS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other ECRCHS supervisory personnel.

If ECRCHS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If ECRCHS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. If requested by parents, ECRCHS shall conduct an expedited evaluation and review student records; however, the student shall remain in the education placement determined by ECRCHS pending the results of the evaluation.

ECRCHS shall not be deemed to have knowledge that the student had a disability if the parent has refused an evaluation, refused services, or failed to inform ECRCHS that their student has an IEP, or if the student has been evaluated and determined to not be eligible.

# **Appendix F**

## **Uniform Complaint Policy and Procedures**

## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

### **Scope**

El Camino Real Alliance and any charter schools operated thereunder comply with applicable federal and state laws and regulations. Hereafter, El Camino Real Alliance charter schools shall be referred to as "ECRA." ECRA acts as the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ECRA program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils

without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If ECRA finds merit in a pupil fees complaint it shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by ECRA to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
  - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil

ECRA acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. ECRA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential.

However, ECRA will attempt to do so as appropriate. ECRA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Assistant Principal on a case-by-case basis.

ECRA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure ECRA's compliance with law:

Daniel H. Chang  
Chief Compliance Officer  
5440 Valley Circle Blvd.  
Woodland Hills, CA 91367  
(818) 595-7500

The Chief Compliance Officer ("CCO") or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CCO.

Should a complaint be filed against the CCO, the compliance officer for that case shall be the Chair of the El Camino Real Alliance Board of Directors.

### Notifications

The CCO shall annually provide written notification of ECRA's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to Section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in ECRA speak a single primary language other than English.

The CCO shall make available copies of ECRA's uniform complaint procedures free of charge.



**The annual notice shall include the following:**

- (a) A statement that ECRA is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the ECRA's decision to the CDE by filing a written appeal within 15 days of receiving the ECRA's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints which allege that ECRA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by ECRA.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered

unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, ECRA staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend ECRA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide ECRA's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

ECRA's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of ECRA's investigation and decision, as described in Step #5 below, within sixty (60) days of ECRA's receipt of the complaint.

- **Step 5: Final Written Decision**

ECRA's decision shall be in writing and sent to the complainant. ECRA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of ECRA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### Appeals to the California Department of Education

If dissatisfied with the decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of ECRA's decision.

Upon notification by the CDE that the complainant has appealed ECRA's decision, the CCO shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by ECRA, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the ECRA's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by ECRA when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which ECRA has not taken action within sixty (60) days of the date the complaint was filed with the ECRA.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of ECRA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful

**discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if ECRA has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.**

**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation:  
\_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> Consolidated Categorical Aid     | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition                  | <input type="checkbox"/> Foster/Homeless Youth      |
| <input type="checkbox"/> Migrant Education          | <input type="checkbox"/> No Child Left Behind Programs    | <input type="checkbox"/> Lactating Pupils           |
| <input type="checkbox"/> Special Education          | <input type="checkbox"/> Every Student Succeeds Act Prog. |   |
| <input type="checkbox"/> Pupil Fees                 | <input type="checkbox"/> Local Control Funding Formula    |   |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                          | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> National Origin                              | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity                            |  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Religion                                     | <input type="checkbox"/> Marital Status  |
| <input type="checkbox"/> Medical Condition               |   |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

---



---



---



---



---



---



---

---

---

---

---

---

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

---

---

---

---

---

---

---

---

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.       Yes       No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Daniel H. Chang  
Chief Compliance Officer  
5440 Valley Circle Blvd.  
Woodland Hills, CA 91367  
(818) 595-7500

# **Appendix G**

## **Education for Homeless Children and Youth Policy**



## **EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS") desires to ensure that homeless children and youth: are provided with equal access to its educational program; have an opportunity to meet the same challenging state of California academic standards; are provided a free and appropriate public education; are not stigmatized or segregated on the basis of their status as homeless; and are protected from discrimination on the basis of their homelessness.

### **Definition of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

### **School Liaison**

The Executive Director designates the following staff person as the School Liaison for homeless students (42 U.S.C. §§11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV)):

**Barrie Gold**  
Special Education Teacher and Foster/Homeless Youth Liaison  
5440 Valley Circle Boulevard  
Woodland Hills, California 91367  
(818) 595-8004

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at ECRCHS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by ECRCHS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, ECRCHS charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

## **Enrollment**

ECRCHS shall immediately admit/enroll the student (subject to ECRCHS's capacity and pursuant to the procedures stated in the ECRCHS charter and Board policy), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code § 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

## **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

## **Written Notice**

ECRCHS shall provide written notice to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth), at the time any child or youth seeks enrollment in ECRCHS and at least twice annually while the child or youth is enrolled in ECRCHS, that (42 U.S.C. § 11432(e)(3)(C)):

1. Shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);
2. Sets forth the general rights provided in this policy;
3. Specifically states:
  - a. The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C. § 11432(g)(3)(A);
  - b. That no homeless child or youth is required to attend a separate school for homeless children or youths;

- c. That homeless children and youth shall be provided comparable services described in this policy, including transportation services, educational services, and meals through school meals programs; and
  - d. That homeless children and youth should not be stigmatized by school personnel; and
4. Provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in ECRCHS such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- School nutrition programs

### **Transportation**

ECRCHS shall ensure that transportation is provided for homeless students to and from ECRCHS, at the request of the parent or guardian (or liaison). (42 U.S.C. § 11432(g)(1)(J).)

# **Appendix H**

## **Education for Foster Youth Policy**

## **EDUCATION FOR FOSTER YOUTH POLICY**

### **Introduction**

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS") recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, ECRCHS shall provide them with full access to ECRCHS's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in ECRCHS's local control and accountability plan (LCAP).

### **Definitions**

*Foster youth* means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code § 309, is the subject of a petition filed under Welfare and Institutions Code §§ 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code §§ 300 or 602.

*Person holding the right to make educational decisions* means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code §§ 361 or 726, or Education Code § 56055.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the ECRCHS liaison for foster youth, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all ECRCHS students.

### **ECRCHS Liaison**

In order to help facilitate the enrollment, placement, and transfer of foster youth to ECRCHS, the Board of Directors shall designate an ECRCHS foster youth liaison. The Board of Directors designates the following position as ECRCHS's liaison for foster youth:

**Barrie Gold**  
**Special Education Teacher and Foster/Homeless Youth Liaison**  
**5440 Valley Circle Boulevard**  
**Woodland Hills, California 91367**  
**(818) 595-8004**

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in ECRCHS, and checkout from ECRCHS of students in foster care.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from ECRCHS.

When a student in foster care is enrolling in ECRCHS, the ECRCHS liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the ECRCHS liaison shall provide the student's records to the new school within two business days of receiving the new school's request.

3. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act under ECRCHS's charter; pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under ECRCHS's charter; and, a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability under state and federal special education laws.
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973.
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
6. Develop protocols and procedures for creating awareness for ECRCHS staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help

coordinate services for ECRCHS's foster youth.

8. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Board of Directors based on indicators identified in ECRCHS's local control and accountability plan.
9. This policy does not grant the ECRCHS liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code §§ 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of the ECRCHS liaison is advisory with respect to placement options and determination of the school of origin.

### **Enrollment**

A student placed in a licensed children's institution or foster family home shall attend programs operated by ECRCHS unless one of the following circumstances applies (Education Code §§ 48853, 48853.5):

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to ECRCHS indicating that determination and that he/she is aware of the following:
  - a. The student has a right to attend a regular public school in the least restrictive environment.
  - b. The alternate educational program is a special education program, if applicable.
  - c. The decision to unilaterally remove the student from ECRCHS and to place him/her in an alternate education program may not be financed by ECRCHS.
  - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined



above.

- a. The student may continue in the school of origin for the duration of the court's jurisdiction.
- b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the academic school year.
- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
- d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The ECRCHS liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in ECRCHS consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the Executive Director or designee of the new school shall immediately enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing ECRCHS dispute resolution process.

### **Transportation**

ECRCHS shall not be responsible for providing transportation to allow a foster child to attend school, unless required by federal law. ECRCHS is not prohibited from providing transportation, at its discretion, to allow a foster child to attend school.

### **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school.
2. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits\***

When a foster youth transfers into ECRCHS, ECRCHS shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course.

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that he/she completed at his/her previous school. However, ECRCHS may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, ECRCHS finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event shall ECRCHS prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

## **Applicability of Graduation Requirements**

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics (if required by State law), complete all courses required by ECRCHS, and fulfill any additional graduation requirement prescribed by the Board.

However, when a foster youth who has completed his/her second year of high school transfers ECRCHS, he/she shall be exempted from all ECRCHS -adopted coursework and other ECRCHS -established graduation requirements, unless ECRCHS makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Executive Director or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it.

To determine whether a foster youth is in his/her third or fourth year of high school, ECRCHS shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The Executive Director or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

ECRCHS shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth.

Upon making a finding that a foster youth is reasonably able to complete ECRCHS graduation requirements within his/her fifth year of high school, the Executive Director or designee shall:

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete ECRCHS authorizer's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for ECRCHS students over age 19, and how that will affect his/her ability to gain admission to a postsecondary educational institution.
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.

3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete ECRCHS's graduation requirements.

### **Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

### **Complaints of Noncompliance\***

Complaints of noncompliance with this policy shall be governed by ECRCHS's Uniform Complaint Procedures policy.

\*These provisions are also applicable to former juvenile court school pupils, which are defined as pupils who, upon completion of the pupil's second year of high school, transfer to a charter school, excluding a charter school or school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school. These provisions may be utilized for such pupils at ECRCHS's discretion.

# **Appendix I**

## **Suicide Prevention Policy**

## **SUICIDE PREVENTION POLICY**

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code Section 215, this policy has been developed in consultation with ECRCHS and community stakeholders, ECRCHS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating ECRCHS's strategies for suicide prevention and intervention. ECRCHS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, ECRCHS shall appoint a team to serve as the suicide prevention liaison for ECRCHS. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **A. Staff Development**

ECRCHS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

#### **Training:**

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their

employment or annually. Core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- Information regarding groups of students judged by ECRCHS, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - Youth affected by suicide;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on ECRCHS guidelines) how to respond to such thinking; how to talk with a student about thoughts of

- suicide and appropriately respond and provide support based on ECRCHS guidelines;
- ECRCHS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- ECRCHS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

## **B. Employee Qualifications and Scope of Services**

Employees of ECRCHS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

## **C. Parents, Guardians, and Caregivers Participation and Education**

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, ECRCHS shall share this policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the ECRCHS Web page and included in the parent handbook.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

## **D. Student Participation and Education**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with ECRCHS and is characterized by caring staff and harmonious interrelationships among



students.

ECRCHS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

ECRCHS's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding ECRCHS's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education may be incorporated into classroom curricula (e.g., health classes, science, and physical education).

ECRCHS shall support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide.

### **E. Intervention and Emergency Procedures**

ECRCHS designates the following School personnel to act as the suicide prevention liaisons:

- Primary Suicide Prevention Liaison: Jessica Friedman, School Psychologist, Student Support Services, (818) 595-8001, [j.friedman@ecrchs.net](mailto:j.friedman@ecrchs.net).
- Secondary Suicide Prevention Liaison: Vanessa Cordero, School Psychologist, Student Support Services, (818) 595-8008, [v.cordero@ecrchs.net](mailto:v.cordero@ecrchs.net).
- Alternative Suicide Prevention Liaison: Margaret (Peggy) Valentine, School Nurse, Health Office, (818) 595-7569, [p.gocke@ecrchs.net](mailto:p.gocke@ecrchs.net).

