



# El Camino Charter High School

## Board Meeting

---

### **Date and Time**

Thursday January 18, 2018 at 4:30 PM PST

### **Location**

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

---

### **BOARD MEETING**

For board meeting materials, please go to the school's main office, or call (818) 595-7500. 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>
Opening Items			
A. Call the Meeting to Order		Jonathan Wasser	1 m
B. Record Attendance and Guests		Daniel Chang	1 m
C. Pledge of Allegiance		Diane Wynne	3 m
D. Public Comments		Public	15 m
E. Executive Director Update		David Hussey	15 m
F. UTLA Update		Carlos Monroy	5 m
G. Committee Reports/Updates	Discuss	Jonathan Wasser	10 m
<b>II. Consent</b>			<b>5:20 PM</b>
A. Approve Minutes of December 14, 2017 Board Meeting	Approve Minutes	Jonathan Wasser	5 m
<b>III. Financial</b>			<b>5:25 PM</b>
A. Review and Vote on November 2017 Check Registers	Vote	Alan Darby	5 m
B. November 2017 Financial Update	Discuss	Cindy Frantz of EdTec	20 m
C. Review and Approve Use Of One-Time Mandated Funds	Vote	Cindy Frantz of EdTec	10 m

	Purpose	Presenter	Time
<p>California Department of Education requires approval for use of funds for: professional development for educators; induction for beginning teachers with a focus on relevant mentoring; instructional materials; technology infrastructure; and any other investments necessary to support the implementation of California's academic standards.</p>			

**IV. School Business 6:00 PM**

<p><b>A.</b> Update on Closing the Achievement Gap</p>	Discuss	Lisa Ring	10 m
<p><b>B.</b> Discuss and Possible Action on Proposed New School Dress Code</p>	Vote	Sue Schuster and Angel Lerma	30 m

Staff would like to implement a new school dress code policy. This would be integrated into a revised Parent-Student Handbook, which the Board would also approve.

<p><b>C.</b> Tech Update</p>	Discuss	Fernando Delgado	10 m
------------------------------	---------	------------------	------

Update on the school's ongoing technology needs.

<p><b>D.</b> Review and Approval of 2016-17 School Accountability Report Card</p>	Vote	David Hussey	15 m
---	------	--------------	------

Staff recommends approval of the 2016-17 SARC, which must be approved and submitted to the California Department of Education by February 1, 2018.

**V. Governance 7:05 PM**

<p><b>A.</b> Announcement of Upcoming Board Positions</p>	Discuss	Jonathan Wasser	10 m
---	---------	-----------------	------

Two Board terms are expiring on June 30, 2018, the Community position currently held by Beatriz Chen, and the Classified position currently held by Diane Wynne. Set a date to start a committee for the Community position (most likely February) and recruitment/advertising for both (most likely to be handled by the Marketing Director).

**VI. Closed Session 7:15 PM**

<p><b>A.</b> Conference with Labor Negotiators</p>	Discuss	Jonathan Wasser	15 m
--	---------	-----------------	------

Agency Designated Representatives: Executive Director David Hussey; Chief Business Officer Alan Darby; Chief Compliance Officer Daniel Chang; Legal Counsel Roger Scott  
Employee Organization: United Teachers Los Angeles

<p><b>B.</b> Public Employee Performance Evaluation</p>	Discuss	Jonathan Wasser	30 m
---	---------	-----------------	------

Title: Executive Director

**VII. Reconvene to Open Session 8:00 PM**

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

	Purpose	Presenter	Time
<b>VIII. Closing Items</b>			<b>8:05 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Jonathan Wasser	1 m

## Coversheet

### Approve Minutes of December 14, 2017 Board Meeting

**Section:** II. Consent  
**Item:** A. Approve Minutes of December 14, 2017 Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on December 14, 2017

APPROVED



# El Camino Real Charter High School

## Minutes

### Board Meeting

---

#### Date and Time

Thursday December 14, 2017 at 4:30 PM

#### Location

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

---

#### BOARD MEETING

For board meeting materials, please go to the school's main office, or call (818) 595-7500. 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, Darin Ryburn, Diane Wynne, Jonathan Wasser, Julie Kornack, Lisa Crosthwait, Scott Silverstein, Steven Kofahl

#### **Directors Absent**

*None*

#### **Guests Present**

Alan Darby, Daniel Chang, David Hussey, Janelle Ruley

---

### **I. Opening Items**

#### **A. 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 Thursday Dec 14, 2017 at 4:38 PM.

#### **B. Record Attendance and Guests**

**C. Pledge of Allegiance**

**D. Public Comments**

There were no public comments.

**E. Student Presentation**

Heidi Yang, president of the Environmental Club, presented the Club's proposal to start a recycling program on campus. The Club seeks to have recycling bins placed around campus, they will collect and sort the recycling bins on a set schedule, and will remove any trash or unwanted items from the bins during sorting. They will take the recycling to a recycling center once a week, and the revenue will be used to continue the program as well as for other future projects. No staff involvement is requested, only that they communicate to the Club if there is any issue or if the bins need to be moved.

**F. UTLA Update**

There was no update.

**G. Executive Director Update**

Tentative dates for bargaining between UTLA and ECRA have been set, January 23rd and 28th.

Teachers voted on a Learning Management System (LMS) called Canvas to help communicate with parents and students on assignments. The cost is \$5.25 per student per year.

Finals are underway. When we come back, a midterm assessment of academic progress will be taken. Also, SBAC testing will be discussed.

**H. Committee Reports/Updates**

The Technology Committee reported that we should shortly have numbers to present at the next meeting regarding 1 to 1 laptops. Any questions or concerns should be addressed to the Committee before the next meeting, as long as any discussions do not constitute a quorum.

The Travel Committee has no updates.

The Safety Committee will investigate having a traffic study conducted. Also, there was a conversation with AEGIS, and the one concern AEGIS raised was with late calls for safety officers.

The Shoup Property Committee reported that this Sunday would be the dedication for the new landscaping, 9 am to 12 pm. Tree People will be there.

**II. Consent**

**A. Approve Minutes of November 16, 2017 Board Meeting**



Steven Kofahl made a motion to approve minutes from the Board Meeting on 11-16-17 Board Meeting on 11-16-17.

Lisa Crosthwait seconded the motion.

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

**Roll Call**

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

**III. School Business**

**A. Evaluation of Executive Director, CBO and CCO**

The evaluation has to be conducted by May, so that a new contract can be signed by June to take effect July 1st. A committee has to be formed. The only position for the Board to evaluate is for the Executive Director. The contracts of the CBO and CCO identify that the Executive Director evaluates these positions, and in the past the Executive Director conducted those reviews.

Ms. Kornack questions what the evaluation will be based on, and that it needs to be clear in the interest of transparency. The concern is how to identify the goals that the Executive Director should be striving for, and how to measure the performance. Ms. Kornack asked whether there was some type of audit agency or group that could conduct an objective audit of the Executive Director. Ms. Kornack also expressed that she would like to see whether measurable, identifiable goals could be identified against which performance could be measured.

Mr. Ryburn expressed concern about the Board on Track template, which he believed was very generic. Mr. Ryburn suggested that a consultant could be retained, to sit down with Mr. Hussey and with the Board, to delineate clear goals and objectives. But as an initial point, the Board should sit down with Mr. Hussey and talk about goals and objectives and start the evaluation process.

Mr. Takeguma noted that when an administrator is evaluated, it's normally through observation over a period of time, and observation in both a formal and an informal setting.

Ms. Ruley identified that a reasonable comparison would be how the Board of a school district conducts the evaluation of the superintendent. It is unknown whether a consultant is hired, but the Board members spend time behind closed doors with the superintendent in coming up with the evaluation. She does not know of any consultants for such a task. Mr. Hussey stated that his goals are the goals of the school, as outlined and set forth in the most recent WASC report. He stated that he does not believe we need a consultant.

Roger Scott of Young, Minney & Corr identified that the goal should be to improve the school's performance. As such, he advocated creating a committee to meet with Mr. Hussey and talk about goals and objectives; the committee will then make a recommendation to the Board.

A committee was formed with Jonathan Wasser, Diane Wynne, Bruce Takeguma and Julie Kornack. The committee shall be an ad hoc committee, and shall make its presentation to the entire Board no later than the March 2018 Board meeting.

**B. Update on Closing the Achievement Gap**

Job postings were published for an intervention coordinator and outreach coordinator for the Latino population, applications have already been received. A 7th period support class for 9th and 10th graders failing English and math was done as a pilot program this past semester; next semester, this will be in AERIES as a 7th period. This will be two 9-week sessions, and will continue to focus on math and English. EL coach Kyna Collins has broken down the assessments needed for English Learners, to help the ELs in their testing. There are 112 EL students. Looking to establish a learning lab to help students who are failing their core classes. The goal is to increase the English proficiency of the ELs, to the extent they can be reclassified.

**C. Discuss and Possible Action on Proposed New School Dress Code**

Mr. Lerma has been the dean at ECR for about 10 years; during this time, many people have expressed to him that the school needs a more defined dress code. Prospective parents who tour the school are surprised at the lack of a dress code, as the current dress code is difficult to enforce. The proposed dress code is gender-neutral, and has more defined sections that can be used to identify a dress code violation. This semester, warnings will be given of a dress code violation that is on the same form as what will be used for actual enforcement starting in the Fall. This would involve all staff members, not just the deans and not just the teachers. Mr. Lerma noted that he talked with the dean at Granada Hills High, and it took Granada Hills about 3 years to roll out and fully implement their dress code. The main enforcement will be to have the student change their clothing, either with clothing they have, or by having a parent come with alternate clothing - this is the same enforcement that is in effect now. A survey was conducted of teachers, parents and students, 3 separate surveys. However, the Board was not provided with the results of these surveys.

The Board requested additional information, including the surveys, an explanation of the process, more information and detail as to why the current dress code is not appropriate, and how the new code would look in the Parent-Student Handbook. This matter is tabled until the next Board meeting.

**D. Discuss and Approval of Yearbook Purchase**

Correction for the agenda, staff is requesting approval of purchase of 950 yearbooks, as last year 800 were ordered and we ran out and had to special order another batch which cost more. The total purchase price will be \$72,494.00.

Beatriz Chen made a motion to approve the purchase of 950 yearbooks at a cost of \$72,494.00.

Steven Kofahl seconded the motion.

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

**Roll Call**

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

**IV. Financial**

**A. Review and Vote on 2016/17 Audit Report**

Wade McMullen of Clifton Larson Allen presented the audit report. There were no issues or disagreements with management, no corrections or misrepresentations found, and supplemental information that was provided went through the same audit process. The Statement of Financial Position includes a liability of \$24M for the lifetime retirement benefits. In looking at the total current assets versus the total current liabilities, the school is financially sound. The Statement of Activities shows an increase of \$3M in income. The Statement of Functional Expenses includes our campus lease payments under Professional/consulting services and operating expenditures. Note our lease amount is based on either 3% of LCFF or a pro-rata square footage, at LAUSD's discretion. The lease obligation is included as a liability in our Statement of Financial Position.

The audit is based on sampling, and also substantive testing where documentary backup is provided as to specified items. It's also based on a review of payroll expenses, W-2, and any expenditures which may be flagged.

The only change that may be required is potentially to the lease payments.

Diane Wynne made a motion to approve the 2016-17 Audit Report, with an understanding that there will be a reclassification of the rent expense.

Lisa Crosthwait seconded the motion.

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

**Roll Call**

Beatriz Chen Aye  
Scott Silverstein Aye  
Julie Kornack Aye  
Darin Ryburn Aye  
Bruce Takeguma Aye  
Lisa Crosthwait Aye

**Roll Call**

Diane Wynne Aye

Steven Kofahl Aye

Jonathan Wasser Aye

**B. Review and Vote on October 2017 Check Registers**

Diane Wynne made a motion to approve the October 2017 check register.

Julie Kornack seconded the motion.

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

**C. October 2017 Financial Update**

The ADA was adjusted downward by 35 students. For months 1 through 3, this is a net decrease in ADA of 43.5. This results in a net operating income of negative \$717,442, which is a variance of negative \$178,855 from the prior forecast.

Mr. Hussey noted that enrollment in general is down, including for Hale Jr. High, because the population around us is not sustaining continuing numbers. As a result, we will have to start the enrollment process earlier.

Shoup is progressing, and may be completed under the \$1.2M budget.

**D. Review and Vote on 2017-18 1st Interim Report**

Darin Ryburn made a motion to approve the 2017-18 1st Interim Report.

Steven Kofahl seconded the motion.

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

**Roll Call**

Jonathan Wasser Aye

Scott Silverstein Aye

Beatriz Chen Aye

Diane Wynne Aye

Lisa Crosthwait Aye

Darin Ryburn Aye

Julie Kornack Aye

Steven Kofahl Aye

Bruce Takeguma Aye

**V. Closing Items**

**A. Adjourn Meeting**

Julie Kornack made a motion to adjourn the meeting.

Beatriz Chen seconded the motion.

The board **VOTED** unanimously 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 7:22 PM.

