



El Camino Charter High School

Regular Board Meeting

Date and Time

Thursday September 10, 2020 at 4:30 PM PDT

Location

Online Only - Please See Below

REGULAR 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 on the school's website (<https://ecrchs.net> - click the ECR Board tab).

VIRTUAL BOARD MEETING

In accordance with Governor Newsom's Executive Order N-29-20, the meeting of the Board of Directors will take place via a virtual/teleconferencing environment.

To join the virtual Board meeting, please register through GoToWebinar at <https://attendee.gotowebinar.com/register/343630778439311374>, webinar ID 106-024-427. You must register for the event (note you do not need to enter your legal name to participate). Once registered, you can attend the meeting through the online link, or by telephone (a call-in number and audio PIN will be provided after you register and prior to the meeting).

PUBLIC COMMENTS

If you would like to make a comment during the Public Comment section or during an agenda item, you may do so in two ways: (1) click the "Raise Hand" icon on the control panel; or (2) email your comment to comment@ecrchs.net and it will be read on the record. **Please note:** your name will be read on the record along with your comment; if you do not wish to have your name read, please indicate on your email.

In order to conduct an orderly meeting, all members of the public will be placed on mute during the Board meeting, except during public comments. Note that for those who elect to participate through the call-in number, you will not have the option of being unmuted during the meeting.

The Public Comments agenda item 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. 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. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed thirty (30) minutes. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak. When addressing the Board, speakers are requested to adhere to the time limits set forth. In order to maintain allotted time limits, the Board Chair may modify speaker time allocations or the total amount of allotted time for an item.

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
I. Opening Items			4:30 PM
Opening Items			
A. Call the Meeting to Order		Beatriz Chen	1 m
B. Record Attendance and Guests		Daniel Chang	1 m
C. Pledge of Allegiance		Jeff Davis	3 m
D. Public Comments		Public	30 m
II. School Business			5:05 PM
A. PUBLIC HEARING: Learning Continuity and Attendance Plan	Discuss	David Hussey	10 m
The Board will conduct a public hearing on the proposed Learning Continuity and Attendance Plan (LCP). Stakeholders are invited to participate and ask questions regarding the LCP during the hearing.			
B. Discuss and Vote on Conflict of Interest Code	Vote	David Hussey	10 m
The Board will discuss and vote on the Conflict of Interest Code. ACTION ITEM: motion to approve the Conflict of Interest Code.			
C. Discuss and Vote on Amended Bylaws	Vote	David Hussey	5 m
The Board will discuss and vote on the amended Bylaws. ACTION ITEM: motion to approve the amended Bylaws.			
D. Discuss and Vote on Resolution re Charter Renewal Petition	Vote	David Hussey	20 m
The Board will discuss and vote on the Resolution re Charter Renewal Petition. ACTION ITEM: motion to approve the Resolution re Charter Renewal Petition.			
III. Closing Items			5:50 PM
A. Adjourn Meeting	Vote	Beatriz Chen	1 m

Cover Sheet

PUBLIC HEARING: Learning Continuity and Attendance Plan

Section: II. School Business
Item: A. PUBLIC HEARING: Learning Continuity and Attendance Plan
Purpose: Discuss
Submitted by:
Related Material: Draft Learning Continuity and Attendance Plan.pdf

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey - Executive Director/Principal Minita Clark - Assistant Principal, Curriculum	d.hussey@ecrchs.net m.clark@ecrchs.net

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

ECR recognizes that students' lives have been greatly impacted socially and emotionally due to COVID-19. Students have experienced greater insecurity and anxiety, food shortage issues, family issues (including loss of jobs, divorce, relocation, etc), as well as internet connectivity issues. We further realize that parents have had to take on support teaching roles in the home as a result of the pandemic and acknowledge that many may not know how to help students. In this regard, we have multiple measures in place to assist such as counselors who reach out to students daily, Interventionist who support students who are underserved and underrepresented, Deans who monitor student attendance and reach out families to find out what help is needed, and administrators who field 100s of phone calls and emails as well create onsite options (**when permitted**) for students who are experiencing difficulties.

The move to distance learning everywhere has been abrupt and unprecedented. Like many other schools, we have transitioned to 100% distance learning a move that was unforeseen and untested. Fortunately, we purchased Canvas Learning Management System in 2017 and had been working on incorporating it into the classroom since that time. This has eased the transition for us tremendously as most of our teachers had already been implementing online instruction to some extent.

Therefore a Distance Learning plan was created with the following six as goals:

1. Access for all students to connectivity and devices
2. Content aligned to grade level standards
3. Academic and other pertinent supports for students who are not performing at grade level or have unique needs
4. **Implementation of Special Education supports**
5. Designated and Integrated Instruction in English language development for EL learners
6. Daily live interaction with certificated employees and peers

[A description of the efforts made to solicit stakeholder feedback.]