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian/caregiver as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at ECRCHS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - Securing immediate medical treatment if a suicide attempt has occurred;
  - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - Keeping the student under continuous adult supervision until the parent/guardian/caregiver and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - Moving all other students out of the immediate area;
  - Not sending the student away or leaving him/her alone, even to go to the restroom;
  - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian/caregiver and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, ECRCHS shall verify with the parent/guardian/caregiver that the follow up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent/guardian/caregiver to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, ECRCHS may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at ECRCHS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the ECRCHS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in ECRCHS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian/caregiver about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians/caregivers, and staff with information, counseling, and/or referrals to community agencies as needed. ECRCHS staff may receive assistance from ECRCHS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the ECRCHS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian/caregiver and offer support to the family.
2. Discuss with the family how they would like ECRCHS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian/caregiver to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

#### **F. Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in ECRCHS activities to notify a teacher, the Executive Director, another ECRCHS administrator, psychologist, ECRCHS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of

another student's suicidal intentions. ECRCHS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian/caregiver, about additional resources to support the student.

### **G. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. ECRCHS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Executive Director to:
  - Confirm death and cause;
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - Share information that is relevant and that which the suicide prevention liaison has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

# **Appendix J**

## **Lost or Damaged Textbook Policy**

## LOST OR DAMAGED TEXTBOOK POLICY

When property of El Camino Real Charter High School (“ECRCHS”) is lent to students, the school expects that it will be returned in a timely manner, with no more than usual wear and tear. If the property has been willfully cut, defaced or otherwise damaged, or if the student fails or refuses to return it at the request of a school employee, ECRCHS policy states that the student must pay for the lost or damaged materials. ECRCHS shall afford the student his or her due process rights, and ECRCHS has the right to withhold the student’s grades, diploma, and/or transcripts until full restitution has been made. California law provides that the parent/guardian of a minor shall be liable for all damages caused by the minor’s conduct (Education Code Section 48904).

If the parent/guardian is unable to pay for the damages or return the property, ECRCHS may, at its discretion, provide a program of voluntary work for the student. When the work is completed or the fine is paid, the student’s grades, transcripts, and/or diploma shall be released.

Refunds may be issued for cases in which lost or misplaced textbooks are found, if the textbook is returned in usable condition *and* provided it is still currently in use. Textbooks that have been paid for in full by a student becomes the property of the student and shall not be part of the school’s inventory.

If charges for a damaged textbook exceeds 50% of the cost of the book, the book is to be considered destroyed and the full price of the textbook will be assessed.

Removal of the ECRCHS barcode labels is **PROHIBITED**. The barcoding system provides a direct link from textbook to student; as such, a student cannot return a textbook that has been issued to another student, and no refund or credit shall be provided except to the student to whom the textbook was issued.

<u>Damage / Issue</u>	<u>Cost</u>
Lost textbook	Full price
Excessive markings / graffiti / pages torn out	Full price
Severe water damage or mildew	Full price
Markings / graffiti in book	\$0.50 per page
Torn pages	\$1.00 per page
Water damage (edges of book)	\$10.00
Broken or bent book cover / binding (book in usable condition)	\$10.00

# **Appendix K**

## **Section 504 Policy, Procedures, and Parent Rights**

## **POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504**

### **SECTION 504 POLICY**

The Board of Directors of the El Camino Real Charter High School (“ECRCHS” or “School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEIA”).

The School’s Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and



school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If ECRCHS does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards. ECRCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. ECRCHS shall periodically review the student's progress and placement.

ECRCHS will implement this policy through its corresponding procedures.

## SECTION 504 PROCEDURES

### A. Definitions

1. **Academic Setting** – the regular, educational environment operated by ECRCHS.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific

learning disabilities.

8. **504 Coordinator** – Counselor Stefanie Bero shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator at (818) 595-7567.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
  - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
  - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

**B. Referral, Assessment and Evaluation Procedures**

1. ECRCHS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. ECRCHS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s

school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

**C. 504 Plan**

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. ECRCHS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, ECRCHS shall schedule a 504 Team meeting to review the existing 504 Plan. ECRCHS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

**D. Review of the Student's Progress**

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

**E. Procedural Safeguards**

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to school policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Counselor Stefanie Bero, (818) 595-7567.

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with ECRCHS or any district within the Los Angeles Unified School District SELPA or the Los Angeles County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
  - The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, ECRCHS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
  - Mediation by a neutral third party.
  - Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
8. The parent/guardian and the Charter School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. ECRCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. **Suspension and Expulsion, Special Procedures for Students with Disabilities**  
ECRCHS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. ECRCHS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student 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 504 Plan; and receive, as appropriate, a functional behavioral assessment 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.



## **2. 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, ECRCHS, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If ECRCHS, the parent, and relevant members of the 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 ECRCHS, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that ECRCHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. 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
- c. Return the child to the placement from which the child was removed, unless the parent and ECRCHS agree to a change of placement as part of the modification of the behavioral intervention plan.

If ECRCHS, the parent, and relevant members of the 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 504 Plan, then ECRCHS 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.

## **3. Appeals**

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or ECRCHS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ECRCHS, the hearing officer shall determine whether the student 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 ECRCHS agree otherwise.

#### 4. Special Circumstances

ECRCHS 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 Executive Director or designee may remove a student 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 student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
- b. 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
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

#### 6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEIA and who has violated ECRCHS's disciplinary

procedures may assert the procedural safeguards granted under these Procedures only if ECRCHS had knowledge that the student was disabled before the behavior occurred.

ECRCHS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. 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 ECRCHS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other ECRCHS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other ECRCHS supervisory personnel.

If ECRCHS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If ECRCHS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. ECRCHS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ECRCHS pending the results of the evaluation.

ECRCHS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have ECRCHS advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have ECRCHS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEIA).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by ECRCHS.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from ECRCHS to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If ECRCHS refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with ECRCHS's Section 504 mediation grievance and hearing procedures, outline above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to ECRCHS's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
San Francisco Office  
50 United Nations Plaza  
San Francisco, CA 94102  
(415) 486-5555 PHONE  
(415) 486-5570 FAX  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from ECRCHS for exercising any of these rights.

Please contact Stefanie Bero, 504 Coordinator, c/o El Camino Real Charter High School, 5440 Valley Circle Boulevard, Woodland Hills, CA 91367, (818) 595-7500, with any questions regarding the information contained herein.

# **Appendix L**

## **Educational Records and Student Information Policy**

## **EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

The Board of Directors of El Camino Real Charter High School ("ECRCHS") has adopted this Educational Records and Student Information Policy to apply to all educational records and student information maintained by ECRCHS.

### **I. DEFINITIONS**

1. **Education Record:** an education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by ECRCHS or by a party acting for ECRCHS. Such information includes, but is not limited to:
  - (a) Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
  - (b) Grades, test scores, courses taken, academic specializations and school activities;
  - (c) Special education records;
  - (d) Disciplinary records;
  - (e) Medical and health records;
  - (f) Attendance records and records of past schools attended;
  - (g) Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- (a) Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- (b) Records maintained by a law enforcement unit of ECRCHS that were created by that law enforcement unit for the purpose of law enforcement;
- (c) In the case of a person who is employed by ECRCHS but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- (d) Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and

- c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at ECRCHS; or
  - (e) Records that only contain information about an individual after he or she is no longer a student at ECRCHS; or.
  - (f) Grades on peer-graded papers before they are collected and recorded by a teacher.
- 2. **Personally Identifiable Information:** personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of the Federal Educational Rights and Privacy Act ("FERPA"). Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who ECRCHS reasonably believes knows the identity of the student to whom the education record relates.
- 3. **Directory Information:** ECRCHS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of ECRCHS' annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). ECRCHS has designated the following information as directory information:
  - a. Name
  - b. Address
  - c. Telephone
  - d. Date of birth
  - e. Dates of attendance
  - f. Previous school(s) attended
  - g. Grade level
  - h. Weight and height of members of athletic teams
  - i. Degrees, honors, and awards received
- 4. **Parent:** parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- 5. **Eligible Student:** eligible student means a student who has reached eighteen (18) years of age.



6. **School Official:** a school official is a person employed by ECRCHS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of ECRCHS. A school official also may include a volunteer or an independent contractor outside of ECRCHS who performs an institutional service or function for which ECRCHS would otherwise use its own employees and who is under the direct control of ECRCHS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.
7. **Legitimate Educational Interest:** a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

## **II. DISCLOSURE OF DIRECTORY INFORMATION**

At the beginning of each year, ECRCHS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that ECRCHS not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify ECRCHS in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

## **III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS**

At the beginning of each school year, in addition to the notice required for directory information, ECRCHS shall provide parents and eligible students with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA; and
4. File with the U.S. Department of Education a complaint concerning alleged failures by ECRCHS to comply with the requirements of FERPA and its promulgated regulations.

5. Request that ECRCHS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that ECRCHS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, ECRCHS shall comply with the request.

1. **Copies of Education Records**  
ECRCHS will provide copies of requested documents within five (5) business days of a written request for copies. ECRCHS may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.
2. **Request for Amendment to Education Records**  
Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:
  - (a) Inaccurate;
  - (b) An unsubstantiated personal conclusion or inference;
  - (c) A conclusion or inference outside of the observer's area of competence;
  - (d) Not based on the personal observation of a named person with the time and place of the observation noted;
  - (e) Misleading; or
  - (f) In violation of the privacy rights of the student.

ECRCHS will respond within thirty (30) days of the receipt of the request to amend. ECRCHS' response will be in writing and if the request for amendment is denied, ECRCHS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

### **3. Hearing to Challenge Education Record**

If ECRCHS denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (a) The Principal/Executive Director of a public school other than the public school at which the record is on file;
- (b) A certificated employee; and
- (c) A parent appointed by the Principal/Executive Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by ECRCHS to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Executive Director or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Executive Director or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, ECRCHS' decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, ECRCHS decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing. If, as a result of the hearing, ECRCHS decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of ECRCHS, or both. If ECRCHS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

## **V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION**

ECRCHS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

ECRCHS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. ECRCHS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, ECRCHS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

ECRCHS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. ECRCHS will make a reasonable attempt to notify the parent or eligible

- student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, ECRCHS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
  4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
  5. Organizations conducting certain studies for ECRCHS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
  6. Accrediting organizations in order to carry out their accrediting functions;
  7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
  8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
  9. Persons who need to know in cases of health and safety emergencies;
  10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
  11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by ECRCHS with respect to that alleged crime or offense. ECRCHS may disclose the final results of the disciplinary proceeding, regardless of whether ECRCHS concluded a violation was committed.

## **VI. RECORD KEEPING REQUIREMENTS**

ECRCHS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information. For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of ECRCHS in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of ECRCHS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, ECRCHS officials with a legitimate purpose of inspecting

the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, ECRCHS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of ECRCHS.