Respectfully Submitted,  
Daniel Chang

# Coversheet

## Review and Vote on November 2017 Check Registers

**Section:** III. Financial  
**Item:** A. Review and Vote on November 2017 Check Registers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III.A November 2017 Check Registers.xlsx

## Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

III.A November 2017 Check Registers.xlsx

# Coversheet

## November 2017 Financial Update

<b>Section:</b>	III. Financial
<b>Item:</b>	B. November 2017 Financial Update
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	III.B January Board Presentation.pdf III.B November Financial Exhibits.pdf



# El Camino Real Charter High School Financial Update

CINDY FRANTZ & MILADA RAKIJIAN  
JANUARY 18, 2018

edtec 



# Contents



## 1. November 2017 Financial Update

- A. Enrollment & Attendance
- B. Current Forecast
- C. Budget vs Actuals
- D. Shoup Budget
- E. Cash Flow
- F. Balance Sheet

## 2. Financial Exhibits

# November 2017 Financial Update



# Enrollment



	2017/18						Variance	
	Reapproved Budget	October Forecast	Month 1	Month 2	Month 3	Month 4	P-1 / Current Forecast	
<b>Enrollment</b> (Incl. exchange students)	<b>3680</b>	<b>3560</b>	<b>3563</b>	<b>3565</b>	<b>3552</b>	<b>3541</b>	<b>3555</b>	<b>-5</b>
9	920	849	851	848	847	849	849	0
10	880	845	845	846	845	839	844	-2
11	880	882	886	884	876	878	881	-1
12	1000	984	981	987	984	975	982	-2
<b>Attendance Rate</b>	<b>95.0%</b>	<b>96.8%</b>	<b>97.7%</b>	<b>96.7%</b>	<b>96.1%</b>	<b>97.2%</b>	<b>96.94%</b>	<b>0.09%</b>
<b>ADA</b>	<b>3417.00</b>	<b>3373.50</b>	<b>3405.83</b>	<b>3374.22</b>	<b>3340.45</b>	<b>3368.50</b>	<b>3371.56</b>	<b>-1.94</b>
<b>Unduplicated Count</b>	<b>978</b>						<b>1170</b>	<b>192</b>

*\*Although ADA has decreased per P-1, unduplicated count has increased per CALPADS, which has increased LCFF Funding*

# Potential Forecast Adjustment Based on P-1



## With in-year and historic trends, ADA may decrease by P-2

### In-Year Trend

Enrollment down 125 students since the revised budget in September.

Attendance rate is steady from 97.7% M01 to 97.2% M04

P-1 of 3371.56 matches forecast

\*(decreased forecast by 1.94 to match)

### Historic Trend

Past two years show drop from P-1 to P-2

\*average of -1.44%

### Recommendation

Potential to maintain P-1 ADA

Keep attendance rate high

# Current - November 2017 Forecast

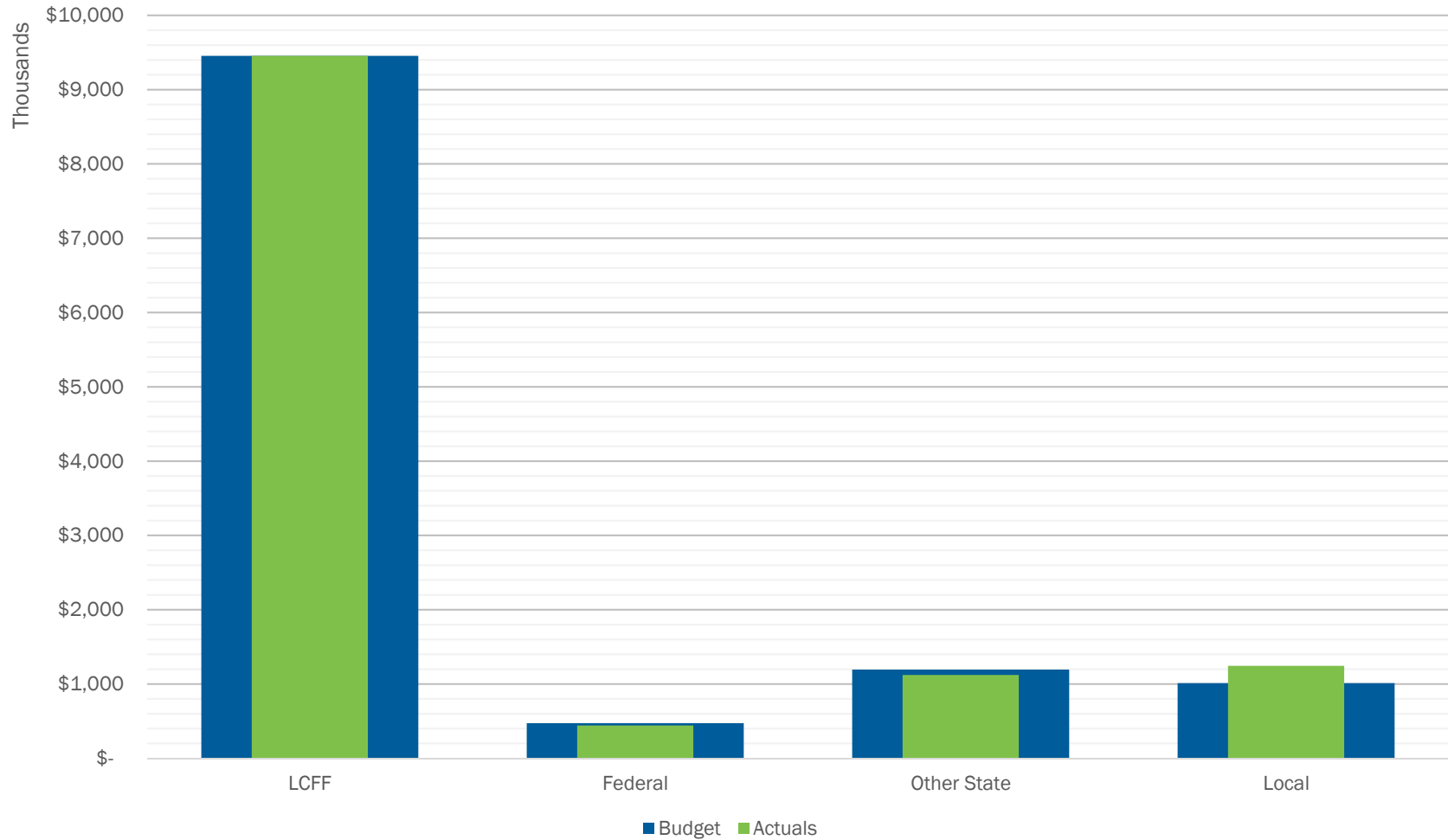


		2017/18	2017/18	2017/18	2017/18	Variance
		YTD Actuals	Reapproved Budget	Previous Oct Forecast	Current Oct Forecast	
Revenue	LCFF Entitlement	9,454,751	31,065,296	30,672,710	30,705,576	32,866
	Federal Revenue	441,173	1,449,279	1,440,763	1,440,383	(380)
	Other State Revenues	1,121,295	4,502,560	4,576,775	4,575,043	(1,733)
	Local Revenues	1,243,703	1,678,352	1,716,074	1,720,483	4,409
	Fundraising and Grants	-	-	-	-	-
	<b>Total Revenue</b>	<b>12,260,921</b>	<b>38,695,487</b>	<b>38,406,322</b>	<b>38,441,485</b>	<b>35,163</b>
Expenses	Comp and Benefits	10,991,797	29,641,540	29,391,890	29,391,890	-
	Books and Supplies	1,656,912	2,925,532	2,908,428	2,912,490	(4,062)
	Services and Other Ops	2,306,671	5,973,405	6,072,579	6,084,262	(11,683)
	Depreciation		750,867	750,867	750,867	-
	<b>Total Expenses</b>	<b>14,955,379</b>	<b>39,291,345</b>	<b>39,123,764</b>	<b>39,139,509</b>	<b>(15,745)</b>
	<b>Operating Income</b>	<b>(2,694,458)</b>	<b>(595,858)</b>	<b>(717,442)</b>	<b>(698,024)</b>	<b>19,417</b>
Fund Balance	Beginning Balance (Unaudited)		-3,201,018	-3,201,018	-3,201,018	
	Audit Adjustment					
	Other Restatements					
	Operating Income		-595,858	-717,442	-698,024	
<b>Ending Fund Balance (incl. Depreciation)</b>			<b>-3,796,876</b>	<b>-3,918,460</b>	<b>-3,899,042</b>	
<b>Ending Fund Balance as % of Expenses</b>			<b>-9.66%</b>	<b>-10.02%</b>	<b>-9.96%</b>	

# Budget vs. Actuals - Revenue



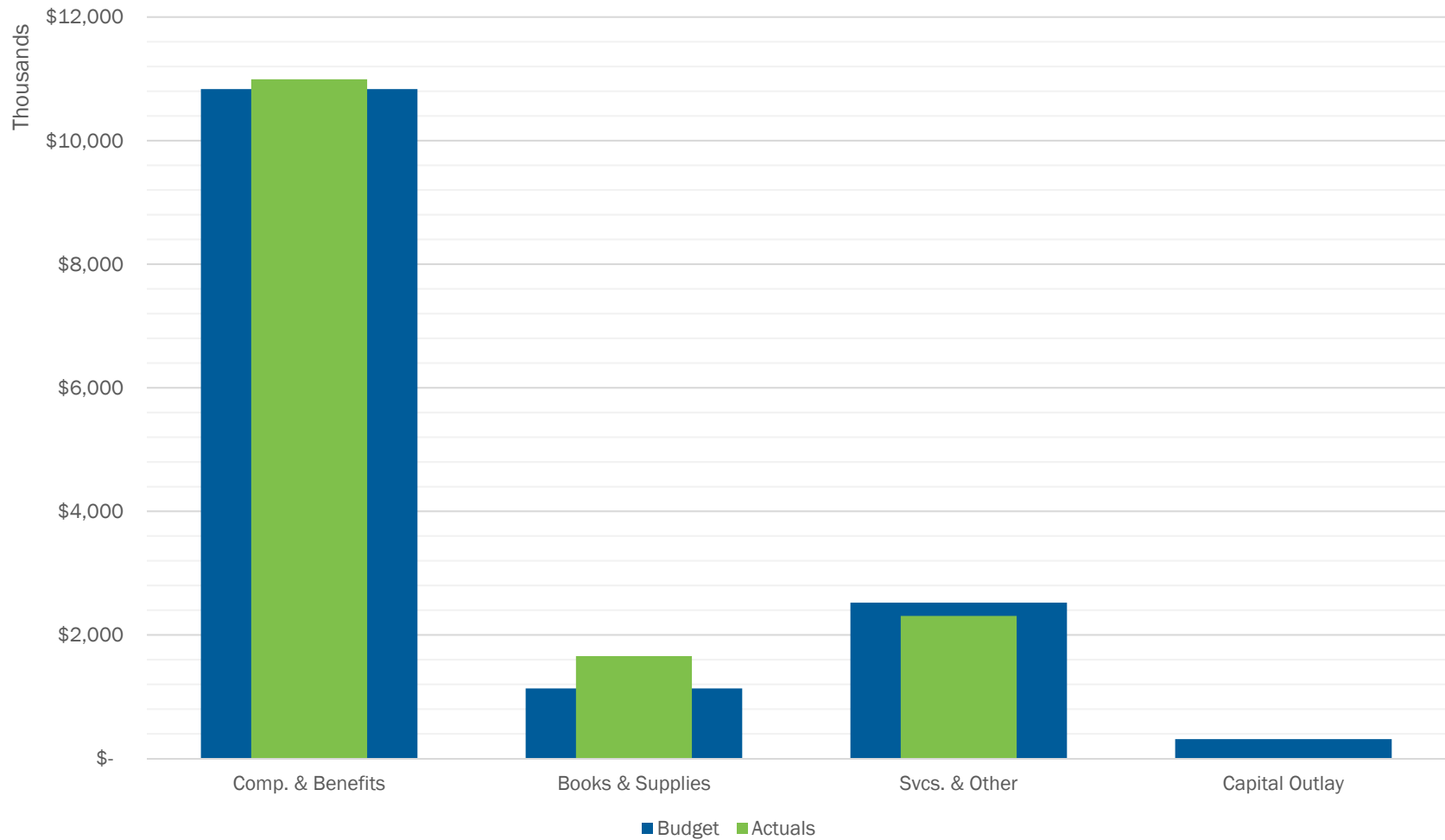
**As of Nov 2017, actual YTD revenue is ahead of YTD budget by \$128K**