An email explaining the LCP as a new state requirement that would replace LCAP for the 20-21 academic year was sent to all stakeholders on July 27, 2020. ECR solicited feedback from all stakeholder groups including administrators, teachers, staff, board members, and students via survey also on July 27, 2020. A virtual meeting with remote participation was held July 30, 2020 to discuss the LCP and its contents as well as answer stakeholder questions. An initial review of the LCP with board members was held on August 27, 2020. Public hearing was held on September 16, 2020 and a final board vote was made on September 24, 2020.

Survey responses were as follows;

138 parent responses

50 teacher responses

15 staff responses

3 student responses

3 administrator responses

1 board member response

[A description of the options provided for remote participation in public meetings and public hearings.]

Remote participation options included a virtual meeting via Microsoft Teams for all stakeholders on July 30, 2020. A board meeting agenda item on August 27, 2020 where the meeting was held via GotoMeeting Webinar. A second Microsoft Teams meeting held on August 28, 2020 via Teams to review the drafted LCP. Per Governor Newsom's Executive Order N-29-20, all meetings subject to the Brown Act were held remotely with agendas, minutes, and posted digitally in accordance with

[A summary of the feedback provided by specific stakeholder groups.]

Administrator feedback regarding:

- Learning loss should be dealt with via tutoring time, essentials classes, and enforcement of high quality instruction.
- Providing a full curriculum of substantial quality by teaching key curriculum standards
- Measure student participation via LMS and other digital platforms, teacher input, and Deans/Counselor call logs
- Professional development resources via Distance learning Empathy Training, Remote instructional strategies, Heavy tech support
- Assess student progress through Teams, Online Formative Assessments, Dept/Grade Common Assessments,
- New Roles and Responsibilities for Staff providing more direct contact with students and parents
- Additional supports for unique needs office and support time built into the bell schedule

Teachers feedback regarding:

● **Learning loss:**

- Remediate classes before school, at 8 am classes, and after school classes
- Additional counselors, social workers, deans and school psychologists to support student academic and emotional well being
- Instructional time at the beginning of the year reviewing concepts/skills students 'should' know

● **Providing a full curriculum of substantial quality**

- Live teaching can go a long way in ensuring that they have a similar quality learning experience.
- Teachers will be available during the support and intervention periods to assist students or possibly even do extended sessions with groups.
- Provide stipends and other support materials for teachers to create their home offices.
- Hold teachers accountable - admin should visit classes to ensure goals are being met; All lessons/agendas should be in Canvas. This will show preparation and delivery.
- Aeries can be used for grades (one measurement of progress).
- Adoption of guidelines that are consistent throughout all departments that address such issues as make-up work and grade % breakdown. Also develop plans that teachers follow in case of internet issues and the like

● **Measure student participation**

- Through discussion, assignments, tests and quizzes
- By looking at when and how long a student is in Teams meetings; when, and how much interaction a student has with Canvas, the work a student submits, relevant participation in chats in Teams, looking at formative assessments (via Pear Deck, EdPuzzle, Google Forms, etc).
- Counselors should have a specific number of students they 'check in on,' daily (perhaps not during super busy times like programming, etc), looking at the previously stated goals, as well as the student's grade in Aeries.

● **Professional development resources via Distance learning**

- Virtual pedagogy, strategies for building community
- The school needs to be flexible and responsive about what works and what doesn't. For example, Zoom is easier to use than Loom. Can tech make the switch? More support with the Microsoft Teams platform as this seems to be the program we are solely using to deliver instruction and to count student attendance for ADA.

● **Assess student progress**

- Formative and summative assessments of learning. Fulfilling requirements of each assignment. Using their full potential and creativity.
- Turning in a completed assignment - not just partial
- Assessment should be comparable to in-person classes. During class, teachers should check for understanding and provide enough time to answer all students' questions. Quizzes, tests, essays and projects should be used to track progress.
- Free response and reflective assignments and projects can be used as alternative methods to assess student progress.

- **New Roles and Responsibilities for Staff**

- Teachers, with the help of Counselors, increase one-on-one communication with students. If a student is not in attendance for 3 days, it is imperative for teachers, with the support of deans and other out of classroom personnel, to contact counselors to follow up on attendance immediately.
- Having the attendance office and counseling office follow up on absences and students who are not doing the class work and not submitting each week.
- Deans and Counselors need to call students that are not attending or are logging in and not participating.

- **Additional supports for unique needs**

- There needs to be more communication with parents/guardians (possibly in the form of virtual professional development sessions).
- Additional counseling would also be of great assistance for the students to help them cope; giving them longer due dates. Maintaining students with the Special Ed teachers only. Do not have students in the regular classes during long distance learning.
- Foster and homeless - make sure we make physical contact with them (at a distance) Dean's and other personnel can go to the home and check on the student. The school can ensure that we have food available for those in need to pick up or be delivered or find out what else they might need.

Parents feedback regarding:

- **Learning loss**

One idea is to have students do additional independent reading and writing. Giving more live revision classes to students and giving live coaching .The online format is efficient, but students should have access to tutoring or teacher assistance. Tutorials or videos should also be available to further help the students grasp information taught online if need be.