Student cumulative records may not be removed from the premises of ECRCHS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from ECRCHS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

## **VII. COMPLAINTS**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by ECRCHS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-5920

## Coversheet

### Discuss and Vote on Ratifying 2017-18 Employee Handbook

**Section:** V. School Business  
**Item:** K. Discuss and Vote on Ratifying 2017-18 Employee Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2017-18 ECRCHS Employee Handbook.pdf  
Addendum #1 to Employee Handbook.pdf  
Addendum #2 to Employee Handbook.pdf

# EMPLOYEE HANDBOOK 2017-2018





## TABLE OF CONTENTS

FOREWORD.....	5
SECTION I - Introduction.....	6
1.1 Who Are We? .....	6
1.2 This Employee Handbook.....	6
1.3 Policy Changes.....	6
1.4 No Guarantee of Employment .....	6
1.5 At-Will Employment .....	6
SECTION II - Employment Policies .....	8
2.1 Employee Classification Categories .....	8
2.2 Confidentiality .....	9
2.3 Conflicts of Interest.....	9
2.4 Employment of Relatives and Personal Relationships .....	10
2.5 Personnel Files .....	10
2.6 Child Abuse and Neglect Reporting .....	11
2.7 Criminal Background Checks .....	11
2.8 Tuberculosis Testing .....	12
2.9 Healthcare Information .....	12
2.10 Immigration Compliance .....	12
2.11 Political Views .....	12
2.12 Termination and Change of Employment Status .....	13
2.13 Return of ECRCHS Property .....	13
2.14 Rehire .....	14
2.15 Labor Unions .....	14
SECTION III - Payroll Practices .....	15
3.1 Payment of Wages .....	15
3.2 Overtime Pay .....	15
3.3 Payroll Withholdings .....	15
3.4 Faithful Performance .....	16
3.5 Outside Work .....	16
3.6 Expense Reimbursements .....	17
3.7 Meal Breaks .....	18
3.8 Rest Breaks .....	18
3.9 Lactation Accommodation.....	18

3.10 Time Reporting ..... 19

3.11 Attendance ..... 19

3.12 Performance Reviews and Pay Increases ..... 19

3.13 Payroll Policies ..... 20

SECTION IV - Standards of Conduct ..... 21

4.1 Equal Employment Opportunity ..... 21

4.2 Professional Boundaries: Staff/Student Interaction Policy ..... 21

4.3 Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation ..... 25

4.4 Whistleblower Policy ..... 27

4.5 Standards of Conduct and Discipline ..... 28

4.6 Off-Duty Conduct ..... 30

4.7 Internal Promotions and Transfers ..... 31

4.8 Dress Code ..... 31

4.9 Safety ..... 31

4.10 Workplace Bullying ..... 31

4.11 Workplace Violence ..... 32

4.12 Drug-Free Workplace ..... 32

4.13 Searches ..... 33

4.14 Smoke-Free Workplace ..... 34

4.15 Computer and Electronic Communication Policy ..... 34

4.16 Social Media ..... 35

4.17 Personal Phone Calls and Cell Phone Use ..... 36

4.18 ECRCHS Equipment and Property ..... 36

4.19 Parking ..... 36

4.20 Solicitations in the Workplace ..... 37

SECTION V - Employee Benefits ..... 38

5.1 Benefits Generally ..... 38

5.2 STRS/PERS ..... 38

5.3 Medical and Dental Insurance ..... 38

5.4 COBRA ..... 39

5.5 Worker's Compensation ..... 40

5.6 State Disability Insurance ..... 41

5.7 Social Security ..... 41

5.8 Unemployment Insurance ..... 41

5.9	Flexible Spending Account.....	41
5.10	Tuition Reimbursement .....	42
5.11	Retiree Benefits.....	42
SECTION VI - Time Off, Leaves of Absence, and Work Calendars.....		43
6.1	Work Calendar .....	43
6.2	Holiday Time Off.....	43
6.3	Requesting Leave.....	43
6.4	Vacation Leave .....	44
6.5	Sick Leave.....	44
6.6	Personal Necessity Leave .....	45
6.7	Family Care and Medical Leave .....	45
6.8	California Paid Family Leave .....	50
6.9	Pregnancy Disability Leave .....	50
6.10	Military and Military Spousal Leave of Absence .....	54
6.11	Industrial Injury Leave (Worker's Compensation) .....	55
6.12	Bereavement Leave.....	56
6.13	Jury Duty.....	56
6.14	Voting Leave.....	56
6.15	School Appearance and Activities Leave .....	56
6.16	Bone Marrow and Organ Donor Leave .....	57
6.17	Victims of Abuse Leave.....	57
SECTION VII – Internal Complaint Review .....		59
<b>APPENDIX A</b> .....		61
<b>HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM</b> .....		61
<b>APPENDIX B</b> .....		63
<b>INTERNAL COMPLAINT FORM</b> .....		63
EMPLOYEE ACKNOWLEDGMENTS.....		64

## **FOREWORD**

Dear Valued Employee:

Congratulations and welcome to El Camino Real Charter High School (“ECRCHS” or the “School”). Whether you have recently joined our team or have worked with us for some time, we are excited to work with you. Your performance will be an integral part of the School’s future success. In order to help you perform at your full potential and create a safe and enjoyable work environment, we are providing you this Employee Handbook to inform you of the many important aspects of your employment and guide you along the way.

There are a few things to keep in mind when reading this Employee Handbook. This document is not a comprehensive compilation of all ECRCHS policies and procedures and does not cover all possible circumstances and exceptions that may arise. Many of the policies summarized in this Employee Handbook are covered in more detail in other official documentation. Consult such documentation for additional information regarding specific policies. Please address any specific questions regarding the interpretation or applicability of ECRCHS policies and procedures to Human Resources or such designated ECRCHS officer or manager. Note that the terms of the official ECRCHS insurance and benefits policies supersede any terms to the contrary stated herein.

This Employee Handbook is not an employment contract, and nothing in this Employee Handbook gives you any right, expressed or implied, to continued employment. Furthermore, all terms, conditions, policies, and procedures as stated in this document are subject to change, and nothing stated herein is to be construed as a guarantee of employment or creates a fixed term for your employment.

As the School’s employee you have an obligation to keep the information provided to you in this Employee Handbook confidential. Do not discuss the contents of this document with persons who are not employees, officers, or otherwise privy to this information through an affiliation with the School.

Please take time to thoroughly review this Employee Handbook, noting how each section relates to your employment. Pass along any questions or concerns you may have to your immediate supervisor. We look forward to a harmonious and mutually fruitful relationship with you and are confident you will find your experience with us dually rewarding.

Lastly, please note that ECRCHS recognizes all sanctioned labor unions and their role in representing the interests of the School’s unionized employees. This Employee Handbook does not impair or otherwise alter any terms or conditions of the collective bargaining agreements held by such unions. When a policy in this Handbook contradicts terms and conditions set out in the collective bargaining agreement, the collective bargaining agreement shall take precedence for applicable employees only.

Again, welcome!

## **SECTION I - Introduction**

### **1.1 Who Are We?**

The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

### **1.2 This Employee Handbook**

This Employee Handbook summarizes some of the School's key expectations and employment policies. As such, it cannot provide guidance for every possible circumstance that may arise during employment and is not intended as an exhaustive resource for all ECRCHS policies. Furthermore, should any provision of this Handbook contradict a provision of an applicable collective bargaining agreement at ECRCHS, the applicable collective bargaining agreement shall be controlling. Employees who desire elaboration on specific policies should refer to official policy documentation or consult a supervisor.

This Employee Handbook replaces all prior employee handbooks, employment policies, and ECRCHS rules and practices, expressed or implied, whether written or oral. In addition, this Employee Handbook is subject to the provisions of official ECRCHS policy documents, including insurance and benefits policies, plan documents, and applicable law. All ECRCHS employees are required to abide by the terms of this Employee Handbook as a condition of employment. The terms of an individual employee's employment contract may supersede this Employee Handbook where applicable.

### **1.3 Policy Changes**

As circumstances warrant, ECRCHS may, in its sole discretion, deviate from the terms stated herein as it sees fit. ECRCHS has the express right to amend, modify, revoke, and add to the terms of this Employee Handbook as well as other official ECRCHS policy documentation. The terms of this Employee Handbook may only be altered through official ECRCHS written policy notices. No terms of this Employee Handbook may be altered via oral statements or other representations. The School's interpretation of the terms stated herein is absolute. Employees who need clarification as to the School's policy on a specific matter should consult a human resources manager or such designated ECRCHS officer or manager. Each employee is responsible for remaining informed of policy changes.

### **1.4 No Guarantee of Employment**

Nothing in this Employee Handbook creates a binding employment contract between ECRCHS and its employees or provides a guarantee of continued employment for any amount of time. At-will employment status may only be altered through an express, signed, written agreement between ECRCHS and an employee to that specific and intended effect.

### **1.5 At-Will Employment**

While most employment with ECRCHS is contractual and as dictated by an applicable collective bargaining agreement, some employees and all extra positions are employed on an at-will basis. Unless expressly prohibited

by statute, all employees without a written employment agreement to the contrary are employed on an "at-will" basis. As has always been the case at ECRCHS, either ECRCHS or the at-will employee may conclude the employment relationship either with or without advance notice, at any time and for any reason, and no term in this Employee Handbook will alter or restrict the right of ECRCHS or an at-will employee to end the employment relationship accordingly. Nothing in this Employee Handbook impairs the School's right to make changes in employment status, including without limitation promotions and demotions, reassignments, transfers, and wage and benefit changes. ECRCHS may only enter into an employment relationship that is not on an at-will basis through a written employment agreement signed by the Executive Director, or an ECRCHS officer or manager authorized with such capacity by the Executive Director.

## SECTION II - Employment Policies

### 2.1 Employee Classification Categories

Under state and federal wage and hour laws all ECRCHS employees are either classified as exempt or nonexempt.

**Exempt Employees** - Employees exempted from the minimum wage and overtime provisions hold positions that satisfy all applicable legal requirements. These employees are generally executives, managers, professionals, administrators, and technical staff who receive salaries. Moreover, certificated staff (teachers) are all exempt employees.

**Nonexempt Employees** - Employees who are NOT exempt hold positions which do not satisfy the legal requirements for exempt employees. These employees are typically paid on an hourly basis.

In addition, the following mutually exclusive classifications apply to both exempt and nonexempt employees and help determine an employee's employment status and eligibility for employee benefits, but in no way guarantee continued employment for any amount of time:

**Regular Full-Time Employees** - Employees are considered full-time employees if they are normally scheduled to work at least thirty (30) hours per week. These employees are generally eligible to receive ECRCHS benefits, if any, subject to the terms and conditions of each benefit plan. Please note this includes those staff members who may only work one hundred eighty-two (182) days per calendar year.

**Regular Part-Time Employees** - Employees are considered part-time employees if they are NOT normally scheduled to work at least thirty (30) hours per week during the regular school year, or if they only irregularly work thirty (30) or more hours per week. These employees are NOT generally eligible to receive ECRCHS benefits, but shall receive any benefits required by law.

**Temporary Employees** - Full-time or part-time employees hired for a limited duration, generally for three (3) months or less, are considered temporary employees. These employees are typically interim replacements or hired for work on a specific project. Temporary employee work duration may be extended upon written permission; however, status as a temporary employee may only be changed by a written agreement signed by authorized ECRCHS personnel. Temporary employees are employed on an at-will basis unless expressly stated otherwise in a written employment agreement with ECRCHS. As at-will employees, temporary employees may be terminated prior to the end of the initially planned work duration for any or no reason, with or without notice. Temporary employees are generally not eligible for ECRCHS benefits unless required by law or expressly stated otherwise in a written employment agreement.

Employees not notified of their particular classification upon hire should ask Human Resources. Note that independent contractors are not ECRCHS employees. As such, they are not entitled to receive ECRCHS benefits unless expressly provided in a written agreement between such individuals and ECRCHS. Furthermore, these individuals will have control over the manner of completing assigned tasks, while ECRCHS has control over assigning the tasks that independent contractors complete and defining the specific outcomes sought.