# Budget vs. Actuals - Expenses



**As of Nov 2017, actual YTD expenses are ahead of YTD budget by \$157K**

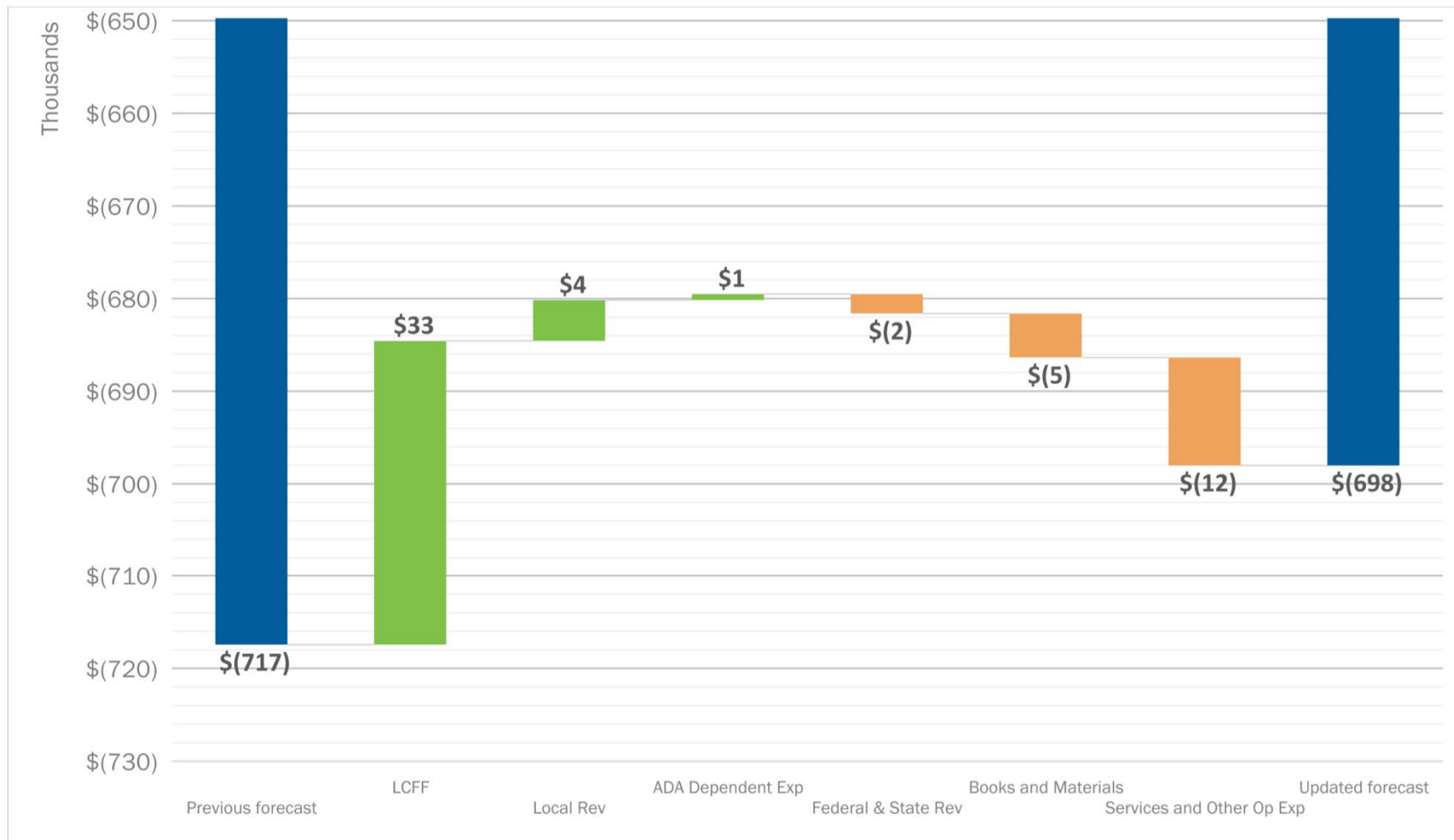




# 2017-18 Forecast Update



**Net income has increased by \$19K compared to previous forecast**



# Shoup Expenses



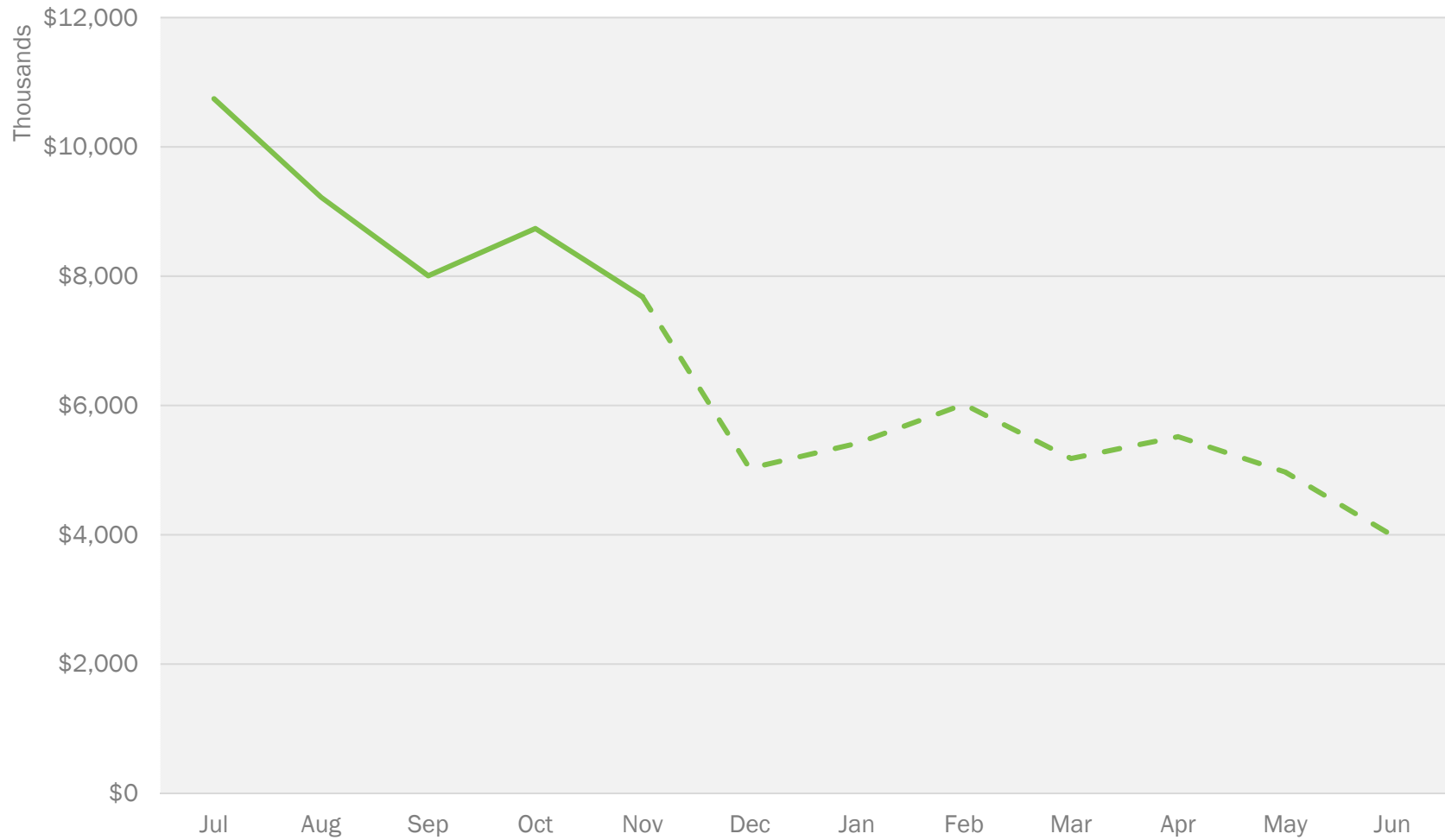
**As of Nov 2017, ECR has incurred 5% of budgeted expenses for Shoup**

EXPENSE CATEGORY	2017-18 YTD Actuals	2017-18 Budget	2017-18 Budget Balance
Salaries	0	200,000	200,000
Benefits	0	56,000	56,000
Books & Supplies	0	135,000	135,000
Operations & Housekeeping	18,736	307,000	288,264
Services & Other Operating Expenses	42,354	111,000	68,646
Communications	0	6,000	6,000
Capital Outlay	62,617	1,561,500	1,498,883
<b>TOTAL</b>	<b>123,707</b>	<b>2,375,500</b>	<b>2,251,793</b>

# 2017-18 Cash Flow



**Ending cash balance in November 2017 was \$7.68M**



# 2017-18 Balance Sheet



		11/30/2017	6/30/2017	YTD Change
<b>Assets</b>				
	Cash Balances	7,681,289	11,084,195	(3,402,905)
	Accounts Receivable	20,763	1,851,340	(1,830,577)
	Prepays and Other Assets	-	491,283	(491,283)
	Fixed Assets, Net	4,928,713	4,504,739	423,975
	Investments	6,994,473	5,965,972	1,028,502
	Due to/from other			-
	<b>Total Assets</b>	<b>19,625,238</b>	<b>23,897,528</b>	<b>(4,272,289)</b>
<b>Liabilities &amp; Equity</b>				
	Accounts Payable	643,851	950,965	(307,114)
	Current Liabilities	231,281	233,693	(2,411)
	Due to Grantor Governments/Others	-	-	-
	Deferred Revenue	-	540,000	(540,000)
	Loans and other payables	33,051	762,545	(729,494)
	Beginning Net Assets - Audited	(2,937,040)	(5,955,625)	3,018,585
	Other Restatements	24,320,174	24,320,174	-
	Net Income (Loss) to Date	(2,666,079)	3,045,777	(5,711,856)
	<b>Total Liabilities &amp; Equity</b>	<b>19,625,238</b>	<b>23,897,528</b>	<b>(4,272,289)</b>

# Financial Exhibits

[See attachment](#)



**El Camino Real Charter High School  
Income Statement  
As of Nov FY2018**

	Actual			YTD Actual YTD	Budget						
	Sep	Oct	Nov		Approved Budget v2	Previous Forecast	Current Forecast	Previous	Approved	Current Forecast Remaining	% Current Forecast Spent
								Forecast vs. Current Forecast	Budget v2 vs. Current Forecast		
<b>SUMMARY</b>											
<b>Revenue</b>											
LCHF Entitlement	1,500,488	3,494,088	2,240,840	9,454,751	31,065,296	30,672,710	30,705,576	32,866	(359,720)	21,250,825	31%
Federal Revenue	73,113	195,042	53,675	441,173	1,449,279	1,440,763	1,440,383	(380)	(8,896)	999,210	31%
Other State Revenues	217,159	277,916	189,428	1,121,295	4,502,560	4,576,775	4,575,043	(1,733)	72,483	3,453,748	25%
Local Revenues	126,796	64,928	260,850	1,243,703	1,678,352	1,716,074	1,720,483	4,409	42,131	476,780	72%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>1,917,555</b>	<b>4,031,974</b>	<b>2,744,793</b>	<b>12,260,921</b>	<b>38,695,487</b>	<b>38,406,322</b>	<b>38,441,485</b>	<b>35,163</b>	<b>(254,002)</b>	<b>26,180,563</b>	<b>32%</b>
<b>Expenses</b>											
Compensation and Benefits	2,207,192	2,355,795	1,866,781	10,991,797	29,641,540	29,391,890	29,391,890	-	249,651	18,400,093	37%
Books and Supplies	472,251	394,902	187,917	1,656,912	2,925,532	2,908,428	2,912,490	(4,062)	13,042	1,255,578	57%
Services and Other Operating Expenditures	445,107	703,819	405,354	2,293,023	5,973,405	6,072,579	6,084,262	(11,683)	(110,857)	3,791,239	38%
Depreciation	-	-	-	-	750,867	750,867	750,867	-	-	750,867	0%
Other Outflows	-	2,518	2,792	13,648	-	-	-	-	-	(13,648)	-
<b>Total Expenses</b>	<b>3,124,551</b>	<b>3,457,033</b>	<b>2,462,844</b>	<b>14,955,379</b>	<b>39,291,345</b>	<b>39,123,764</b>	<b>39,139,509</b>	<b>(15,745)</b>	<b>151,836</b>	<b>24,184,130</b>	<b>38%</b>
<b>Operating Income</b>	<b>(1,206,996)</b>	<b>574,941</b>	<b>281,949</b>	<b>(2,694,458)</b>	<b>(595,858)</b>	<b>(717,442)</b>	<b>(698,024)</b>	<b>19,417</b>	<b>(102,167)</b>	<b>1,996,433</b>	
<b>Fund Balance</b>											
Beginning Balance (Audited)					(3,201,018)	(3,201,018)	(2,909,853)				
Operating Income					(595,858)	(717,442)	(698,024)				
<b>Ending Fund Balance</b>					<b>(3,796,876)</b>	<b>(3,918,460)</b>	<b>(3,607,877)</b>				

**El Camino Real Charter High School**  
**Income Statement**  
**As of Nov FY2018**

	Actual			YTD	Budget						
	Sep	Oct	Nov	Actual YTD	Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>											
Enrollment Summary											
9-12					3,680	3,560	3,555	(5)	(125)		
<b>Total Enrolled</b>					<b>3,680</b>	<b>3,560</b>	<b>3,555</b>	<b>(5)</b>	<b>(125)</b>		
ADA %											
9-12					92.9%	94.8%	94.8%	0.1%	2.0%		
<b>Average ADA %</b>					<b>92.9%</b>	<b>94.8%</b>	<b>94.8%</b>	<b>0.1%</b>	<b>2.0%</b>		
ADA											
9-12					3,417.00	3,373.50	3,371.56	(1.94)	(45.44)		
<b>Total ADA</b>					<b>3,417.00</b>	<b>3,373.50</b>	<b>3,371.56</b>	<b>(1.94)</b>	<b>(45.44)</b>		

**El Camino Real Charter High School  
Income Statement  
As of Nov FY2018**

	Actual			YTD Actual YTD	Budget						
	Sep	Oct	Nov		Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>REVENUE</b>											
<b>LCFF Entitlement</b>											
8011 Charter Schools General Purpose Entitlement - State Aid	925,440	1,665,792	1,665,792	5,182,464	19,046,150	18,806,573	18,846,263	39,690	(199,887)	13,663,799	27%
8012 Education Protection Account Entitlement	-	1,253,248	-	1,253,248	4,966,524	4,903,298	4,900,478	(2,820)	(66,046)	3,647,230	26%
8019 State Aid - Prior Years	-	-	-	36	36	36	36	-	-	-	100%
8096 Charter Schools in Lieu of Property Taxes	575,048	575,048	575,048	3,019,003	7,052,585	6,962,803	6,958,799	(4,004)	(93,787)	3,939,796	43%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>1,500,488</b>	<b>3,494,088</b>	<b>2,240,840</b>	<b>9,454,751</b>	<b>31,065,296</b>	<b>30,672,710</b>	<b>30,705,576</b>	<b>32,866</b>	<b>(359,720)</b>	<b>21,250,825</b>	<b>31%</b>
<b>Federal Revenue</b>											
8181 Special Education - Entitlement	53,041	53,041	53,041	278,466	668,946	660,430	660,050	(380)	(8,896)	381,584	42%
8220 Child Nutrition Programs	19,791	29,258	-	49,049	312,000	312,000	312,000	-	-	262,951	16%
8290 No Child Left Behind	281	1,434	634	2,349	11,286	11,286	11,286	-	-	8,937	21%
8291 Title I	-	73,206	-	73,206	292,822	292,822	292,822	-	-	219,616	25%
8292 Title II	-	15,991	-	15,991	64,225	64,225	64,225	-	-	48,234	25%
8299 All Other Federal Revenue	-	22,112	-	22,112	100,000	100,000	100,000	-	-	77,888	22%
<b>SUBTOTAL - Federal Revenue</b>	<b>73,113</b>	<b>195,042</b>	<b>53,675</b>	<b>441,173</b>	<b>1,449,279</b>	<b>1,440,763</b>	<b>1,440,383</b>	<b>(380)</b>	<b>(8,896)</b>	<b>999,210</b>	<b>31%</b>
<b>Other State Revenue</b>											
8319 Other State Apportionments - Prior Years	26,160	85,824	-	111,984	-	111,984	111,984	-	111,984	-	100%
8381 Special Education - Entitlement (State)	155,019	155,019	155,019	813,848	1,955,071	1,930,182	1,929,072	(1,110)	(25,999)	1,115,223	42%
8520 Child Nutrition - State	1,571	2,664	-	4,235	24,000	24,000	24,000	-	-	19,765	18%
8550 Mandated Cost Reimbursements	-	-	-	-	646,995	648,079	648,079	-	1,084	648,079	0%
8560 State Lottery Revenue	-	-	-	-	662,898	654,459	654,083	(376)	(8,815)	654,083	0%
8590 All Other State Revenue	34,409	34,409	34,409	191,227	433,959	428,435	428,188	(246)	(5,771)	236,961	45%
8593 Prop 39 Energy	-	-	-	-	779,637	779,637	779,637	-	-	779,637	0%
<b>SUBTOTAL - Other State Revenue</b>	<b>217,159</b>	<b>277,916</b>	<b>189,428</b>	<b>1,121,295</b>	<b>4,502,560</b>	<b>4,576,775</b>	<b>4,575,043</b>	<b>(1,733)</b>	<b>72,483</b>	<b>3,453,748</b>	<b>25%</b>
<b>Local Revenue</b>											
8634 Food Service Sales	30,641	27,285	21,398	94,766	174,000	174,000	174,000	-	-	79,234	54%
8660 Interest	2,038	2,250	1,719	10,359	4,352	8,640	10,359	1,719	6,007	-	100%
8662 Net Increase (Decrease) in the Fair Value of Investments	33,434	-	2,690	36,124	-	33,434	36,124	2,690	36,124	-	100%
8690 Other Local Revenue	65,834	29,405	174,188	1,033,337	1,500,000	1,500,000	1,500,000	-	-	466,663	69%
8999 Uncategorized Revenue	(5,151)	5,987	60,855	69,117	-	-	-	-	-	(69,117)	
<b>SUBTOTAL - Local Revenue</b>	<b>126,796</b>	<b>64,928</b>	<b>260,850</b>	<b>1,243,703</b>	<b>1,678,352</b>	<b>1,716,074</b>	<b>1,720,483</b>	<b>4,409</b>	<b>42,131</b>	<b>476,780</b>	<b>72%</b>
<b>Fundraising and Grants</b>											
<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUE</b>	<b>1,917,555</b>	<b>4,031,974</b>	<b>2,744,793</b>	<b>12,260,921</b>	<b>38,695,487</b>	<b>38,406,322</b>	<b>38,441,485</b>	<b>35,163</b>	<b>(254,002)</b>	<b>26,180,563</b>	<b>32%</b>



**El Camino Real Charter High School  
Income Statement  
As of Nov FY2018**

	Actual			YTD Actual YTD	Budget						
	Sep	Oct	Nov		Approved Budget v2	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v2 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1100 Teachers Salaries	962,633	958,244	951,498	4,745,472	11,221,839	11,131,666	11,131,666	-	90,173	6,386,194	43%
1101 Teacher - Stipends	-	-	-	-	255,000	255,000	255,000	-	-	255,000	0%
1150 NBC Stipend	5,560	5,560	5,560	47,613	135,000	135,000	135,000	-	-	87,387	35%
1160 Auxiliary & Summer School	14,723	19,889	17,440	233,721	400,000	400,000	400,000	-	-	166,279	58%
1170 Coverage	7,635	11,117	9,982	32,859	75,000	75,000	75,000	-	-	42,141	44%
1180 Extra Hours & Tutoring	5,472	10,076	8,561	28,765	100,000	100,000	100,000	-	-	71,235	29%
1190 PD & LCAP	2,196	3,051	6,913	44,171	130,000	130,000	130,000	-	-	85,829	34%
1200 Certificated Pupil Support Salaries	127,897	116,542	120,639	583,302	1,308,627	1,308,627	1,308,627	-	-	725,325	45%
1300 Certificated Supervisor & Administrator Salaries	86,999	86,999	96,823	426,060	779,258	890,957	890,957	-	(111,699)	464,897	48%
1900 Certificated Other Salaries	21,548	21,548	21,548	109,340	245,635	245,635	245,635	-	-	136,295	45%
<b>SUBTOTAL - Certificated Salaries</b>	<b>1,234,662</b>	<b>1,233,025</b>	<b>1,238,963</b>	<b>6,251,303</b>	<b>14,650,359</b>	<b>14,671,885</b>	<b>14,671,885</b>	<b>-</b>	<b>(21,526)</b>	<b>8,420,583</b>	<b>43%</b>
<b>Classified Salaries</b>											
2100 Classified Instructional Aide Salaries	71,552	79,794	94,617	311,742	1,163,425	1,002,041	1,002,041	-	161,384	690,299	31%
2200 Classified Support Salaries	83,357	85,724	93,713	401,082	940,547	940,547	940,547	-	-	539,465	43%
2300 Classified Supervisor & Administrator Salaries	34,313	34,313	34,613	293,173	611,328	634,520	634,520	-	(23,192)	341,346	46%
2400 Classified Clerical & Office Salaries	81,122	79,133	77,279	352,181	1,098,405	1,098,405	1,098,405	-	-	746,224	32%
2900 Classified Other Salaries	(10,900)	4,655	8,451	26,992	162,735	107,043	107,043	-	55,692	80,051	25%
<b>SUBTOTAL - Classified Salaries</b>	<b>259,444</b>	<b>283,620</b>	<b>308,673</b>	<b>1,385,171</b>	<b>3,976,440</b>	<b>3,782,556</b>	<b>3,782,556</b>	<b>-</b>	<b>193,884</b>	<b>2,397,385</b>	<b>37%</b>
<b>Employee Benefits</b>											
3100 STRS	171,009	172,936	136,460	838,608	2,114,047	2,117,153	2,117,153	-	(3,106)	1,278,545	40%
3200 PERS	37,855	37,277	38,768	170,266	457,105	438,551	438,551	-	18,554	268,285	39%
3300 OASDI-Medicare-Alternative	38,258	38,999	39,969	188,798	489,962	478,705	478,705	-	11,258	289,906	39%
3400 Health & Welfare Benefits	266,008	202,740	284,853	1,446,167	3,702,611	3,636,493	3,636,493	-	66,118	2,190,326	40%
3500 Unemployment Insurance	741	752	776	3,797	9,309	9,144	9,144	-	165	5,347	42%
3600 Workers Comp Insurance	-	84,994	16,999	101,993	186,268	201,964	201,964	-	(15,696)	99,971	51%
3700 Retiree Benefits	200,000	300,000	(200,000)	600,000	4,055,439	4,055,439	4,055,439	-	-	3,455,439	15%
3900 Other Employee Benefits	(785)	1,453	1,321	5,694	-	-	-	-	-	(5,694)	
<b>SUBTOTAL - Employee Benefits</b>	<b>713,086</b>	<b>839,150</b>	<b>319,146</b>	<b>3,355,323</b>	<b>11,014,741</b>	<b>10,937,449</b>	<b>10,937,449</b>	<b>-</b>	<b>77,293</b>	<b>7,582,125</b>	<b>31%</b>
<b>Books &amp; Supplies</b>											
4100 Approved Textbooks & Core Curricula Materials	392,481	39,835	7,389	500,746	500,000	500,000	500,746	(746)	(746)	-	100%
4200 Books & Other Reference Materials	4,881	26,779	7,735	46,585	42,591	42,591	46,585	(3,994)	(3,994)	-	100%
4300 Materials & Supplies	-	5,873	9,190	15,063	55,134	55,134	55,134	-	-	40,070	27%
4325 Instructional Materials & Supplies	24,083	77,158	30,788	253,681	312,263	312,263	312,263	-	-	58,582	81%
4330 Office Supplies	13,274	10,520	5,238	31,984	211,017	211,017	211,017	-	-	179,033	15%
4345 Non Instructional Student Materials & Supplies	20,923	39,825	42,548	155,034	534,527	517,422	516,745	677	17,781	361,711	30%
4400 Noncapitalized Equipment	6,288	88,399	6,920	458,878	670,000	670,000	670,000	-	-	211,122	68%
4710 Student Food Services	10,320	106,512	78,109	194,941	600,000	600,000	600,000	-	-	405,059	32%
<b>SUBTOTAL - Books and Supplies</b>	<b>472,251</b>	<b>394,902</b>	<b>187,917</b>	<b>1,656,912</b>	<b>2,925,532</b>	<b>2,908,428</b>	<b>2,912,490</b>	<b>(4,062)</b>	<b>13,042</b>	<b>1,255,578</b>	<b>57%</b>

**El Camino Real Charter High School  
Income Statement  
As of Nov FY2018**

	Actual			YTD	Budget							
	Sep	Oct	Nov	Actual YTD	Approved	Previous	Current	Previous	Approved	Current	% Current	
					Budget v2	Forecast	Forecast	Forecast vs. Current Forecast	Budget v2 vs. Current Forecast	Forecast Remaining	Forecast Spent	
<b>Services &amp; Other Operating Expenses</b>												
5200 Travel & Conferences	16,116	13,558	3,221	62,239	103,000	103,000	103,000	-	-	40,761	60%	
5300 Dues & Memberships	40,383	40,999	11,341	303,525	186,284	292,184	303,525	(11,341)	(117,240)	-	100%	
5400 Insurance	-	79,360	15,872	95,232	206,524	210,463	210,463	-	(3,939)	115,231	45%	
5500 Operations & Housekeeping	153,669	211,830	14,628	464,235	916,100	916,100	916,100	-	-	451,865	51%	
5520 Security	36,790	28,256	9,383	96,892	378,000	378,000	378,000	-	-	281,108	26%	
5605 Equipment Leases	4,546	10,126	3,394	24,851	93,644	93,644	93,644	-	-	68,794	27%	
5610 Rent	9,063	3,226	2,494	17,599	463,500	463,500	463,500	-	-	445,901	4%	
5616 Repairs and Maintenance - Computers	-	-	-	-	60,000	60,000	60,000	-	-	60,000	0%	
5631 Other Rentals, Leases and Repairs 1	742	22,167	14,192	58,718	324,981	324,981	324,981	-	-	266,263	18%	
5809 Banking Fees	622	1,391	10,882	18,279	64,147	64,147	64,147	-	-	45,868	28%	
5812 Business Services	3,680	21,391	1,946	51,473	204,860	204,860	204,860	-	-	153,387	25%	
5815 Consultants - Instructional	41,043	82,599	94,361	245,943	475,033	475,033	475,033	-	-	229,090	52%	
5820 Consultants - Non Instructional - Custom 1	19,686	29,528	22,052	115,873	348,500	348,500	348,500	-	-	232,627	33%	
5824 District Oversight Fees	24,024	24,024	24,024	126,128	310,653	306,727	307,056	(329)	3,597	180,928	41%	
5830 Field Trips Expenses	9,857	28,495	28,403	77,728	309,000	309,000	309,000	-	-	231,272	25%	
5833 Fines and Penalties	40	228	326	654	60	328	654	(326)	(594)	-	100%	
5845 Legal Fees	8,542	10,387	13,654	41,472	250,000	250,000	250,000	-	-	208,528	17%	
5848 Licenses and Other Fees	-	22,768	-	22,768	45,000	45,000	45,000	-	-	22,232	51%	
5851 Marketing and Student Recruiting	350	-	-	1,890	10,609	10,609	10,609	-	-	8,719	18%	
5857 Payroll Fees	-	-	18,716	18,716	39,090	39,090	39,090	-	-	20,374	48%	
5861 Prior Yr Exp (not accrued)	(9,651)	(5,337)	-	59,938	100,000	100,000	100,000	-	-	40,062	60%	
5872 Special Education Encroachment	41,612	41,612	41,612	218,463	550,384	543,377	543,065	312	7,319	324,602	40%	
5884 Substitutes	43,419	32,668	73,353	154,907	425,000	425,000	425,000	-	-	270,093	36%	
5898 Bad Debt Expense	-	-	-	36	36	36	36	-	-	-	100%	
5900 Communications	575	4,542	1,501	15,467	109,000	109,000	109,000	-	-	93,533	14%	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>445,107</b>	<b>703,819</b>	<b>405,354</b>	<b>2,293,023</b>	<b>5,973,405</b>	<b>6,072,579</b>	<b>6,084,262</b>	<b>(11,683)</b>	<b>(110,857)</b>	<b>3,791,239</b>	<b>38%</b>	
<b>Capital Outlay &amp; Depreciation</b>												
6900 Depreciation	-	-	-	-	750,867	750,867	750,867	-	-	750,867	0%	
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>750,867</b>	<b>750,867</b>	<b>750,867</b>	<b>-</b>	<b>-</b>	<b>750,867</b>	<b>0%</b>	
<b>Other Outflows</b>												
7999 Uncategorized Expense	-	2,518	2,792	13,648	-	-	-	-	-	(13,648)		
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>2,518</b>	<b>2,792</b>	<b>13,648</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(13,648)</b>		
<b>TOTAL EXPENSES</b>	<b>3,124,551</b>	<b>3,457,033</b>	<b>2,462,844</b>	<b>14,955,379</b>	<b>39,291,345</b>	<b>39,123,764</b>	<b>39,139,509</b>	<b>(15,745)</b>	<b>151,836</b>	<b>24,184,130</b>	<b>38%</b>	