## 2.2 Confidentiality

ECRCHS requires that employees keep strictly confidential certain information related to ECRCHS and those with which ECRCHS conducts business. Employees are prohibited from disclosing "**Confidential Information**," as defined below, to any external parties without prior ECRCHS authorization or to other ECRCHS employees or independent contractors who do not have a legitimate business reason to know such information. External parties are any person or entity besides the School's employees, representatives, and authorized agents. Employees must maintain confidentiality in all locations, all modes of communication, and at all times, continuing indefinitely after termination of their employment relationship with ECRCHS. Employees are responsible for knowing what information should be treated as Confidential Information and should consult their supervisor for clarification if in doubt.

**Confidential Information** – Includes all information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Confidential information also includes information that relates to ECRCHS, its operations, or technology that is generally not known to the public such as, but not limited to, attorney communications.

Employees can help ECRCHS safeguard its Confidential Information by adhering to the following guidelines:

- Do not discuss Confidential Information in public places.
- When discussing Confidential Information, or matters that may potentially pertain to Confidential Information, be aware of who is around you and consider whether they have a specific need to know such.
- Do not take hard copies of Confidential Information off ECRCHS premises unless absolutely necessary. If you do, be sure to keep such information in a safe and secure place.
- Keep electronically-stored Confidential Information password protected, and store hard copies out of sight in secure locations.
- Shred or tear up hard copies of Confidential Information before disposing in the trash.

Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment or dismissal for cause.

## 2.3 Conflicts of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.



## 2.4 Employment of Relatives and Personal Relationships

Nepotism and favoritism may jeopardize ECRCHS operations and success. Therefore, employees are prohibited from supervising or reporting to their relatives or persons with whom they have close personal relationships outside of their employment with ECRCHS, except where such relationships are disclosed to and approved by a senior member of the Business Office. **"Relatives"** include spouses/domestic partners, children (including adopted children), parents, siblings, grandparents, uncles, aunts, cousins, nieces, nephews, step relatives, brother- and sister-in-law, mother- and father-in-law, and relatives of domestic partners. **"Close personal relationships"** includes relationships with persons with whom the employee shares a household, dates, or has had personal and close friendships for an extended period of time outside of employment with ECRCHS. Typically, informal acquaintances are not considered close personal relationships.

In order to safeguard ECRCHS interests, employees must disclose any relatives or close personal relationships that exist or may exist with other ECRCHS employees, contractors, consultants, students, or suppliers. An employee should also disclose this fact if, during employment, he or she becomes a relative of or develops a close personal relationship with (though marriage or dating, for instance) another employee, contractor, consultant, student, or supplier.

The Business Office may approve your working with relatives or persons holding close personal relationships where such relationships do not create substantial conflicts of interest threatening the wellbeing of ECRCHS operations or activities, for instance, by creating potential supervisory, morale, safety, fairness, or public relations problems. Where possible, ECRCHS will strive to neutralize such conflicts of interests without impairing the benefits you receive from ECRCHS; however, ECRCHS reserves the right to take any action necessary to remove conflicts of interest that threaten ECRCHS interests.

## 2.5 Personnel Files

ECRCHS maintains confidential employee records and files according to law. Supervisors and managers may only have access to an employee's file with a legitimate business need to know and as permitted by state law. Current and former employees are entitled to access their files upon providing reasonable notice.

You have the right to inspect documents in your personnel file, as provided by law, in the presence of a School representative at a mutually convenient time during regular business hours inside of the office or department where they are normally stored. You may not tamper with or remove any part of your personnel file; however, you are entitled to copies of any documents contained in your personnel file. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Should you dispute any item in your file, you are permitted to make a signed and dated written statement of your dispute that will become part of your file as well.

An employee file is comprised of documents and information relating to each employee's relationship with ECRCHS, including among other items the employment application, employment history verification documents,

resumes, background checks, emergency contact information, contracts of employment, tax forms, payroll and benefits information, and performance reviews, if any of these should exist and according to ECRCHS policy.

You are required to notify the fiscal analyst/specialist, as applicable, if any information previously provided to ECRCHS should change, including information provided on an employment application or form, insurance form, or tax form. Misrepresenting information in your employee file, or failing to correct a known mistake in your file, is grounds for discipline, possibly including immediate termination.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

## 2.6 Child Abuse and Neglect Reporting

California Penal Code Section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

ECRCHS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail or by a fine of One Thousand Dollars (\$1,000.00), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge that he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code Section 11166 and will comply with its provisions.

## 2.7 Criminal Background Checks

As required by law, all individuals working or volunteering at ECRCHS will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

## 2.8 Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School.

## 2.9 Healthcare Information

Information related to an employee's healthcare enrollment or plan will be managed according to the School's policy for conformity with the Health Insurance Portability and Accountability Act (HIPPA), as applicable. ECRCHS does not regularly maintain records of its employees' private healthcare information, and any such information voluntarily shared with ECRCHS by an employee will be kept confidential.

## 2.10 Immigration Compliance

ECRCHS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, ECRCHS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the Human Resources department.

## 2.11 Political Views

ECRCHS will not discriminate against employees based on their engaging in legal political activities or their affiliation with a particular political view or group. However, ECRCHS encourages employees to focus this expression exclusively *outside* of their role at ECRCHS. All employees have a responsibility to ensure that the

political views they communicate and political activities engaged in are seen as separate from ECRCHS and their role as a ECRCHS employee.

## 2.12 Termination and Change of Employment Status

A change in your employment status may occur for different reasons, including termination by ECRCHS, resignation, abandonment, reassignment, or retirement. Should a change in employment status occur, wages will only accrue up to your effective date of separation with ECRCHS, unless contrary to a written employment contract or state law.

- **Termination by ECRCHS** – Any employee whose employment is governed by a collective bargaining agreement may only have their employment terminated in accordance with the collective bargaining agreement. Unless expressly prohibited by statute, all other employees without a written employment agreement to the contrary are employed on an "at-will" basis. This means that ECRCHS may conclude the employment relationship with or without advance notice at any time and for any reason.
- **Resignation** - If you are an at-will employee, you may choose to conclude the employment relationship at any time and for any reason. If you are considering resignation, you are encouraged to consult your supervisor in order to discuss whether other options are available to accommodate your needs. If you do decide to resign, ECRCHS asks that you provide at least two (2) weeks advance written notice of your departure. In addition, such employees who fail to provide the full requested advance notice may be deemed ineligible for future rehire, at the discretion of ECRCHS. At the School's sole discretion and business needs under the circumstances, ECRCHS may choose to require your immediate departure. Should ECRCHS so require, you agree to complete an exit interview or memorandum prior to departure.
- **Job Abandonment** – Job abandonment occurs where an employee fails to be present during scheduled work hours for three (3) or more consecutive days without prior approval for the absence. If you are considering abandoning your position with ECRCHS, you are encouraged to consult your supervisor in order to discuss whether options are available to accommodate your needs.
- **Reassignment** - Based on ECRCHS needs, your employment status may occasionally change through ECRCHS reassigning you to a different shift, department, or location, unless you have a written employment contract to the contrary. ECRCHS may choose to take into consideration your requests concerning reassignment. Should ECRCHS so require, you agree to complete an exit interview or memorandum prior to departure.
- **Retirement** - Employees seeking to retire must provide at least four (4) weeks' advance written notice to a human resources manager. This will allow ECRCHS sufficient time to finalize any payroll and benefits issues, determine and prepare for any hiring needs, and wrap up all other outstanding employment matters related to the planned retirement. Should ECRCHS so require, you agree to complete an exit interview or memorandum prior to departure.

## 2.13 Return of ECRCHS Property

Employees must return all ECRCHS property in their possession upon ending employment with ECRCHS. Unless otherwise notified, ECRCHS property includes, but is not limited to, identification cards, uniforms, cell phones,

laptops, electronics, office supplies, keys, and all other tangible items in your possession that ECRCHS owns. You may be provided with a voluntary option of purchasing property which you have used while employed with ECRCHS on an “as is” basis.

Upon formal approval from the Business Office, you will be provided with the market cost of specific property and required to pay for said property in full prior to exchanging ownership of the property. ECRCHS is not responsible for any previous or future damage or maintenance needs of purchased equipment.

#### 2.14 Rehire

ECRCHS, in its sole discretion, may choose to rehire former employees. Former employees are still required to submit to the School’s regular hiring process and screening, including, at the School’s discretion, submitting an employment application and completing any required exams. Hiring managers seeking to hire former employees must submit a request for review and approval from a human resources manager prior to hiring. Except when set forth by written employment agreement or applicable law, former employees who are rehired will begin accruing benefits at the same rate and in the same manner as new employees, and tenure for all purposes will be calculated starting from the date of rehire.

#### 2.15 Labor Unions

ECRCHS recognizes all sanctioned labor unions and their role in representing the interests of the School’s unionized employees. This Employee Handbook does not impair or otherwise alter any terms or conditions of the collective bargaining agreements held by such unions.

## **SECTION III - Payroll Practices**

### **3.1 Payment of Wages**

Salaried employees are paid monthly for their regular wages due. Paydays will fall on the last working day of each month. Employees will be paid on the last business day prior to any payday that happens to fall on a weekend or holiday.

Hourly employees are paid semi-monthly for their regular wages due. Paydays will fall on the fifteenth (15<sup>th</sup>) and last day of each month. Employees will be paid on the last business day prior to any payday that happens to fall on a weekend or holiday.

Employees will be paid by either check or direct deposit on their scheduled paydays, in accordance with payroll policy and as permitted by California state law. Checks will be either hand-delivered or mailed to employees. Please refrain from leaving paychecks in unsecured areas. If a paycheck is lost or stolen, you must notify a payroll manager at once. Employees will receive any direct deposit of wages in a savings or checking account at the financial institution of their choosing. You must submit a new Form W-4 to a human resources manager if your marital status or the number of exemptions you claim changes.

### **3.2 Overtime Pay**

Whether an employee is exempt from, or subject to, overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. ECRCHS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the employee's supervisor. ECRCHS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees who are subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **3.3 Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask Human Resources or such designated ECRCHS officer or manager to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Human Resources. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

### 3.4 Faithful Performance

All employees are expected to promote the School's operational interests at all times and to devote their full time and attention during working hours to faithfully and efficiently performing their assigned duties to the fullest extent possible within their individual means and talents.

### 3.5 Outside Work

Employees may hold other jobs or engage in work outside of their role with ECRCHS so long as such outside work does not have a negative impact on fulfilling their responsibilities to ECRCHS. Furthermore, any outside work must not conflict or compete with ECRCHS interests or be conducted during an employee's scheduled work time. Employees engaging in outside work that require ten (10) hours or more of attendance during the regular Monday-Friday work week must notify their supervisor or manager so that ECRCHS can determine if such work presents a problem or a conflict with ECRCHS interests.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees are prohibited from using Confidential Information or ECRCHS tools, equipment, or other property for outside work.

Employees may not use outside work as an excuse for failing to perform their responsibilities to ECRCHS, for poor job performance, or for failing to be present during scheduled work hours. Therefore, Employees should refrain from taking on any outside work that may demand too much of their time, energy, or attention. ECRCHS may ask you to stop or decrease your involvement in any outside work that become a detriment to job performance.

Outside work includes any work outside of your obligations to ECRCHS for which you are compensated, monetarily or otherwise, including self-employment. Outside work also includes service on a board or commission for a public entity or governing body, whether or not you are paid or otherwise compensated for such work.