**El Camino Real Charter High School  
Monthly Cash Forecast  
As of Nov FY2018**

	2017-18													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
<b>Beginning Cash</b>	<b>11,084,195</b>	<b>10,744,534</b>	<b>9,220,020</b>	<b>8,006,009</b>	<b>8,737,412</b>	<b>7,680,102</b>	<b>5,026,262</b>	<b>5,412,213</b>	<b>6,015,586</b>	<b>5,179,593</b>	<b>5,516,887</b>	<b>4,968,722</b>			
<b>REVENUE</b>															
LCFF Entitlement	431,322	1,788,012	1,500,488	3,494,088	2,240,840	2,240,821	3,494,087	2,661,415	2,191,663	3,360,526	2,191,663	2,191,681	30,705,576	2,918,971	
Federal Revenue	39,781	79,562	73,113	195,042	53,675	136,418	79,041	209,917	96,917	71,917	164,000	96,917	1,440,383	144,083	
Other State Revenue	116,264	320,528	217,159	277,916	189,428	274,809	368,343	1,253,550	181,212	181,212	506,025	347,522	4,575,043	341,075	
Other Local Revenue	638,408	152,722	126,796	64,928	260,850	(49,291)	87,678	87,678	87,678	87,678	87,678	87,678	1,720,483	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE</b>	<b>1,225,775</b>	<b>2,340,824</b>	<b>1,917,555</b>	<b>4,031,974</b>	<b>2,744,793</b>	<b>2,602,756</b>	<b>4,029,150</b>	<b>4,212,561</b>	<b>2,557,470</b>	<b>3,701,334</b>	<b>2,949,367</b>	<b>2,723,798</b>	<b>38,441,485</b>	<b>3,404,129</b>	
<b>EXPENSES</b>															
Certificated Salaries	1,217,935	1,326,718	1,234,662	1,233,025	1,238,963	591,040	1,304,924	1,304,924	1,304,924	1,304,924	1,304,924	1,304,924	14,671,885	(0)	
Classified Salaries	277,005	256,429	259,444	283,620	308,673	359,185	339,700	339,700	339,700	339,700	339,700	339,700	3,782,556	0	
Employee Benefits	733,918	750,023	713,086	839,150	319,146	1,417,528	1,090,302	1,087,102	1,087,102	1,067,711	1,067,711	764,670	10,937,449	-	
Books & Supplies	42,457	559,385	472,251	394,902	187,917	(328,611)	293,452	228,526	119,607	132,745	150,305	659,554	2,912,490	-	
Services & Other Operating Expenses	350,904	387,839	445,107	703,819	405,354	734,275	501,815	560,931	498,555	498,555	498,555	498,555	6,084,262	-	
Capital Outlay & Depreciation	-	-	-	-	-	375,433	62,572	62,572	62,572	62,572	62,572	62,572	750,867	-	
Other Outflows	6,378	1,959	-	2,518	2,792	(13,648)	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>2,628,598</b>	<b>3,282,353</b>	<b>3,124,551</b>	<b>3,457,033</b>	<b>2,462,844</b>	<b>3,135,203</b>	<b>3,592,766</b>	<b>3,583,755</b>	<b>3,412,460</b>	<b>3,406,206</b>	<b>3,423,766</b>	<b>3,629,974</b>	<b>39,139,509</b>	<b>(0)</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(1,402,823)</b>	<b>(941,529)</b>	<b>(1,206,996)</b>	<b>574,941</b>	<b>281,949</b>	<b>(532,447)</b>	<b>436,384</b>	<b>628,806</b>	<b>(854,989)</b>	<b>295,127</b>	<b>(474,400)</b>	<b>(906,176)</b>	<b>(698,024)</b>	<b>3,404,129</b>	
Revenues - Prior Year Accruals	1,393,263	337,464	-	99,850	-	20,763	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	28,268	1,093	(29,360)	-	-	-	-	-	-	-	-	-	-	
Other Assets	491,283	3,620	(88,573)	-	(943,548)	-	-	-	-	-	-	-	-	-	
Fixed Assets	(4,421)	(311,092)	(3,421)	(34,846)	(70,195)	(1,371,925)	(188,386)	(163,386)	(118,957)	(95,786)	(211,719)	(211,719)	-	-	
Due To (From)	8,407	(10,988)	20,760	(10,807)	(9,784)	(231,281)	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(244,122)	(49,446)	(14,546)	-	-	(642,851)	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(105,248)	(516,810)	77,672	131,624	(315,732)	(34,051)	-	-	-	-	-	-	-	-	
Other Liabilities	(476,000)	(64,000)	-	-	-	137,953	137,953	137,953	137,953	137,953	137,953	137,953	-	-	
<b>Ending Cash</b>	<b>10,744,534</b>	<b>9,220,020</b>	<b>8,006,009</b>	<b>8,737,412</b>	<b>7,680,102</b>	<b>5,026,262</b>	<b>5,412,213</b>	<b>6,015,586</b>	<b>5,179,593</b>	<b>5,516,887</b>	<b>4,968,722</b>	<b>3,988,779</b>			

## Coversheet

### Discuss and Possible Action on Proposed New School Dress Code

**Section:** IV. School Business  
**Item:** B. Discuss and Possible Action on Proposed New School Dress Code  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV.B 2017-2018 Parent Handbook revised.docx  
IV.B Proposed Dress Code.docx

# 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)**

**Board Approved Revised Date: January 18, 2018**

**Effective Date: January 18, 2018**

## 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>

**ID CARDS** .....27

**LOCKERS** .....27

**ACTIVITY CARDS** .....27

**LUNCH PASSES** .....27

**FOOD POLICY** .....27

**FIELD TRIP POLICY** .....28

**STUDENT CLUBS** .....28

**STUDENT GOVERNMENT** .....29

**EXTRACURRICULAR ACTIVITIES** .....29

**PHYSICAL EDUCATION / P.E. CLOTHES** .....29

**STUDENT STORE** .....30

**CAFETERIA** .....30

**PARKING** .....31

**BICYCLES AND SKATEBOARDS** .....31

**STUDENT CONDUCT** .....32

**BULLYING AND HAZING POLICY** .....32

**SUSPENSION AND EXPULSION** .....32

**APPEALS PROCESS FOR SUSPENSIONS AND EXPULSIONS** .....33

**CELL PHONE POLICY** .....33

**CHEATING/PLAGIARISM** .....33

**DRESS CODE** .....33

**STUDENT SEARCHES** .....34

**STUDENTS’ PERSONAL PROPERTY** .....36

**PROM ATTENDANCE POLICY** .....36

**FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES,  
DEMONSTRATIONS, ETC.** .....36

**ALCOHOL, TOBACCO, DRUGS** .....39

**HEALTH** .....40

**HEALTH INFORMATION** .....40

**SEX EDUCATION COURSES** .....43

**ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) EDUCATION** .....46

**PARENT/GUARDIAN ANNUAL NOTIFICATION REGARDING CONDOM AVAILABILITY PROGRAM** ..... 47

**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

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
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®, 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**

### **Dress Code Philosophy:**

The purpose of the ECRCHS dress code is to ensure that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase stereotypes, marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. All students are expected to dress in a professional and appropriate manner consistent with the academic environment. All students shall be required to show proper attention to

personal cleanliness. The following rules and guidelines are designed to help students thoroughly understand the expectations put upon them as they prepare for college, careers, and professional life after high school as well as to nurture school pride and a focus on academics.

**Our values are:**

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students should understand that they are responsible for managing their own personal image without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

**Our student dress code is designed to accomplish several goals:**

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science/shop (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable, within the dress code.
- Allow students to wear clothing that expresses their self-identified gender, within the dress code.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference violence and weapons, alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

## Dress Code

*OPAQUE FABRIC: solid, not sheer or transparent, cannot be see-through.*

1. Students must wear a shirt with straps or sleeves with opaque fabric covering the student's front, back, sides under the arms and midriff/stomach.
  - 1.a) Strapless tops/dresses may not be worn at school, even if an undergarment is underneath the top. Tank tops are allowed.
  - 1.b) Hoodie sweatshirts are allowed but the student's full face must be visible at all times.
  - 1.c) All tops must be worn such that private parts (genitals, buttocks and nipples), belly button, midriff, and back areas are covered with opaque material.
  - 1.d) Tops may not reveal visible undergarment, though waistbands or straps on undergarments worn under clothes are allowed to be seen.
  - 1.e) Tops intended as an undergarment (such as bralette, sport bras and the like) must be covered by an opaque top.
  - 1.f) Swimwear, leotards or unitards may not be worn to school except as required for athletic practice or performance.
  - 1.g) Pajamas/sleepwear may not be worn except for a spirit day theme. Students may not wear a robe or a blanket while at school except for a spirit day theme.
2. Students must wear pants or the equivalent (i.e. jeans, shorts, skirts, dresses, sweatpants, yoga pants or leggings) of a reasonable length to ensure buttocks and private parts are fully covered.
  - 2.a) Ripped jeans must not allow undergarments or private parts, including any part of the butt, to be visible at any time.
  - 2.b) Pants, or the equivalent, may not reveal/expose undergarments or private parts.
3. Students must wear shoes.
  - 3.a) House shoes or slippers may not be worn to school, except as part of a spirit day theme.
4. Headwear may be worn at school. This includes religious coverings.
  - 4.a) Hats must face straight forward or straight backwards.
  - 4.b) Headwear may not cover a student's face or ears, except as permitted for religious purposes.
  - 4.c) Headwear must not interfere with the line of sight of the student or staff.
5. Body parts that are supposed to be covered by tops or bottoms must not be exposed by movements of the body (bending over, sitting, raising of arms, walking up/down stairs, etc.).

6. No clothing may be worn that includes images or language that creates a hostile or intimidating environment based on any protected class or groups, including hate speech, profanity and/or pornography.
7. No clothing may be worn that includes images or language that depicts violence, drugs, alcohol, weapons of any kind, any illegal item or activity and/or nude/exposed bodies.
8. Accessories that could be considered dangerous or could be used as a weapon may not be worn at school. This includes chains, intended for a wallet, longer than 6 inches.

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 until suitable clothing is provided or until the end of the student's school day.

## **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.

A parent's written request for an excuse from a physical education class will be accepted for up to 3 days; thereafter, a written request is needed from the student's health care provider. If a student is enrolled in physical education and a medical situation occurs that prevents the student from participating in all activity for a specified period of time, the student will continue to be eligible for physical education credit, provided that the injury/illness is for five weeks or less (25 school days or less). The student will continue to attend class as scheduled. The student will not be penalized for missing activities, provided the student dresses and completes reasonable alternate assignments and attends make-up sessions, as arranged by the physical education teacher.

If a student is enrolled in physical education and a medical situation occurs that prevents active participation for more than five weeks (more than 25 school days), the student will not be eligible for physical education credit, provided that the injury/illness is for five weeks or more. The absences do not need to be consecutive days and the student must have a doctor's note. The student may be eligible for elective credit only and must retake the class during a following semester. The school staff may consider an alternate placement for the student, such as a student aide in the physical education class, while the student is inactive.