### 3.6 Expense Reimbursements

ECRCHS reimburses employees' reasonable pre-approved expenses incurred while conducting ECRCHS business. All purchases made by an employee must be accompanied by an original or electronic receipt. When receipts are lost, employees must make every effort to retrieve a copy of the receipt or provide a document with comparable detail. There are a few exceptions for which credit card receipts or cancelled checks will be considered sufficient, as itemized descriptions of these expenses would likely not show details of personal use (i.e., taxi fares on conference days and parking fees incurred the day an employee attended workshops or other work events). For non-student related meals, detailed receipts are a requirement. Employees are allowed to tip up to eighteen (18%) of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary. Any incremental excess is the responsibility of the employee.



Employees may only travel on ECRCHS business when authorized and should verify which travel expenses are eligible for reimbursement prior to making travel arrangements. While traveling, employees must keep a detailed report of their business activities and the expenses they incur, including supporting documentation. Employees must submit their expense reports within one hundred eighty (180) days of their return from travel, but no later than June 30 of each calendar year. Please use discretion while traveling to keep your expenses at a minimum and to avoid inappropriate expenses. Employees may not be reimbursed for expenses that are excessive or improper under the circumstances. Where appropriate, all reimbursement rates will be based on criteria set forth in the U.S. General Services Administration website, which can be found at [www.gsa.gov](http://www.gsa.gov).

Employees will be reimbursed for expenditures within fifteen (15) working days of presentation of appropriate documentation.

Nonexempt employees will be paid for travel while on ECRCHS business. Exempt employees will be paid their normal salary while traveling for ECRCHS.

### 3.7 Meal Breaks

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5<sup>th</sup> hour of work. Employees must immediately inform their supervisor if they are prevented from taking their meal period.

### 3.8 Rest Breaks

Nonexempt employees are provided with a paid ten (10) minute rest break for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of each four (4) hour work period as is practicable. However, you are not required to receive a rest period where your total work shift is less than three-and-a-half (3 ½) hours. ECRCHS may permit rest breaks in excess of the minimum amount required by law.

Supervisors may choose to stagger rest breaks as needed to manage operations. Rest breaks must be taken at the assigned times. Rest breaks may not be accumulated or combined with other break periods into longer rest or meal breaks, and employees may not use rest breaks to cover their late arrival or early departure from their shifts. Employees must immediately inform their supervisor if they are prevented from taking their rest period.

### 3.9 Lactation Accommodation

ECRCHS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

ECRCHS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

### 3.10 Time Reporting

By law, ECRCHS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately track their time as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. Time worked is recorded based on the actual amount of time worked, to the nearest minute. The time card indicates when the employee arrived and when the employee departed. All employees (exempt and non-exempt) must record their arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees (exempt and non-exempt) are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact Human Resources to make the correction and such correction must be initialed by both the employee and Human Resources or such designated ECRCHS officer or manager.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to, checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### 3.11 Attendance

The School's success relies on employees arriving on time and regularly attending work. You must notify your supervisor in advance of your scheduled starting time if you will not be able to attend work that day for any reason or will be arriving late. Failure to notify your supervisor in advance will result in an unexcused absence, which is serious misconduct. ECRCHS may consider your job abandoned and your employment status voluntarily resigned for any unexcused absence lasting three (3) or more consecutive days you are scheduled to work. You must also receive prior supervisor approval should you need to leave work early for any reason. Employees who display a pattern of excessive absences or tardiness may be disciplined despite not having used all of their accrued leave.

### 3.12 Performance Reviews and Pay Increases

Unless otherwise specified by written contract or collective bargaining agreement, a formal performance review will be conducted every twelve (12) months. This will provide an opportunity to review your past performance in order to recognize your strengths, target weaknesses and areas for improvement, and identify specific goals going forward. Any written performance reviews will become part of the employee file.

Employees receiving a performance review will not necessarily receive an increase in pay. Pay increases are based on several factors, including overall department and ECRCHS annual budgets, and will not always directly reflect an employee's performance. Besides formal performance reviews, employees are encouraged to regularly have informal discussions with their supervisors about their strengths, weaknesses, and goals, in order to monitor their

performance. Pay increases may be implemented at other times besides during performance reviews but must always be preapproved by a human resources or payroll manager to ensure that the requested increase aligns with ECRCHS policy and is in ECRCHS' best interest.

Periodic pay bonuses are not guaranteed to employees and are at the discretion of management. If paid by ECRCHS, these will be based on your individual performance and ECRCHS budget availability. Bonuses are meant to incentivize employees to exceed expectations and constantly perform to the best of their abilities. This will help ensure that ECRCHS stays competitive in its market.

### 3.13 Payroll Policies

ECRCHS reserves the right to change payroll policies and practices, including those stated above, after providing prior written notice to employees and in accordance with state law.

## SECTION IV - Standards of Conduct

### 4.1 Equal Employment Opportunity

ECRCHS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act “FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. ECRCHS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. ECRCHS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

### 4.2 Professional Boundaries: Staff/Student Interaction Policy

ECRCHS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

## Corporal Punishment

Corporal punishment shall not 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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment):

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment):

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

## Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility 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 disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### **Duty to Report Suspected Misconduct**

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### **Examples of Specific Behaviors**

The following examples are not an exhaustive list:

#### *Unacceptable Staff/Student Behaviors (Violations of this Policy)*

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

#### 4.3 Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

ECRCHS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. ECRCHS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

ECRCHS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to Human Resources or designee.

When ECRCHS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. ECRCHS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### Prohibited Unlawful Harassment

Prohibited unlawful harassment may include, but is not necessarily limited to, the following:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

ECRCHS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.



Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct, undertaken with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes, but is not limited to: repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets; verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating; or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults; and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct; and
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate ECRCHS policy.

#### 4.4 Whistleblower Policy

ECRCHS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation,

or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigation, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

#### 4.5 Standards of Conduct and Discipline

All discipline will be carried out in accordance with any applicable collective bargaining agreement provisions and/or legal or contractual requirements. For those positions which are at-will in nature, ECRCHS may, in its sole discretion, with or without cause or advance notice utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, release from employment.

All employees are responsible for knowing and abiding by applicable ECRCHS rules and policies. ECRCHS prides itself on its ability to meet high standards of ethical and personal conduct throughout its operations. Therefore, you are expected to maintain the highest ethical standards and perform your duties in good faith and to the best of your abilities at all times when engaged in ECRCHS business.

Where warranted under the circumstances, ECRCHS will seek to use progressive discipline to correct, improve upon, and prevent future recurrences of conduct falling below our standards. At the School's discretion, progressive discipline may proceed along the following line: verbal warning, written warning, conduct evaluation period, suspension with or without pay, demotion, reassignment, and termination. A conduct evaluation period, if instituted for an employee, will be a discretionary set period in which the employee will receive counseling and monitoring by a supervisor with the aim of targeting possible causes and correcting the poor performance. Depending upon the employee's performance during the conduct evaluation period, further discipline or corrective action may occur at the end of the period, including termination.

ECRCHS reserves the right to combine, skip, or reorder any steps in the process depending upon the nature of the offenses and the circumstances. Note that this means that ECRCHS has the right to immediately terminate an employee, without warning or the use of progressive discipline, should the circumstances call for such action. When determining the appropriate discipline for a given instance ECRCHS may consider, at its discretion, any of the following factors, without limitation: the employee's prior history of poor conduct with ECRCHS or prior employers; the employee's work record and level of commitment to ECRCHS goals; the number of repeated instances of the particular offense; the amount of counseling and/or training received in order to prevent such offenses; the impact the offense has on the School's performance or perception in the marketplace; and the level of egregiousness and purposeful intention to violate ECRCHS policy. Note that supervisors and others who fail to report violations or who withhold relevant information concerning a policy violation will be disciplined as is warranted under the circumstances.

At the School's discretion, employees may be disciplined or terminated for violating any ECRCHS policy or rule. Misconduct can take many forms, and it is impossible for us to provide you with a comprehensive list of prohibited behaviors. Therefore, the list below is only illustrative and is intended to give you notice of some of the School's general expectations concerning standards of conduct; ECRCHS maintains the discretion to discipline or terminate employees for engaging in any conduct ECRCHS deems inappropriate. Employees are expected to use

good judgment in all their actions and to consult their supervisors or a human resources manager if there is any doubt as to whether their intended conduct falls below ECRCHS standards.

Examples of misconduct that may result in discipline or termination include, but are not limited to, the following:

- Unsatisfactory job performance, including poor quality or quantity of work.
- Engaging in insubordination or disobedience to the legitimate orders of a supervisor.
- Repeatedly arriving tardy or starting work late.
- Repeated unexcused absences.
- Falsifying time records or failure to accurately record time worked, including time records for another employee.
- Dishonest behavior.
- Illegal discrimination or harassment.
- Disorderly conduct, such as violence or threats of violence or blackmail.
- Violating ECRCHS procedures or instructions.
- Failure to abide by health or safety regulations.
- Intentionally falsifying ECRCHS documents, including ECRCHS records and documents provided by the employee during the hiring process.
- Failure to maintain appropriate boundaries with students, including, but not limited to, the following: communicating on a one-to-one basis by cell phone, text, or other social media rather than in a group context; granting or gaining access to students through social media such as Facebook, Twitter, Instagram, or Snapchat; and otherwise failing to maintain a professional relationship with students.
- Excessive use of obscene, profane, or abusive language.
- Misusing ECRCHS property, including using property without authorization; using ECRCHS property improperly; or damaging, destroying, or stealing property.
- Possession or use of weapons or other dangerous items or materials on ECRCHS property.
- Possession or use of illegal drugs, alcohol, or controlled substances without a valid prescription on ECRCHS property or while engaged in ECRCHS business.
- Failure to disclose conflicts of interests.
- Unauthorized use or disclosure of ECRCHS' confidential information.
- Conviction of a crime that indicates you are unfit to work for ECRCHS or represent a potential threat to ECRCHS personnel or operations.
- Violating applicable laws or regulations in performing your duties.
- Violating any other ECRCHS policy or rule.

### ***Giving and Accepting Gifts***

You may not give or accept gifts, services, entertainment, or favors from a ECRCHS competitor, client, customer, supplier, government entity, or other organization which has a business relationship with ECRCHS. However, you may receive gifts that are lawful, customary, and up to maximum value of \$50, when ECRCHS so authorizes in advance. For example, you may accept meals and refreshments of nominal value given in connection with business activities. When in doubt, consult a supervisor, and notify a member of management if you do receive a gift of more than nominal value.

Moreover, employees may receive lawful, customary gifts up to a maximum of \$50 from students or parents/guardians, as long as doing so does not affect, influence, or can otherwise be construed to affect or influence, a student's grade or involvement in any school-related activity.

#### **4.6 Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. ECRCHS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

#### 4.7 Internal Promotions and Transfers

ECRCHS may choose to initiate promotions or transfers of employees between different positions and locations in order to meet the School's various business needs. Employees who feel that they are well qualified are also encouraged to apply for job vacancies that become available. However, you must notify your supervisor if you apply for a position. ECRCHS prefers to promote from within unless it decides that hiring outside the organization is advisable. Employee candidates may be subject to the same hiring interviews, tests, and other processes as outside applicants. At all times ECRCHS retains discretion to hire outside candidates and make exceptions to this promotions and transfers policy.

#### 4.8 Dress Code

Employees are expected to maintain a clean, orderly, and well-groomed appearance. Specific dress standards will vary depending on the position and responsibilities of each employee. Ask your supervisor if you are unsure as to what is appropriate for an occasion. Employees displaying improper dress or appearance will be notified. Repeated inappropriate appearance is grounds for discipline. Management will determine what is considered "appropriate" dress and appearance.

#### 4.9 Safety

Each employee is tasked with helping maintain a safe work environment and complying with all safety and health laws and regulations. Employees must report all injuries, accidents, illnesses, safety hazards, and health concerns that they experience or observe to the Business Office or another supervisor. Failure to abide by ECRCHS safety policies or to report unsafe conditions may result in discipline.

The Occupational Safety and Health Act (OSHA) is a federal law requiring that we maintain records of all work-related accidents and illnesses. You are required to submit an incident report to Human Resources for all accidents, illnesses, or unsafe working conditions that an employee suffers or witnesses while on the job, no matter how small. The Business Office may prescribe a standardized incident report form for you to use. Failure to complete an incident report may result in discipline or prevent your ability to receive worker's compensation and other benefits.

Contact your manager if you or another co-worker is injured on the job. If necessary, contact emergency medical assistance.

#### ***Fire Safety***

Employees are required to know and observe OSHA regulations, including helping prevent fires and maintain safe practices for avoiding fires in the workplace. Do not block access to any fire exits, doorways, windows, or fire extinguishers. Please keep all flammable materials stored in covered metal containers.

#### 4.10 Workplace Bullying

ECRCHS employees are to be treated with courtesy and respect at all times. Bullying through repeated inappropriate abuse of another will not be tolerated in the workplace, whether physical, verbal, or otherwise. Examples of bullying include, but are not limited to, pushing, physical assault, threats, insults, ridiculing,

humiliating, and slandering. If you are a victim or witness of bullying, report it to your manager immediately. Communications regarding bullying and any resulting investigations will be kept as confidential as possible under the circumstances. Retaliation against those who report instances of bullying is prohibited. Violations of this policy will result in discipline and possible termination.

#### 4.11 Workplace Violence

ECRCHS does not tolerate violence or dangerous behavior of any kind in the workplace, whether through physical abuse, threats, intimidation, coercion, stalking, or otherwise. Please report all incidents of direct or indirect violence or dangerous behavior to your manager as soon as possible. Reporting incidents and concerns early can help prevent a situation from escalating and becoming even more dangerous. Those who report workplace violence may not be disciplined or retaliated against. Never attempt to handle a potentially dangerous situation yourself.

Reports of violence or dangerous behavior will be promptly investigated. Identities of those involved will be kept as confidential as is possible under the circumstances. Those suspected of violence or dangerous behavior may be suspended during the investigation, with or without pay, in order to maintain safety in the workplace. If found guilty of violence or other dangerous behavior, including threats of violence, you may be disciplined and terminated at the School's discretion.

#### 4.12 Drug-Free Workplace

The School's drug and alcohol policy applies to all employees and applicants for hire and is designed to identify and correct instances of substance abuse in the workplace. The Executive Director is responsible for implementing and enforcing this policy.

Drug and alcohol abuse are serious threats to ECRCHS operations and success, not to mention employee health and safety. In order to provide a safe and productive workplace, employees are prohibited from consuming, possessing, selling, or purchasing illegal drugs at any time on ECRCHS property or while engaged in ECRCHS business. Likewise, employees may not consume alcohol at any time on ECRCHS property or while engaged in ECRCHS business, except for reasonable and moderate alcohol consumption during ECRCHS business and social events. Additionally, employees may not have any detectable amount of alcohol or illegal drugs present in their bodily systems at work. The prohibitions in this policy apply whether employees are at a work facility, operating a ECRCHS vehicle, or conducting off-site work.

A drug is considered illegal if it is illegal to possess or obtain or is legal to possess but has been obtained illegally, such as possessing prescription drugs without a valid prescription. This policy does not prohibit employees from lawfully possessing and using prescribed drugs. However, employees with valid prescription drugs are prohibited from abusing such drugs by consuming them in excess of the prescribed amounts or from consuming prescribed drugs that impair their ability to safely perform their duties. ECRCHS reserves the right to require employees taking prescribed drugs to produce proof that they possess valid prescriptions. Consult a doctor if you are unsure as to the potential effects of any prescribed drugs you take. You are responsible for notifying your supervisor if any prescribed drugs you take may impair your ability to work safely or perform your duties effectively.

Any violation of this policy can result in disciplinary action and possible termination, even for an employee's first offense. We encourage you to seek help if you have developed an addiction or dependence on drugs or alcohol. ECRCHS will make reasonable efforts to accommodate employees who voluntarily seek help, whether through counseling, rehabilitation, or another type of assistance program. As warranted under the circumstances, such employees may be allowed to use paid time off, referred to treatment programs, placed on leaves of absence, or otherwise accommodated as required by law. Before returning to their prior work status, such employees may be required to provide proof that they have successfully completed their treatment program and submit to testing to ensure they can perform their duties safely.

### ***Drug Testing***

In order to maintain a safe and productive workplace, ECRCHS may conduct drug or alcohol testing of any employee where circumstances or job responsibilities justify such testing. Regardless of job responsibilities, employees may be required to submit to drug or alcohol testing when circumstances warrant, including, but not limited to, the following:

- When applying for a position and before receiving a job offer.
- When the employee's supervisor reasonably suspects, based on the supervisor's personal observations, that the employee is under the influence of illegal drugs or alcohol during work hours.
- After violating a safety policy or rule or being involved in a serious accident that causes damage to anything on ECRCHS property, including that employee or another employee.

Employees will receive their normal pay for time spent undergoing testing, but may be suspended pending the results of the test, with or without pay. Should the results prove negative, employees suspended without pay are entitled to receive back pay.

Employees testing positive or refusing to submit to testing under any of the circumstances stated in this policy are subject to discipline and possible termination. Information related to drug and alcohol tests, addictions, and dependencies, including medical information, will be kept strictly confidential to the extent required by law and separate from the normal employee file.

Supervisors must consult a human resources manager before requiring an employee to submit to testing when the employee is reasonably suspected of being under the influence of illegal drugs or alcohol or possessing, selling, or distributing illegal drugs during work. Applicants testing positive will be disqualified from consideration for all job vacancies. Supervisors or management may contact law enforcement where appropriate when they reasonably suspect criminal activity.

#### **4.13 Searches**

ECRCHS reserves the right to conduct searches and inspections of ECRCHS property and any items on ECRCHS premises, including personal items owned by employees brought on the premises such as bags, vehicles, and other containers. ECRCHS may search or inspect any part of its premises or property, including items provided to employees for their use, such as lockers, desks, cabinets, and drawers. Searches for illegal drugs, alcohol,



paraphernalia, and other items possessed illegally may be conducted at any time, either with or without notice. Any illegal items ECRCHS confiscates will be turned over to the appropriate law enforcement agency. Employees who fail to fully cooperate in all searches or inspections are subject to discipline.

#### 4.14 Smoke-Free Workplace

In conformance with state law, ECRCHS prohibits smoking on all ECRCHS premises, including inside and outside on all areas on ECRCHS premises, during off-site ECRCHS meetings and events, and inside ECRCHS vehicles. This policy applies to all employees, contractors, visitors, and other persons that are present on ECRCHS premises or any other place where smoking is prohibited by this policy. "Smoking" is defined as the "act of lighting, smoking or carrying a lighted or smoldering cigar, cigarette or pipe of any kind." "Smoking" also includes the use of electronic cigarettes ("e-cigarettes").

#### 4.15 Computer and Electronic Communication Policy

All employees must use computers and other forms of electronic communication in an ethical and professional manner at all times. This policy is designed to guide you in your use of computers and other electronic communication devices on behalf of ECRCHS, including all electronic communication devices owned or leased by ECRCHS, used or accessed on ECRCHS premises, used for or on behalf of ECRCHS, or used to create content identifying or associated with the School's business operations. Consult a supervisor or a human resources manager if you have questions or concerns related to this policy.

An "electronic communication" is any digitally- or electronically-stored or transferred information using an electronic device, and includes use of computers, email, internet, telephones, fax machines, and any other electronic device. All electronic communications and information you may create on ECRCHS premises or otherwise on behalf of ECRCHS are the sole property of ECRCHS, not you, and should only be created or used for the School's best interests and never for personal use. This includes all digital files, software, and hardware you may create. You have no right to privacy in your electronic communications created on behalf of ECRCHS or using ECRCHS property.

ECRCHS has the right to override your personal passwords in order to gain access to digitally stored information owned by ECRCHS. ECRCHS may also keep a record of the passwords you use to gain access to ECRCHS' electronic communications. Take care to not transmit or store your own sensitive personal information using or on ECRCHS property. ECRCHS routinely monitors your use of its electronic devices. We may access all ECRCHS-owned electronic communications, including emails, internet posts, text messages, voicemails, blogs, and "tweets." You will be subject to discipline if found to be using or creating ECRCHS-owned electronic communications or devices in an inappropriate or illegal manner.

Employees may only access the School's electronic communications and devices that they have been granted access to. This means you may not access electronic communications restricted to management, other employees, or third parties without prior authorization.

Employees must use the School's electronic communications and devices in strict compliance with the confidentiality policy described herein. Take care not to disclose confidential information to inappropriate persons or without authorization via the School's electronic communications or devices, especially when sending emails

to outside parties. ECRCHS may use its electronic communications and devices according to the needs of the business and applicable law.

The School's electronic communications and devices may not be used to create or display anything that might disparage or negatively impact the School's public image or reputation or that would otherwise be contrary to the School's best interests. In addition, employees using the School's electronic communications and devices are prohibited from the following:

- Engaging in discriminatory, harassing, obscene, or illegal conduct;
- Engaging in copyright, trademark, or other intellectual property infringement;
- Accessing electronic communications that an employee is restricted or prohibited from accessing; or
- Otherwise violating ECRCHS policy.

Employees may only use the School's electronic communications or devices for business purposes, not personal use. Accessing internet websites not for business purposes or accessing personal email during work is prohibited. Additionally, you may not install personal software on ECRCHS electronic devices or systems. You may only use your personal electronic devices while on break. Note that illegally duplicating ECRCHS software may result in civil liability against you and ECRCHS.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's ECRCHS email account.

You must also take care to not use the School's electronic communications or devices in any way that disrupts the ability of others to use them. Be wary of suspicious emails, emails from unknown parties, and pop-ups and downloads from sites that are not trusted. Contact a manager if you become aware of any virus on a ECRCHS device or think you may have downloaded a virus accidentally.

#### 4.16 Social Media

Utilization of social media is a powerful way to market ECRCHS, influence its reputation, and engage with the community and public at large. While we encourage your support of ECRCHS through your use of social media, please use sound judgement when deciding whether or not a post or social commentary is in the best interest of ECRCHS.

Social media refers to any social interaction via the internet or similar platforms, such as Snapchat, YouTube, Facebook, Twitter, LinkedIn, Instagram, blogs, forums, and other online communities or sites accessible to the public or outside parties. When using social media please conduct yourself in a professional and courteous manner at all times and respect the views of others, as your statements may reflect on the School's reputation and public image. Take care to distinguish any personal opinions you may have from those of ECRCHS. For instance, by inserting, "The opinions I have included here are my own and do not necessarily represent the opinions of my employer," into your social media account's biography section.

Employees are prohibited from creating content on social media that could be considered discriminating, harassing, or obscene, or that may damage the School's reputation or public image. Employees are prohibited from posting photos of students without the approval of the students' parents/guardians. Employees also may not use social media for personal use during work. ECRCHS may monitor your use of social media and may ask you to delete or change any ECRCHS-related content found to be inappropriate or not in the School's best interest.