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 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**

# **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:**

- Adult Education
- Child Development Programs
- Migrant Education
- Special Education
- Pupil Fees
- Consolidated Categorical Aid
- Child Nutrition
- No Child Left Behind Programs
- Every Student Succeeds Act Prog.
- Local Control Funding Formula
- Career/Technical Education
- Foster/Homeless Youth
- Lactating Pupils

**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:**

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Medical Condition
- Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics
- Marital Status

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

## **STUDENT DRESS CODE**

### **Dress Code Philosophy:**

The purpose of the ECRCHS dress code is to ensure that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase stereotypes, marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. All students are expected to dress in a professional and appropriate manner consistent with the academic environment. All students shall be required to show proper attention to personal cleanliness. The following rules and guidelines are designed to help students thoroughly understand the expectations put upon them as they prepare for college, careers, and professional life after high school as well as to nurture school pride and a focus on academics.

### **Our values are:**

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students should understand that they are responsible for managing their own personal image without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

### **Our student dress code is designed to accomplish several goals:**

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science/shop (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable, within the dress code.
- Allow students to wear clothing that expresses their self-identified gender, within the dress code.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference violence and weapons, alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.

- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

## **Dress Code<sup>1</sup>**

*OPAQUE FABRIC: solid, not sheer or transparent, cannot be see-through.*

- 1) Students must wear a shirt with straps or sleeves with opaque fabric covering the student's front, back, sides under the arms and midriff/stomach.
  - 1.a) Strapless tops/dresses may not be worn at school, even if an undergarment is underneath the top. Tank tops are allowed.
  - 1.b) Hoodie sweatshirts are allowed but the student's full face must be visible at all times.
  - 1.c) All tops must be worn such that private parts (genitals, buttocks and nipples), belly button, midriff, and back areas are covered with opaque material.
  - 1.d) Tops may not reveal visible undergarment, though waistbands or straps on undergarments worn under clothes are allowed to be seen.
  - 1.e) Tops intended as an undergarment (such as bralette, sport bras and the like) must be covered by an opaque top.
  - 1.f) Swimwear, leotards or unitards may not be worn to school except as required for athletic practice or performance.
  - 1.g) Pajamas/sleepwear may not be worn except for a spirit day theme. Students may not wear a robe or a blanket while at school except for a spirit day theme.
- 2) Students must wear pants or the equivalent (i.e. jeans, shorts, skirts, dresses, sweatpants, yoga pants or leggings) of a reasonable length to ensure buttocks and private parts are fully covered.
  - 2.a) Ripped jeans must not allow undergarments or private parts, including any part of the buttocks, to be visible at any time.
  - 2.b) Pants, or the equivalent, may not reveal/expose undergarments or private parts.
- 3) Students must wear shoes.
  - 3.a) House shoes or slippers may not be worn to school, except as part of a spirit day theme.
- 4) Headwear may be worn at school. This includes religious coverings.
  - 4.a) Hats must face straight forward or straight backwards.

---

<sup>1</sup> Adapted from the National Organization for Women, Oregon Chapter, Model Student Dress Code, 2/2016.

- 4.b) Headwear may not cover a student's face or ears, except as permitted for religious purposes.
- 4.c) Headwear must not interfere with the line of sight of the student or staff.
- 5) Body parts that are supposed to be covered by tops or bottoms must not be exposed by movements of the body (bending over, sitting, raising of arms, walking up/down stairs, etc.)
- 6) No clothing may be worn that includes images or language that creates a hostile or intimidating environment based on any protected class or groups, including hate speech, profanity and/or pornography.
- 7) No clothing may be worn that includes images or language that depicts violence, drugs, alcohol, weapons of any kind, any illegal item or activity and/or nude/exposed bodies.
- 8) Accessories that could be considered dangerous or could be used as a weapon may not be worn at school. This includes chains, intended for a wallet, longer than 6 inches.

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 until suitable clothing is provided or until the end of the student's school day.

# Coversheet

## Review and Approval of 2016-17 School Accountability Report Card

**Section:** IV. School Business  
**Item:** D. Review and Approval of 2016-17 School Accountability Report Card  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV.D School Accountability Report Card.pdf



2016-17

# EL CAMINO REAL CHARTER HIGH SCHOOL SARC

[WWW.ECRCHS.NET](http://WWW.ECRCHS.NET)

5440 VALLEY CIRCLE BLVD.  
WOODLAND HILLS, CA 91367-5949

818-595-7500



# ABOUT THE SARC

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. Please do not hesitate to contact us if you have any questions or concerns regarding items in this report.

## GOVERNING BOARD

JONATHAN WASSER  
BEATRIZ CHEN  
LISA CROSTHWAIT  
STEVEN KOFAHL  
JULIE KORNACK  
DARIN RYBURN  
SCOTT SILVERSTEIN  
BRUCE TAKEGUMA  
DIANE WYNNE

## DISTRICT INFORMATION

LOS ANGELES UNIFIED  
[WWW.LAUSD.NET](http://WWW.LAUSD.NET)  
213-241-1000  
SUPERINDENDENT – MICHELLE KING  
[MICHELLE.KING@LAUSD.NET](mailto:MICHELLE.KING@LAUSD.NET)

## SCHOOL INFORMATION

EL CAMINO REAL CHARTER HIGH SCHOOL  
[WWW.ECRCHS.NET](http://WWW.ECRCHS.NET)  
5440 VALLEY CIRCLE BLVD.  
WOODLAND HILLS, CA 91367-5949  
818-595-7500

EXECUTIVE DIRECTOR – DAVID HUSSEY  
[D.HUSSEY@ECRCHS.NET](mailto:D.HUSSEY@ECRCHS.NET)

COUNTY-DISTRICT-SCHOOL (CDS) CODE  
19647331932623



# MISSION AND VISION

**A**s the economy continues to transition from manufacturing to service, students graduating high school need to be educated for an uncertain future. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating, “Some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor market data...they see automation high and low—robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers...And they wonder: Is any job truly safe?”

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012) noted “education changes remarkably little over time...Students are evaluated on the basis of examination essays...and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today’s students” were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20th century.”

At ECRCHS, we define “21st century skills,” as including but not limited to the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation
- Information and communication technology (ITC) literacy, media and Internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- Systems thinking, environmental and conservation literacy, ecosystems understanding
- Civic, ethical, and social justice literacy

ECRCHS has moved toward emphasizing “what students can do with knowledge, rather than what units of knowledge they have,” the essence of 21st century skills (Silva, 2008, p. 630). Schools must prepare students to adapt in order to succeed in college and careers. Critical thinking and collaboration coexist alongside project management. Learning how realities interact represents real understanding (Cajete, 1994). Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively, as well as deal with rapidly changing information and technologies. Soft skills receive greater attention in the Common Core State Standards (“CCSS”), including a higher level of collaboration and critical thinking. Positioning students to take advantage of new – and currently indefinable – opportunities lies at the heart of ECRCHS’ mission.

At ECRCHS, sustainability permeates 21st century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and



# MISSION AND VISION

be prepared to develop potential solutions. As the world becomes more interconnected, hotter, more crowded, an educated person in the 21st century needs to have a multicultural perspective in order to work with others. (Friedman, 2008.) ECRCHS aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability.



**DAVID HUSSEY**, Executive Director

[d.hussey@ecrchs.net](mailto:d.hussey@ecrchs.net)



## STUDENT ENROLLMENT BY GRADE LEVEL

<b>9th Grade</b>	817
<b>10th Grade</b>	859
<b>11th Grade</b>	966
<b>12th Grade</b>	1018

# ENROLLMENT FOR 16-17 SY



<b>Group</b>	<b>Percent of Total Enrollment</b>
English Learners	2.49%
Foster Youth	0.14%
Students with Disabilities	9.40%
Socioeconomically Disadvantaged	28.61%
Black or African American	6.00%
American Indian or Alaskan Native	0.40%
Asian	8.70%
Filipino	4.90%
Hispanic or Latino	27.8%
Native Hawaiian or Pacific	0.30%
White	44.80%
Two or More Races	4.4%

## A. CONDITIONS OF LEARNING STATE PRIORITY: BASIC

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

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

### TEACHER CREDENTIALS

ECRCHS	2015-16	2016-17	2017-18
Teachers with full credentials	145	144	142
Teachers without full credentials	0	1	0
Teachers teaching outside subject area of competence (with full credential)	1	1	0

### TEACHER MISASSIGNMENTS AND VACANT TEACHER POSITIONS

	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments *		1	0
Vacant Teacher Positions		0	0

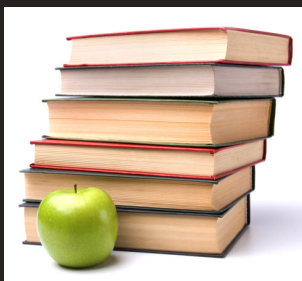
Note: "Misassignments" refers to number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

# AVAILABILITY OF TEXTBOOKS & INSTRUCTIONAL MATERIALS

Percentage of Students  
Lacking Materials by  
Subject During 2016-17  
SY

Reading/ Language Arts	0%
Mathematics	0%
Science	0%
History/ Social Science	0%
Visual & Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%



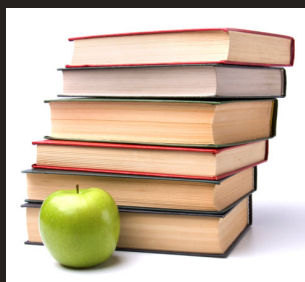
## TEXTBOOKS & INSTRUCTIONAL MATERIALS

Core Curriculum Area	Textbooks & Instructional Materials - Current Adoption (Year & Month in which data were collected: Jan. 2018)
Reading/ Language Arts	<ul style="list-style-type: none"> <li>Timeless Voices, Timeless Themes (Gold Level), Publisher: Prentice Hall, American Experience, 11th Grade</li> <li>World Literature, Third Edition, Publisher: Holt, Rinehart &amp; Winston</li> <li>The American Experience in Literature, (California Edition), Publisher: Prentice Hall, 11th Grade</li> <li>Modern World Literature, Publisher: Holt, Rinehart &amp; Winston</li> <li>British Experience, Timeless Voices, Timeless Themes, Publisher: Prentice Hall, 11th Grade</li> <li>Adventures in English Literature: Athena Edition, Publisher: Holt, Rinehart &amp; Winston</li> <li>Elements of Literature, 4th Edition, Publisher: Holt, Rinehart &amp; Winston</li> <li>Elements of Literature, 5th Edition, Publisher: Holt, Rinehart &amp; Winston</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Algebra 1, Publisher: McGraw Hill</li> <li>Algebra 2, Publisher: McGraw Hill</li> <li>Geometry, Publisher: McGraw Hill</li> <li>Single Variable Calculus, 7th Edition, Publisher: Cengage Learning</li> <li>Enhancing Graphing Utilities Precalculus, 5th Edition, Publisher: Pearson Prentice Hall</li> <li>Precalculus, 7th Edition, Publisher: Cengage Learning</li> </ul>
Science	<ul style="list-style-type: none"> <li>Biology, (Miller &amp; Levine), Publisher: Pearson</li> <li>Biology AP, 10th Edition (Campbell), Publisher: Pearson</li> <li>Honors Chem, Principles of General Chemistry, Third Edition, Publisher: McGraw Hill</li> <li>Chemistry in the Community, 6th Edition, Publisher: Freeman</li> <li>Chemistry: A Molecular Approach, 3rd Edition, Publisher: Freeman</li> <li>Principles of Human Anatomy, Publisher: J. Wiley &amp; Sons</li> <li>Essentials of Human Anatomy &amp; Physiology, 10th Edition, Publisher: Pearson</li> </ul>
History-Social Science	<ul style="list-style-type: none"> <li>United States History &amp; Geography: Modern Times, 2016, Publisher: McGraw Hill</li> <li>AP Government in America: People, Politics, and Policy, Publisher: Pearson</li> <li>United States Government: Our Democracy, Publisher: McGraw Hill</li> <li>Ways of the World: A Global History Source, 2nd Edition, Publisher: Bedford/St. Martin</li> <li>Krugman Economics for AP 2nd Edition, Publisher: BFW Worth</li> <li>World History: The Modern Era, Publisher: Prentice Hall</li> <li>Understanding Economics, Publisher: McGraw Hill</li> <li>AP, By the People: A History of the United States, Publisher: Pearson</li> </ul>

## TEXTBOOKS & INSTRUCTIONAL MATERIALS

Core Curriculum Area	Textbooks & Instructional Materials / Year of Adoption
History-Social Science	<ul style="list-style-type: none"> <li>• Human Geography: People, Places, &amp; Culture, 10th Edition, Publisher: Wiley</li> <li>• AP Euro, Western Civilization, 8th Edition, Publisher: Cengage Learning</li> </ul>
Foreign Language	<ul style="list-style-type: none"> <li>• Avancemos Spanish 1 Textbook, Publisher: Holt McDougal</li> <li>• Avancemos Spanish 1 Cuaderno, Publisher: Holt McDougal</li> <li>• Avancemos Spanish 2 Textbook, Publisher: Holt McDougal</li> <li>• Avancemos Spanish 2 Cuaderno, Publisher: Holt McDougal</li> <li>• Avancemos Spanish 3 Textbook, Publisher: Holt McDougal</li> <li>• Avancemos Spanish 3 Cuaderno, Publisher: Holt McDougal</li> <li>• Temas AP Spanish Language and, Publisher: Vista Higher Learning</li> <li>• AP Spanish Language and Culture Exam Preparation Workbook, Publisher: Vista Higher Learning</li> <li>• Azulego Anthology Publisher: Wayside Publishing</li> <li>• C'est a Toi Level 1, Publisher: EMC-Paradigm Publishing</li> <li>• C'est a Toi Level 1 Workbook, Publisher: EMC-Paradigm Publishing</li> <li>• C'est a Toi Level 2 Textbook, Publisher: EMC-Paradigm Publishing</li> <li>• C'est a Toi Level 2 Workbook, Publisher: EMC-Paradigm Publishing</li> <li>• C'est a Toi Level 3 Textbook, Publisher: EMC-Paradigm Publishing</li> <li>• C'est a Toi Level 3 Workbook, Publisher: EMC-Paradigm Publishing</li> <li>• Sur Le Vif Heinle, Publisher: Cengage</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Lifetime Health, Publisher: Holt</li> </ul>
Visual & Performing Arts	<ul style="list-style-type: none"> <li>• Clothing: Fashion, Fabric &amp; Construction, Publisher: McGraw Hill</li> </ul>
Science Lab Equipment (9-12)	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Career & Voc Ed/ Arts	<ul style="list-style-type: none"> <li>• Microsoft Office 365, Shelly Cashman Series, Office 2016, Publisher: Cengage Learning</li> <li>• Marketing Dynamics 3rd Edition, Publisher: Goodheart Wilcox</li> <li>• Accounting Real World Applications &amp; Connections, Publisher: Glencoe</li> </ul>

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



## SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS (2016-17 SY)

El Camino Real Charter High School takes great efforts to ensure that the school is clean, safe, and functional. The school works with the Safety Coordinator and LAUSD to conduct inspections. El Camino continues to work with LAUSD to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. The District has recently completed a Path of Travel project and is planning a Seismic Retrofit project for the ceiling in the multipurpose room in the near future.

### SCHOOL FACILITY GOOD REPAIR STATUS

Year & month of most recent FIT report: Jan. 2018	Rating	Repair Needed & Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	--
Interior: Interior Surfaces	Good	--
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	--
Electrical: Electrical	Good	--
Restrooms/Fountains/Sinks	Good	--
Safety: Fire Safety, Hazardous Materials	Good	--
Structural: Structural Damage, Roofs	Good	--
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	--
<b>Overall Rating</b>	<b>Good</b>	--

# A. PUPIL OUTCOMES

## STATE PRIORITY: PUPIL ACHIEVEMENT



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

- Statewide Assessments (i.e., , California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### TEST RESULTS

#### ELA & MATH FOR ALL STUDENTS

<b>% of ECRCHS Students Meeting or Exceeding State Standards</b>	<b>2015-16</b>	<b>2016-17</b>
English Language Arts / Literacy (grade 11)	61%	59%
Mathematics (grade 11)	39%	46%

<b>% of District Students Meeting or Exceeding State Standards</b>	<b>2015-16</b>	<b>2016-17</b>
English Language Arts / Literacy (grade 11)	39%	40%
Mathematics (grade 11)	29%	30%

<b>% of State Students Meeting or Exceeding State Standards</b>	<b>2015-16</b>	<b>2016-17</b>
English Language Arts / Literacy (grade 11)	48%	48%
Mathematics (grade 11)	36%	37%

## CAASPP TEST RESULTS BY STUDENT GROUP GRADE 11- ENGLISH LANGUAGE ARTS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	955	920	96.34%	59.02%
Male	491	471	95.93%	52.65%
Female	464	449	96.77%	65.70%
Black or African American	51	49	96.08%	42.86%
American Indian or Alaska Native	--	--	--	--
Asian	87	86	98.85%	67.44%
Filipino	52	52	100%	73.08%
Hispanic or Latino	253	245	96.84%	49.39%
Native Hawaiian or Pacific Islander	--	--	--	--
White	455	434	95.38%	63.36%
Two or More Races	37	36	97.30%	63.89%
Socioeconomically Disadvantaged	269	259	96.28%	51.35%
English Learners	45	42	93.33%	11.90%
Students with Disabilities	85	82	96.47%	17.07%
Students with Migrant Ed Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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



## CAASPP TEST RESULTS BY STUDENT GROUP GRADE 11- MATHEMATICS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	955	923	96.65%	45.72%
Male	491	471	95.93%	46.71%
Female	464	452	97.41%	44.69%
Black or African American	51	49	96.08%	24.49%
American Indian or Alaska Native	--	--	--	--
Asian	87	86	98.85%	61.63%
Filipino	52	52	100%	59.62%
Hispanic or Latino	253	245	96.84%	34.29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	455	435	95.60%	49.89%
Two or More Races	37	37	100%	54.05%
Socioeconomically Disadvantaged	269	260	96.65%	37.31%
English Learners	45	43	95.56%	11.63%
Students with Disabilities	85	82	96.47%	--
Students with Migrant Ed Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

# TEST RESULTS SCIENCE FOR ALL STUDENTS



<b>% of ECRCHS Students Meeting or Exceeding State Standards</b>	<b>2014-15</b>	<b>2015-16</b>
Science (grade 10)	68%	66%

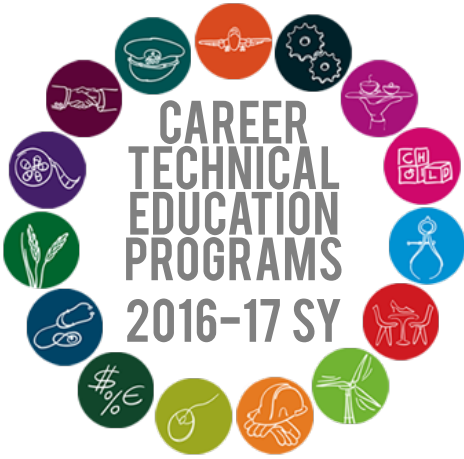
<b>% of District Students Meeting or Exceeding State Standards</b>	<b>2014-15</b>	<b>2015-16</b>
Science (grade 10)	46%	46%

<b>% of State Students Meeting or Exceeding State Standards</b>	<b>2014-15</b>	<b>2015-16</b>
Science (grade 10)	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



While ECRCHS does not have an official Career Technical Education program, the school has a Career Technical Education department. The Career Technical Education (CTE) department’s content instruction focuses on the interrelationship of science, technology, career technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following career pathways: Family & Consumer Sciences (Hospitality, Tourism, and Recreation; Child Development and Education; Fashion Design, Manufacturing, and Interior Design), Careers in Construction, and Graphic Design.

The CTE Department currently has six distinct career pathway programs, listed below:

- **Hospitality, Tourism, and Recreation**
- **Child Development and Education**
- **Fashion Design and Interior Design**
- **Construction Career Academy**
- **Graphic Design**

### **Hospitality, Tourism, and Recreation**

Students in this career pathway complete a Consumer and Family Studies (CFS) introductory comprehensive course (Foods and Nutrition) and one or more concentration courses such as International Foods or Catering. Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry. Many students have participated in state and local competitions in culinary arts, sponsored by FCCLA (the state-wide student organization for Family and Consumer Sciences). This career pathway is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Hospitality, Tourism, and Recreation Industry Sector. These courses provide rigorous, standards-driven instruction and assessment.

### **Child Development and Education**

These courses are designed to prepare students to pursue a career in either the field of child development or teaching in preschool through grade 12. Based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards, this pathway provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributes significantly to students’ academic achievement. An important instructional strategy in this pathway is the use of simulation exercises to help the students understand the complexities of adult life. For example, each student is asked to complete a two-day parenting exercise using infant simulators. The simulators offer real-life experiences that address substance abuse education, prenatal education, child care skills, infant safety and CPR, and Shaken Baby Syndrome. Parent permission is required for this assignment. Modifications are made in cases where students with physical or emotional disabilities need assistance in completing this assignment.

## Fashion Design and Interior Design

This pathway provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. This pathway encompasses two distinct options: Fashion Design and Interior Design. ECRCHS is one of only two high schools in the city of Los Angeles to offer this unique program.

The Fashion Design courses are designed to train students who are pursuing a career in fashion design and manufacturing. Students study all aspects of the industry, including industry awareness; professional standards/dignity of work; workforce and organizational management; operational procedures and safety practices; laws and regulations; design elements and principles; history of fashion; fashion forecasting; textiles and textile products; garment construction in manufacturing; product knowledge and apparel merchandising; sales and service; pattern making for apparel design; developing and merchandising a line; textile design; and garment alteration and repair. The highlight of the Fashion Design program is the annual fashion show. Each advanced-level student is asked to design and construct his or her own fashion line. A typical show consists of 80-100 garments. Preparation for the fashion show includes a visit to the Los Angeles Garment District, where students learn about the fabrics and notions used by local manufacturers.

Fashion design students enjoy participating in ECRCHS's "Project Gratitude" drive. Students are asked to write a letter of gratitude to a U.S. serviceperson. The letter is then written on a "fabric postcard", on which students create a patriotic collage to show their thanks. The feedback from the Project Gratitude staff has been very positive. This course of study is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Fashion and Interior Design Industry Sector. This pathway provides standards-driven instruction and assessment, integrates academic and career-technical concepts through Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

## Construction Career Academy

This career pathway is based on the CTE Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards for Building and Construction Trades. The Academy is engaged in a partnership with several businesses and contractors that offers several apprenticeship opportunities for seniors interested in working in the area of construction, cabinetmaking, and custom carpentry. In addition, the Academy makes several industry location visits through field trips.

The Construction Academy works in partnership with the ROP CAD/CAM class to facilitate better understanding of design and planning. Within the Cad/Cam classes, students are given the opportunity to plan and design original projects. Seniors are required to participate in a major project during their senior year that has an opportunity for recognition through the Bob Ganssle Industrial Arts Scholarship Award. The Academy continues to make equipment and program upgrades to provide state of the art instruction that is consistent with the industry. Curricular and instructional materials used in class include:

- Power woodmaking machines and tools
  - Machine upgrades have been undertaken to train students on machines being used presently in the industry.
- Instructor's original project designs

- Project designs are made available to students that enable them to learn and apply skill sets across the curriculum from basic to more advanced.
- State of the art equipment, including a CNC router machine that utilizes computer aided-design.
- Industry specific textbooks, DVDs, videos, and taped media instruction.

Instructional methods and strategies used in class include:

- Extensive demonstrations
  - Prior to each step students are given demonstrations of techniques and proper use and set-up of machines required.
  - On numerous occasions out side Professionals are guest instructors to show a variety of methods and techniques.
- Hands-on individualized instruction by the instructor and more advanced students
  - The Instructor has extensive experience within the field through previous experience and is a licensed Contractor in a related field that reinforces the use and application of all methods and machines and tools.
- Instruction by guest industry professionals and experts
- Utilization and monitoring of industry standards, modifications, and updates.

Students are given instruction in safety and OSHA standards for an industrial environment.

## Graphic Design

This competency based course provides technical instruction and practical experience in workplace safety, the basic principles and technique of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their application, basic word processing resource management and employability skills.

The Graphic Design Fundamentals and Desktop Publisher courses instruct students in the use of industry standard software and application of design principles, as well as encourage students to explore their creativity. Each year, as part of the curriculum, students participate in industry sponsored design competitions organized through the Printing Industries Association of Southern California. These competitions have included digital design, silkscreen production, packaging, and creation of multi page publications. Since 2001, ECRCHS has placed as one of the top three winners of this competition each year.

Through collaboration with other departments, Graphic Design students are given the opportunity to experience all aspects of design with an emphasis on practical applications of their newly learned tools. These projects enable students to hone design skills, gain experience in customer/client relations, and develop an understanding of real life design projects, which includes paying attention to copyright restrictions and deadlines. For example, Graphic Design students work with the Play Production class every year to design posters (including concepts, thumbnails, rough drafts, and printer ready poster comprehensives) and programs for play productions. Graphic Design students also work with the Fashion Academy and dance teams to create printed tickets for fashion and dance shows, as well as create various school forms and notepads for teachers. Lastly, since Graphic Design Fundamentals and Desktop Publisher courses are part of the VPA department, a core element of the course involves creating works associated with VPA events including "The Big Event", "Earth Day Festival", and "Power to the Artist."

## Intervention Strategies and Meeting the Needs of All Students in CTE

The CTE department's intervention strategies include involving at-risk students in the department's student organizations, such as FHA-HERO, FIDM Fashion Club, and various culinary arts competitions. Students involved in these groups, sponsored by the department faculty, are given the opportunity to improve their academic skills, meet students who have similar career goals, and receive encouragement and support to enter scholarship competitions. Also, through participation in FCCLA Competitive Recognition Events and community service activities, members develop citizenship and leadership skills.

The CTE department meets the diverse needs of the student population. For EL students, differentiated instruction is based upon language abilities. Scaffolding techniques are used to teach students the industry-specific terms in each discipline. Emphasis is given to instructing students to use the names and descriptions for the specific items of equipment. In many cases EL students are paired with peer mentors who can help the EL students to understanding project instructions.

Socioeconomically disadvantaged students may have project fees waived. CTE courses often require specific supplies to complete lab assignments, and it is the department's policy that all students will have all the supplies and equipment needed to complete their coursework. Socioeconomically disadvantaged students are also encouraged to apply for scholarships.