Employees are also prohibited from representing themselves as official representatives or agents speaking on behalf of the School, including by creating social media sites or content that uses the ECRCHS name or any portion thereof, without the express written approval of administration. By way of example only, employees may not create a Facebook page titled "El Camino Real News" in order to disseminate and publish their own opinions and viewpoint. Violation of this provision may lead to discipline, up to and including termination of employment.

#### 4.17 Personal Phone Calls and Cell Phone Use

Making personal phone calls or using your cell phone during work can be disruptive to others and interferes with employee productivity. Therefore, employees should not make personal phone calls or use their cell phones during work except during breaks, emergencies, or on rare occasion to handle pressing personal matters. ECRCHS retains the right to outright prohibit all personal calls and cell phone use and supervisors may prohibit personal calls for individual employees who abuse the privilege.

Keep your cell phones silenced or on low volume at all times during work so that you do not disturb others. When making personal calls, keep your voice at a low volume and move away from others if possible.

Any employee who receives a ECRCHS-issued cell phone must not use it to make personal calls. ECRCHS-issued cell phones will remain the School's exclusive property and must be returned at the end of your employment.

#### 4.18 ECRCHS Equipment and Property

Any equipment that ECRCHS issues to employees will remain the School's sole property and must be returned promptly at the end of employment. ECRCHS-issued equipment may include cell phones, laptops, vehicles, and other items. You are responsible for performing regular maintenance, following all operating instructions and safety guidelines, and not damaging or destroying any ECRCHS equipment or property you receive or use during the course of your employment. Please notify your supervisor immediately if you discover any ECRCHS equipment or property that is damaged, defective, hazardous, or in need of repair. Ask your supervisor if you have questions or concerns regarding proper operation or maintenance of ECRCHS equipment or property.

Employees who handle ECRCHS equipment or property improperly, negligently, or in an unsafe manner may be disciplined, and employees may be required to reimburse ECRCHS for damages they cause directly or indirectly to ECRCHS property.

#### 4.19 Parking

Employees may park in the faculty lot or on the streets around the school where parking is legal. Employees are not to loiter, litter, smoke, play radios, etc., in the parking lot or surrounding streets. Employees are expected to follow safe driving practices at all times. ECRCHS assumes no liability for any damage done to or loss of vehicles

parked on or near its campus; employees park at their own risk. Illegally parked cars may be towed at owner's expense. ECRCHS reserves the right to revoke parking privileges at any time, at its sole discretion.

#### 4.20 Solicitations in the Workplace

Soliciting for causes and distributing non-work-related materials in the workplace may cause disruptions and interfere with productivity. Employees and nonemployees are prohibited from solicitation and distributing or posting literature or other materials in the workplace without prior authorization. This includes things such as requesting donations and funds, selling products or services, gathering signatures, promoting organizations, posting on bulletin boards, sending non-work-related emails, and posting solicitations on ECRCHS online spaces. ECRCHS may make limited exceptions to this policy for charitable activities, community organizations, or ECRCHS-sponsored events and organizations.

## **SECTION V - Employee Benefits**

### **5.1 Benefits Generally**

In addition to benefits required by state and federal law, full-time employees (as defined above) may become entitled to a range of benefits offered by ECRCHS. ECRCHS reserves the right to alter, supplement, amend, or end employee benefits at any time. Official benefits plans and documentation contain many terms and conditions. The policy below is only intended to outline general guidelines and procedures ECRCHS follows with regard to its benefits. However, specific benefits are governed by ECRCHS plan documents and other official benefit documentation, which is controlling over this policy, and any statement in the below policy that contradicts or does not align with official benefit documentation shall be considered void. Therefore, be sure to consult official documentation specific to benefits and/or a supervisor if you have any related questions or concerns.

Your eligibility for benefits that ECRCHS may offer is contingent on many factors including employee status and performance as well as ECRCHS performance and profitability. Speak to your supervisor or the Business Office if you are unsure as to which benefits you are or may become eligible to receive.

### **5.2 STRS/PERS**

#### **Certificated Employees: STRS**

All eligible certificated employees (as defined by law) will participate in the State Teachers' Retirement System ("STRS"). Employees will contribute the required employee percentage, and ECRCHS will contribute the employer's portion. All withholdings from employees and from ECRCHS will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through LACOE.

#### **Classified Employees: PERS**

All classified employees (as defined by law) will participate in the Public Employees' Retirement System ("PERS"). Employees and ECRCHS will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

#### **Other Employees**

If eligible and economically feasible, ECRCHS will continue to participate in the Public Agency Retirement System ("PARS") for employees who are not eligible to participate in PERS/STRS.

### **5.3 Medical and Dental Insurance**

An employee is eligible to receive medical insurance if he or she is a regular employee working for the School at least thirty (30) hours per week. Employees may also become eligible to receive dental insurance.

These benefits are governed by the official benefit documentation plans and are the same as those benefits offered to the teaching staff. Contact the Business Office to review the plans should you have any questions or concerns regarding eligibility or coverage.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

#### 5.4 COBRA

When coverage under the School's health plan ends, employees or their dependents may continue coverage in some situations.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

ECRCHS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorces or legally separates, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member is responsible for notifying

the School within thirty (30) days of the event. ECRCHS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- ECRCHS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

#### 5.5 Worker's Compensation

ECRCHS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to Human Resources;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to Human Resources; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ECRCHS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of Emergency Medical Services ("EMS") such as an

ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to Human Resources and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries will be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

#### 5.6 State Disability Insurance

Classified employees may become eligible to qualify for disability insurance offered through the State of California. This provides employees with supplementary income in the event that they suffer an illness or accident resulting in a disability that prevents them from performing their job.

The California Employment Development Department ("EDD") is solely responsible for determining eligibility for state-issued disability benefits. Please contact the EDD should you have any questions or concerns regarding disability benefits.

#### 5.7 Social Security

Classified employees and ECRCHS contribute to the federal government's Social Security Program. This program is designed to provide employees with benefits when they retire, become disabled, or are unemployed. Contact the Business Office should you have any questions or concerns regarding Social Security contributions.

#### 5.8 Unemployment Insurance

ECRCHS pays taxes toward unemployment insurance in accordance with federal and state law. This provides you with supplemental income should you become unemployed through no fault of your own and also meet certain other eligibility requirements.

The EDD is solely responsible for determining eligibility for unemployment insurance. Please contact the EDD should you have any questions or concerns regarding unemployment insurance.

#### 5.9 Flexible Spending Account

Eligible employees who wish to do so may set up flexible spending accounts ("FSA"). These are accounts regulated under IRS Code Section 125 that allow employees to withhold a portion of their salary on a pre-tax basis to cover the costs of: medical, dental, and vision insurance; qualifying insurance premiums; co-payments; out-of-pocket insurance expenses; dependent care expenses, such as daycare; and other qualifying expenses.



If enrolled, you will be able to specify the amount you wish to deduct from your salary to contribute to your FSA. Until further notice, you are able to withhold an annual maximum of up to \$2,600 for yourself and any dependent to cover eligible medical costs. You will forfeit any unused funds remaining in your FSA at the end of the plan year. Contact the Business Office to review the official benefit documentation plan or should you have any questions or concerns regarding eligibility.

#### 5.10 Tuition Reimbursement

The tuition reimbursement program aims to encourage non-teaching staff (i.e., those who are not subject to a collective bargaining agreement) to gain new workplace skills. In order to be eligible for tuition reimbursement, all classes must be pre-approved for reimbursement prior to a reimbursement submission and ideally prior to enrollment if the intention is to receive reimbursement for the cost of an educational program, courses, or classes. Tuition will be subsidized at the following rates for staff who do not receive additional compensation tied to units when s/he takes approved courses in education, business, or technology.

ECRCHS offers the following:

- 100% of the cost of tuition for up to one (1) class per quarter (for a total of four (4) courses per year) at UCLA Extension. As ECRA has a special agreement with UCLA Extension, ECRA pays for these classes directly and there is no employee reimbursement required.
- \$700/class for non-UCLA Extension courses with a \$1,400 cap for any one (1) academic period and a \$2,800 cap per calendar year. Employees must submit an expense report with supporting documentation (e.g., tuition bill).

All classes must be taken for a letter grade or pass/fail. A grade must be provided at the end of the course. A grade other than “C” or better, a “Pass,” or the failure to report a grade, will prevent the employee from taking another subsidized class for twelve (12) months.

#### 5.11 Retiree Benefits

ECRCHS is committed to maintaining a retiree health benefits program (understanding that some possible modifications may need to occur to the requirements regarding the eligibility of future employees depending on the funding model and size of ECRCHS, as well as actuarial projections). To that end, ECRCHS has already committed to setting aside \$1.2 million per year to an irrevocable trust to ensure future coverage of retiree health benefits similar to or better than contemporaneous benefits offered by LAUSD to its retirees during the same period. For a full description of benefits and eligibility criteria, please contact the Business Office.

## SECTION VI - Time Off, Leaves of Absence, and Work Calendars

### 6.1 Work Calendar

Please refer to the calendar below which delineates work day allotments for all employee categories, referred to within the calendar as A, B, C, E, or E+ “basis.” Employees who are unsure or unclear of which employment basis categorization relates to their employment, should contact Human Resources to request clarity.

### 6.2 Holiday Time Off

Most employees will receive twelve (12) paid holidays per year. To receive a paid holiday, an employee must be on paid status both before and after the occurrence of a holiday.

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Christmas Day
- Two (2) other holidays to be scheduled at the discretion of ECRCHS.

Eligible employees will receive pay for time off during these holidays calculated at each employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. ECRCHS may require you to work on observed paid holidays, as needed. Eligible non-exempt employees who are approved to work on the School's observed paid holidays will be paid at their normal base pay rate for hours worked in addition to receiving holiday pay. ECRCHS will provide employees with prior notice of the dates designated for the additional, School-assigned holidays. ECRCHS will observe any holidays that may fall on a weekend on the closest business day either preceding or following such holiday. When possible, ECRCHS will attempt to make reasonable accommodations for employees who request time off to observe other religious holidays, including possibly allowing substitution of vacation leave or unpaid personal leave.

### 6.3 Requesting Leave

ECRCHS' operations rely on having a dependable and consistent workforce. However, we understand that circumstances will sometimes require employees to take time off work. Eligible employees are entitled to various types of leave that are either mandated by law or offered by ECRCHS on a discretionary basis. Unless a specific type of leave in this policy provides a different notice time or otherwise required by law, employees must provide at least **ten (10) days' advance notice** prior to taking planned leave. If the need for leave is unforeseeable, you must give notice as soon as possible under the circumstances.

Employees must properly submit all requests for leave within the notice period required and receive authorization prior to taking the time off work. Unless required to authorize the leave by law, ECRCHS will grant leave requests based upon ECRCHS needs and its ability to absorb the missed work. Unless otherwise noted or required by law, regular full- and part-time employees who receive paid time off will be paid at their normal base pay rate for the hours absent. If you are unsure as to which types of leave you are eligible to receive, consult the Business Office.

#### 6.4 Vacation Leave

The amount of vacation leave employees receive (based upon their work calendar) is based on the employee's years of service at ECRCHS and the employee's employment status. Accrual of vacation leave is set forth in the applicable employment agreement or offer letter.

Vacation leave will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. Unused vacation leave remaining at the end of the year will be carried over to the following year. Vacation days may be carried over up to one-and-a-half times the annual rate; when the maximum is reached, vacation days will no longer accrue until vacation time is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Vacation time must be taken by eligible employees in minimum increments of one (1) hour.