Students with disabilities are given additional time to finish all projects, if needed, and some students are paired with peer mentors. In some cases, lab equipment is modified to accommodate students. All students are offered the services required within their IEP. Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all ethnic sub groups. As necessary, modifications are made to assignments to accommodate these groups. For example, in foods labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students are encouraged to work to the best of their abilities. Gifted and talented students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project. As most assignments in CTE courses are physical in nature, students are seated in groups at tables. In the event that a student has been absent or falls behind in achieving a goal or technique, he or she is paired with a more experienced student in the group so the two may work together. Under the supervision of the classroom teacher, students are encouraged to help each other improve their skills. For example, in a Beginning Sewing class, a student who has mastered the skill of threading a sewing machine may coach another student who has difficulty with this skill. Ultimately, the student who has fallen behind will be asked to demonstrate the skill for the teacher.

CTE courses are aligned with the California State Standards, which include Common Core State Standards. In fact, CTE activities are the "practical application" of the Common Core State Standards. Technology is integrated throughout the department. Examples of this include:

- Fashion design students use Internet sources to research trends in the fashion world
- Some Culinary Arts lessons are delivered through online video tutorials. In addition, students use computer -aided recipe analysis to compare the nutritional values of ingredients.

- In Wood Working State of the art CNC machines, and CAD/CAM design are incorporated into the curriculum.

**Primary Representatives of CTE Program**

Lisa Ring (Assistant Principal, Alternative Education), Charne Tunson (Assistant Principal, Student Support Services), and Dr. Eric Wilson (Director of Sustainability and STEAM Initiatives) will lead the effort to implement an official CTE program at ECRCHS.



**CAREER TECHNICAL EDUCATION PARTICIPATION  
(2016-17 SY)**

Measure	CTE Participation (SY 2016-17)
Number of Pupils Participating in CTE*	1490
Percent of Pupils Completing a CTE Program & Earning a High School Diploma	0%
Percent of CTE Courses Sequenced or Articulated Between the School & Institutions of Postsecondary Education	0%

Note: \* Data comes from CALPADS EOY 3.15 Report, unduplicated count of students.

**COURSES FOR UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION**

	<b>% of Pupils Enrolled in Courses Required for UC/CSU Admission</b>
2016-17	99.97%

	<b>% of Graduates Who Completed All Courses Required for UC/CSU Admission</b>
2015-16	31.26%

## STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

### CALIFORNIA PHYSICAL FITNESS TEST RESULTS (2016-17 SY)

	<b>Grade 9</b>
% of Students Meeting Four of Six Fitness Standards	31.26%
% of Students Meeting Five of Six Fitness Standards	25.9%
% of Students Meeting Six of Six Fitness Standards	42.7%

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

## C. ENGAGEMENT

### STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

### OPPORTUNITIES FOR PARENTAL INVOLVEMENT

El Camino Real Charter High School has many opportunities for parent involvement. Parents are welcome to join our main parent groups, Friends of ECR / PTO. FoECR / PTO is the main fundraising entity for the school, and provides additional financial support for a variety of academic programs and activities. Their activities include hosting test taking workshops, helping underprivileged students, and sponsoring several scholarships at Senior Awards Night.

Parents provide input for establishing school-wide goals, examining academic results, and allocating resources. Parents participate in the School Site Council, English Learner Advisory Committee (ELAC), Charter Renewal Committee, The Village Nation, Bilingual Parent Committee, Athletic and Activity Booster Clubs, and as focus group members in the WASC self study. Our parents also individually donate their time and financial resources to support the myriad of activities offered at El Camino such as band, drama, robotics, athletics, journalism, and Academic Decathlon. This strong parental support, along with a dedicated, professional staff, and focused students, lead to high levels of achievement in both academic and extra and co-curricular areas.



## STATE PRIORITY: PUPIL ENGAGEMENT

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

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

### DROPOUT RATE AND GRADUATION RATE (FOUR-YEAR COHORT RATE)

	2013-14	2014-15	2015-16
ECRCHS Graduation Rate	94.10%	93.10%	92.10%
State Graduation Rate	80.95%	82.27%	83.77%

	2013-14	2014-15	2015-16
ECRCHS Dropout Rate	3.0%	4.8%	5.3%
District Dropout Rate	17.4%	16.7%	13.7%
State Dropout Rate	11.5%	10.7%	9.7%



## COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS GRADUATING CLASS OF 2016 (ONE-YEAR RATE)

Student Group	ECRCHS	District	State
All Students	90.71%	86.92%	87.11%
Black or African American	92.41%	82.92%	79.19%
American Indian or Alaska Native	100.00%	81.67%	80.17%
Asian	95.69%	89.15%	94.42%
Filipino	92.68%	90.05%	93.76%
Hispanic or Latino	88.89%	87.33%	84.58%
Native Hawaiian or Pacific Islander	87.50%	88.82%	86.57%
White	90.62%	86.00%	90.99%
Two or More Races	75.00%	83.26%	90.59%
Socioeconomically Disadvantaged	100.00%	87.85%	85.45%
English Learners	77.27%	38.19%	55.44%
Students with Disabilities	90.82%	59.15%	63.90%
Foster Youth	100.00%	82.74%	68.19%

## STATE PRIORITY: SCHOOL CLIMATE

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

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

### SUSPENSIONS AND EXPULSIONS

	2014-15	2015-16	2016-17
ECRCHS Suspension Rate	1.4%	1.5%	1.9%
ECRCHS Expulsion Rate	0.0%	0.0%	0.0%
District Suspension Rate	0.9%	0.9%	0.8%
District Expulsion Rate	0.0%	0.0%	0.0%
State Suspension Rate	3.8%	3.7%	3.7%
State Expulsion Rate	0.1%	0.1%	0.1%

### SCHOOL SAFETY PLAN (2017-18 SY)

El Camino’s three-volume School Safety Plan is reviewed and updated annually. Volume One deals with Prevention, Volume Two focuses on Emergency Procedures, and Volume Three concentrates on Recovery Procedures. However, last year LAUSD discontinued access to update the volumes. We continue to work with the charter office to allow us access. In the meantime, The school holds an annual earthquake drill, an annual lockdown drill, semi-annual fire drills, and monthly drop, cover, and hold drills. All emergency procedures are updated on the Emergency Operations Plan.

## D. OTHER SARC INFORMATION

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

### FEDERAL INTERVENTION PROGRAM (2017-18 SY)

Indicator	School	District
Program Improvement Status	in PI	in PI
First Year of Program Improvement	2013-14	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

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

### AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)

Subject	Avg Class Size	2014-15			2015-16			2016-17				
		Number of Classes			Number of Classes			Number of Classes				
		1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+		
English	27.0	41	56	56	27.0	40	48	62	26.0	45	39	62
Mathematics	31.0	22	18	69	30.0	26	11	71	28.0	33	17	62
Science	33.0	14	11	59	33.0	14	12	58	32.0	17	10	52
Social	30.0	31	9	74	29.0	35	12	71	29.0	32	9	72

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

## ACADEMIC COUNSELORS AND OTHER SUPPORT STAFF (SCHOOL YEAR 2016-17)

Number of Full-Time Equivalent (FTE)	
Academic Counselor	8.0
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessionals)	N/A
Psychologist	2.0
Social Worker	N/A
Nurse	1.0
Speech/Language/Hearing Specialist	N/A
Resource Specialist	2.0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	458.0

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

## EXPENDITURE PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2015-16)

	Expenditures			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 8,751	\$ 2,933	\$ 5,819	\$ 95,984
District	N/A	N/A		\$ 73,658
State	N/A	N/A	\$ 6,574	\$ 79,228
Percent Difference -- School and District	N/A	N/A		26.32%
Percent Difference -- School and State	N/A	N/A	-12.18%	19.13%

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

# TYPES OF SERVICES FUNDED

## Federal

### Title I

- Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. At ECR, Title I funds primarily support the alternative school and independent studies program for those that have trouble in the traditional classroom.

### Title II

- Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers. At ECR, staff are routinely sent to workshop and conferences to improve classroom instruction.

### Title III

- Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. These funds primarily support ESL programs and after-school tutoring programs

### Individuals with Disabilities Education Act (IDEA)

- IDEA funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

### National School Lunch Program (NSLP) -- Federal Program

- The National School Lunch Program (NSLP) offers federal reimbursement to schools serving nutritious, low-cost or free meals to students.

### E-Rate

- E-rate provides schools with discounts for telecommunication, Internet access and internal connections. Recently, the FCC has refocused their goal to significantly increase Wi-Fi access.

## TYPES OF SERVICES FUNDED

### State

#### Education Protection Account -- General Purpose

- Revenue Limit sources, including Charter School General Purpose, includes from the Education Protection Account (EPA) created by the passage of Proposition 30 in November 2012. These funds will support instructional program expenditures: certificated teacher salaries. Funds will not be used to support school administration and other EPA non-allowable expenses.

#### Economic Impact Aid

- Charter schools are not eligible to receive EIA like traditional school districts. Instead, they receive the funding in the form of in lieu of EIA as long as the pupils meet the eligibility of educational disadvantaged pupils. Though ECR is not restricted like school districts, its funds are still set aside, like a school district, for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

#### Statewide Special Education Funding Model (AB602)

- Combines funds from several different revenue sources: State, Federal, and Local Property Taxes. AB 602 funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

#### Lottery - Proposition 20

- 20% of the total lottery entitlement is used for instructional material expenditures.

#### National School Lunch Program (NSLP) -- State Program

- In addition to federal reimbursement, the NSLP also offers state reimbursement for offering students nutritionally balanced meals at reasonable prices. In California, the program is administered by the California Department of Education, Nutrition Services.

#### Clean Energy Jobs Act - Proposition 39, K-12 Program

- Proposition 39 changed the corporate income tax code, making funds available for eligible projects to improve energy efficiency and expand clean energy generation throughout schools in California.

## TEACHER AND ADMINISTRATIVE SALARIES

District Amount	
Beginning Teacher Salary	\$43,913
Mid-range Teacher Salary	\$70,141
Highest Teacher Salary	\$87,085
Average Principal Salary (Elementary)	\$116,684
Average Principal Salary (Middle)	\$131,969
Average Principal Salary (High)	\$133,752
Superintendent Salary	\$350,000
Percent of Budget for Teacher Salaries	32%
Percent of Budget for Administrative Salaries	5%

State Average For Districts in Same Category	
Beginning Teacher Salary	\$47,808
Mid-range Teacher Salary	\$73,555
Highest Teacher Salary	\$95,850
Average Principal Salary (Elementary)	\$120,448
Average Principal Salary (Middle)	\$125,592
Average Principal Salary (High)	\$138,175
Superintendent Salary	\$264,457
Percent of Budget for Teacher Salaries	35%
Percent of Budget for Administrative Salaries	5%

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



## ADVANCED PLACEMENT COURSES

	<b>Number of Courses Offered</b>	<b>Courses</b>
Computer Science	1	<ul style="list-style-type: none"> <li>• AP Computer Programming</li> </ul>
English	2	<ul style="list-style-type: none"> <li>• AP English Language</li> <li>• AP English Literature</li> </ul>
Fine & Performing Arts	2	<ul style="list-style-type: none"> <li>• AP Studio Art: Drawing</li> <li>• AP Studio Art: Two Dimensional</li> </ul>
Foreign Language	3	<ul style="list-style-type: none"> <li>• AP French Language</li> <li>• AP Spanish Language</li> <li>• AP Spanish Literature</li> </ul>
Mathematics	3	<ul style="list-style-type: none"> <li>• AP Calculus AB</li> <li>• AP Calculus BC</li> <li>• AP Statistics</li> </ul>
Science	4	<ul style="list-style-type: none"> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• AP Physics B</li> <li>• AP Physics C</li> <li>• AP Environmental Science</li> </ul>
Social Science	7	<ul style="list-style-type: none"> <li>• AP European History</li> <li>• AP World History</li> <li>• AP US History</li> <li>• AP Economics</li> <li>• AP Government</li> <li>• AP Human Geography</li> <li>• AP Psychology</li> </ul>
<b>All Courses</b>	<b>22</b>	
<b>Percent of Students in AP Courses</b>	<b>29.4%</b>	

## PROFESSIONAL DEVELOPMENT

The ECRCHS faculty and instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers. Following the work of Johnson and Marx (2009), the Charter School implements a variation of transformative professional development ('TPD'), which "is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature" (p. 130). On a number of cases, teachers have developed unique solutions to deal with concerns that arise on campus (such as social justice issues) and present solutions to their fellow faculty members. Another example includes special education instructors providing tools and techniques to help their colleagues better address the needs of students who have differing abilities. El Camino also invites guest speakers who are experts in their field. For example, in August 2015, the Director of LAUSD Charter Operated Programs presented to all teachers at a professional development session. The objectives of this session were to review adaptations and gain a greater understanding of accommodations and modifications, as well as to understand how to grade students with IEPs and 504 Plans.

In Spring and Fall of 2017, the administration and PD Committee planned professional development days where experts trained faculty and staff in areas such as mindfulness, standards based instruction, equity in education, and using technology in the classroom. The objectives of these sessions were to provide strategies, tips, and techniques for instruction that will improve teaching and learning.

El Camino has 31 special scheduled days throughout the year to allow for staff development. These are now referred to as Common Planning Days, or CPDs, and are held every Wednesday throughout the year with the exception of during final exams. Common Planning Days focus on school goal and priorities to include Common Formative Assessment, Curriculum Mapping, Instructional Planning, MAP Assessment Data Analysis, and more.

Additionally, teachers look at current student data to help drive instruction and ensure universal access and success for all students. Teachers meet in their content specific groups to establish the curriculum, share best practices, evaluate strategies, develop common formative and summative assessments, examine data, and reflect on next steps.