In the event that a holiday occurs during an employee's scheduled vacation leave, that day will be treated as holiday time off instead of vacation leave. Upon proper notice and request, ECRCHS may approve employee requests for unpaid vacation leave. ECRCHS will try to accommodate requests for vacation leave when possible, but ECRCHS has the right to disapprove any requests that may interfere with or negatively impact its operations. Employees will be paid for any accrued unused vacation leave remaining upon termination.

#### 6.5 Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, ECRCHS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings), or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship, who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all salaried and hourly ECRCHS employees. Eligible employees shall accrue sick leave as follows:

- Full-time employees working twelve (12) months per year may accrue up to 13 sick days per year. Unused, accrued sick leave for these employees shall carry over from year-to-year.
- Any full-time employee working less than twelve (12) months per year and all eligible part-time employees will accrue .05 sick hours per hour worked, including vacations, holidays (overtime). Unused, accrued sick leave for these employees shall carry over from year-to-year.

Any additional sick time taken outside of this annual allotment will be compensated at half pay, up to a maximum of one hundred (100) sick days including the original allotment.

- Example: Sarah is a full-time employee who works twelve (12) months a year. She receives thirteen (13) sick days per year, but must be absent from work for one hundred ten (110) days during the year due to an unforeseen illness. Per the School's sick leave policy, Sarah will receive full payment for the first thirteen (13) days, fifty (50%) of total payment for the next eighty-seven (87) days, and no payment for the remaining ten (10) days of her absence.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Full-pay sick leave benefits must be used before available half-pay benefits may be used. Sick leave must be taken by eligible employees in minimum increments of one (1) hour. No employee will receive pay in lieu of sick leave under any circumstances, and employees will not be paid for any accrued but unused sick leave upon separation from employment. In the event that a holiday occurs during an employee's sick leave, that day will be paid as holiday time off instead of sick leave.

Reasonable documentation of the employee's illness and/or medical certification of his or her fitness to return to work satisfactory to ECRCHS may be required before the School honors any sick leave requests. Inability or refusal to provide such documentation is cause for ECRCHS to deny a sick leave request. ECRCHS will not tolerate abuse or misuse of an employee's sick leave privilege.

Employees may request paid sick days either in writing or verbally. Upon proper notice and request, ECRCHS may approve employee requests for unpaid sick leave.

#### 6.6 Personal Necessity Leave

There may be times when it is necessary to be absent from work for reasons other than those covered by other leave provisions. To this end, ECRCHS provides its full-time employees with up to six (6) days a year for personal necessity leave ("PNL") time. Note that PNL days taken are charged against sick leave time. However, if an employee has used his or her allotment of full pay sick leave, requests for PNL may be denied by the employee's supervisor.

If it is necessary to request PNL, the employee must notify his or her supervisor at the earliest possible opportunity. PNL, however, will not be granted during a vacation or other leave of absence, nor will it be granted during a strike, demonstration, or other such work stoppage. Employees will be required to sign and file a statement explaining the nature of the necessity before it is approved; in those instances where the need for PNL was unexpected, you must submit a written statement as soon as possible after the need arises. ECRCHS reserves the right to approve or deny a request for PNL should it interfere with or negatively impact its operations.

#### 6.7 Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles.

- Events That May Entitle an Employee to FMLA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
  - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
  - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

- Amount of FMLA Leave Which May Be Taken
  1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
  2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
  3. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
  4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
- Pay during FMLA Leave
  1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
  2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
  3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
  4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.
- Health Benefits
 

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA

leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

ECRCHS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
    1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
    2. Employees should provide not less than thirty (30) days' notice 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 if the need for FMLA leave was an emergency or was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
    5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
    6. 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 or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
    7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School 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
    1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment 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.



2. When a request for FMLA leave is granted to an employee (other than a “key” employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
  3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
  4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Limitations on Reinstatement
    1. ECRCHS may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.
    2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
  - Employment during Leave
 

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

#### 6.8 California Paid Family Leave

The California Paid Family Leave (“PFL”) insurance program is administered by the California Employment Development Department (“EDD”) and provides up to six (6) weeks of paid leave to care for a seriously ill child, spouse, parent, or registered domestic partner, or to bond with a new child. Please contact the EDD should you have any questions regarding your eligibility for PFL and the amount of benefits you may receive.

#### 6.9 Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as

needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four months" means the number of days the employee would normally work within four (4) months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times  $17 \frac{1}{3}$  weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times  $17 \frac{1}{3}$  weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times  $17 \frac{1}{3}$  weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

ECRCHS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. ECRCHS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and

submitting it to Human Resources. An employee asking for a Request for Leave form will be referred to the School's pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with ECRCHS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

#### 6.10 Military and Military Spousal Leave of Absence

ECRCHS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, ECRCHS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

ECRCHS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2)

documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

#### 6.11 Industrial Injury Leave (Worker's Compensation)

ECRCHS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ECRCHS with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### 6.12 Bereavement Leave

Eligible employees are entitled to up to three (3) days' paid leave to attend the funeral or otherwise deal with the death of an immediate family member. "Immediate family members" include an employee's spouse/domestic partner, child (biological, adopted, foster, stepchild, or otherwise), parent, sibling, grandparent, or grandchild. In addition, if travel of more than 200 miles one-way is required to attend the funeral or otherwise deal with the death of an immediate family member, an additional two (2) days' paid leave shall be granted. Bereavement leave will be paid at an employee's base pay rate multiplied by the number of hours that the employee would have worked if not absent. You should notify your supervisor immediately if you wish to take bereavement leave. An employee may, with his or her supervisor's approval, use any available vacation for additional time off as necessary. ECRCHS may request verification of the facts surrounding the requested leave.

### 6.13 Jury Duty

Employees are obligated to perform jury service at the request of local courts. Employees must present the questionnaire or summons notice as soon as possible to their supervisor to determine what arrangements can be made to avoid excessive work disruptions. Full-pay for up to twenty (20) days is allowed while on jury service if you are a regular employee. As a condition for paid absence, employees must seek postponement of the jury service so that it can be performed during the employee's recess or at other times convenient for the School. Based on individual circumstances of the Executive Director may waive the twenty (20) day limit. You must repay ECRCHS an amount equal to the compensation you received as a juror, exclusive of mileage, for any dates that you received pay as an employee. Jury duty time off will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. If an employee receives health insurance benefits, such benefit will normally be maintained during jury duty.

Employees must promptly report to work whenever their jury duty schedule does not conflict with their work schedule. Time off for jury duty should be reported and appropriately logged in each employee's time records. Notify your supervisor that you have been selected for jury duty as soon as possible.

### 6.14 Voting Leave

ECRCHS encourages employees to fulfill their civic duty to vote in elections. If possible, employees must vote outside of work hours either before or after their scheduled shifts. When this is not possible due to scheduling conflicts, employees will receive up to two (2) hours of paid leave to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Voting leave will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent, up to the two (2) hour maximum. Time off to vote should be reported and appropriately logged in each employee's time records. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

### 6.15 School Appearance and Activities Leave

As required by law, ECRCHS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with

a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of ECRCHS, the employee who first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

#### 6.16 Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

#### 6.17 Victims of Abuse Leave

ECRCHS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.



- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide ECRCHS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide ECRCHS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, ECRCHS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

## **SECTION VII – Internal Complaint Review**

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board Chair (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Executive Director or Board Chair.*

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

*ECRCHS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX B**

**INTERNAL COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

### EMPLOYEE ACKNOWLEDGMENTS

I, the undersigned employee, understand and acknowledge the following:

- **That I have received a copy of this Employee Handbook identified with a revised date of July 27, 2017, and that it is my responsibility to read and be aware of, and comply with, ALL policies contained in it and any official notices that supersede it, including, but not limited to, policies on Child Abuse and Neglect Reporting, confidentiality, health, safety, anti-harassment, discrimination, and drugs and alcohol.**
- That this Employee Handbook contains important ECRCHS policies that directly affect many aspects of my employment. It is essential that I have a full understanding of these policies, and I will consult the Business Office if I do not have a full understanding of any policy herein or if I have any questions or concerns related to these policies.
- That, unless expressly stated to the contrary in a written employment agreement between myself and ECRCHS, **this is an at-will employment relationship, and as such, either ECRCHS or I may terminate this agreement at any time, with or without cause or notice, as permitted by law.** Nothing in this Employee Handbook is intended to modify my at-will employment relationship with ECRCHS.
- That **this is not a contract of employment or a guarantee of a continued employment relationship for any period of time.**
- That this Employee Handbook and the policies contained herein modifies, supersedes, and revokes any and all prior policies, procedures, practices, and oral or written representations to the contrary or that are otherwise inconsistent with its terms.
- That ECRCHS reserves the right to change, remove, or add to the policies herein at any time by providing official notices to me or posted in a conspicuous place in my work setting designated for such purposes. Any such official notices will modify, supersede, and revoke any existing notices that are inconsistent with them. Furthermore, ECRCHS reserves the right to change its implementation, interpretation, or application of the policies and procedures herein at any time. Any such changes shall be consistent with any applicable collective bargaining agreement provisions and other legal requirements.
- That in the event that any of the terms or provisions of this Employee Handbook, including this Employee Acknowledgment, are declared invalid or unenforceable by any court of competent jurisdiction or any federal or state entity having proper jurisdiction over the subject matter herein, the remaining terms and provisions that are not effected thereby shall remain in full force and effect and employees will be afforded all rights required by law. Furthermore, in such event, ECRCHS will provide employees with substitute terms and provisions for those declared invalid once it becomes aware of their invalidity.

I sign in acknowledgment of, and agreement with, the above provisions.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ **TO BE PLACED IN EMPLOYEE FILE**



# EL CAMINO REAL CHARTER HIGH SCHOOL

## *A California Distinguished School*

www.ecrchs.net

### **ADDENDUM #1 TO EMPLOYEE HANDBOOK**

This written Addendum shall supersede certain language in, and become a part of, the Employee Handbook with a revised date of July 27, 2017, as follows:

#### **6.4 Vacation Leave**

The second paragraph shall be replaced with the following:

Vacation leave will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. Unused vacation leave remaining at the end of the year will be carried over to the following year. Vacation days may be carried over up to one-and-a-half times the annual rate; when the maximum is reached, vacation days will no longer accrue until vacation time is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

#### **6.5 Sick Leave**

The fourth paragraph shall be replaced with the following:

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Full-pay sick leave benefits must be used before available half-pay benefits may be used. No employee will receive pay in lieu of sick leave under any circumstances, and employees will not be paid for any accrued but unused sick leave upon separation from employment. In the event that a holiday occurs during an employee's sick leave, that day will be paid as holiday time off instead of sick leave.





**EL CAMINO REAL CHARTER HIGH SCHOOL**  
*A California Distinguished School*

www.ecrchs.net

**ADDENDUM #2 TO EMPLOYEE HANDBOOK**

This written Addendum shall supersede certain language in, and become a part of, the Employee Handbook with a revised date of July 27, 2017, as follows:

**4.13 Searches**

The entire section shall be replaced with the following:

ECRCHS reserves the right to conduct searches and inspections of ECRCHS property and any items on ECRCHS premises. Personal items owned by employees brought on the premises such as bags, vehicles, and other containers, may be searched if ECRCHS has reasonable suspicion to do so. ECRCHS may search or inspect any part of its premises or property provided to employees for their use such as lockers, desks, cabinets, and drawers, at any time and for any reason, with or without reasonable suspicion or cause. Searches for illegal drugs, alcohol, paraphernalia, and other items possessed illegally may be conducted at any time, either with or without notice. Any illegal items ECRCHS confiscates will be turned over to the appropriate law enforcement agency. Employees who fail to fully cooperate in all searches or inspections are subject to discipline.