- **Providing a full curriculum of substantial quality**

The school can provide a forum under which the students can post their learning/thoughts regarding something they were learning about. Students should be required to give feedback in a way that showed learning occurred; All remote learning opportunities should have the capability to provide real-time feedback to the instructor. Student quizzes/check-ins should be built into remote instructions and these should be reviewed by ECR administrators to ensure the highest standard of instructional delivery.

- **Measure student participation**

Make all classes live and not recorded where roll call is taken; Students should sign on when a lecture or class in session & that should be sufficient as participation in class; In class contributions, participation in class chats, submitting homework and assignments on time.

- **Professional development resources via Distance learning**

Consolidate multiple applications to ONE area to avoid students login to multiple systems, record daily classroom sessions for future reference for those who believe to have either missed it partially participated due to unforeseen distractions; Additional tech support for students and teachers, perhaps an online text chat.

- **Assess student progress**

Progress should be assessed through quizzes or tests. It should be timed to ensure that it is their own work because that will make it harder to cheat. Students are there, with video on, actively participating - small group breakouts with teacher for discussions to check for learning

- **New Roles and Responsibilities for Staff**

Classified staff should be added/reassigned & trained to help in the nurse's office to do contact tracing in the event that students are allowed back on campus; Online curriculum development and tech support for teachers. Awards should be given to instructors that can effectively transition material in new and innovative ways. Sports coaches can still have their prior teams in a "class" to build a "team" community. Kids have lost so much during this time. Coaches can still coach

- **Additional supports for unique needs**

Perhaps the staff should be available for counseling and consultation by each of these disadvantaged situations on a case to case basis; For language learners, they should have the information for parents in the language spoken in the home. Parents need to know what is expected of their child so that they can give the child the help they need. Special Education students should have the same resources given at school through telecommunications. They should be able to receive the services they need, OT, speech etc. Foster families are mandated to keep child learning and growing and the school should keep tabs to see if that is happening. It will be easy to monitor the child's progress throughout the weeks and communication with family. Therapist might be essential with foster children. Homeless students need to have therapy available and a location where the students can go to for them to get the learning they need throughout the day. Food should be provided.

Students feedback regarding:

- **Learning loss**

A thorough review of the second half of the year should be performed for the grade level, to make sure that students are up to speed. Last year, it seemed to some that my teachers stopped putting in effort by the time of online learning due to the very low number of students on live sessions. Ecr should make sure that everyone is on every teacher is still going live. There should be accountability if not.

- **Providing a full curriculum of substantial quality**

Offer the technology that has been provided and make sure all students have what they need and are accessing it. Ideally allow students to go to school in a socially distanced manner. The teachers should be easy to access and thoroughly explain everything. they should meet and make sure everyone is on the same page.

- Measure student participation

Check before and after class that all students have been on the entire class period; With an attendance system. You could do it where teachers have to take attendance and the students have to clock in with a pin or when they log on

- Professional development resources via Distance learning

We need lots of teacher support and tech help so we get the instruction we need.

- Assess student progress

Assess student progress through projects and less testing; by grading normal and doing basic checks for understanding

- New Roles and Responsibilities for Staff

Creating social media presences. Teachers should teach the very same and not teach less than what they used to do.

- Additional supports for unique needs

Access to social worker 24/7

Staff feedback regarding:

- Learning loss

A multi prong approach that incorporates additional hrs of instructional support; such as tutoring hrs., homework hotline, study groups, coffee with teacher, also mentoring models w/ older young adults that can share different ideas on remote distance learning using a "big brother/ big sister model". Volunteers from local post high school institutions can sign up. Maybe provide incentives for improvement in areas where loss has occurred other than good grades such as goodie bags by mail that include teenage cherished snacks, school materials like cool pens/ journals, art materials, photo supplies etc

- Providing a full curriculum of substantial quality

Must offer live online learning. With time set aside for questions with the teacher or tutor; we already do a pretty good job of ensuring students have access to equipment/ materials needed and technical support which increases opportunities for students to receive as full a curriculum. Of course, distance learning improvements can always be made but we seem to be ahead. A focus on absenteeism and missing assignments could signal that the student is not receiving the fullest curriculum possible.

- Measure student participation

By measuring attendance, completion of assignments, having group projects/ assignments. having students actively learning during online class time. Also providing opportunities for student leadership within a class, Also measuring communication such as how often a student emails a teacher, participates in tutoring hrs., or reaches out to peers for feedback, or offers help to other students.

- Professional development resources via Distance learning

A deep knowledge and understanding of tech and software being used for distance learning. Equipment and extras area needed of course. Expanding staff exposure to recognizing student emotional health and wellbeing, cultural competency. Resources on how to cope with professional stress and balancing roles and responsibilities. resources on improving communication remotely.

- Assess student progress

Some ways to assess progress are finding out Does the student have a good grasp of concepts/ objectives in what is being covered? Is the student able to build upon what they have learned? Are they able to draw their own sound conclusions, is the student able to ask questions that identify problems and lead to clarification? Do results from assessments reflect what the student has learned or are results in line with the work the student has turned in throughout their coursework and does the student demonstrate this through their participation during lessons?

- New Roles and Responsibilities for Staff

The roles should be using security and admins to help keeping everyone safe during school time, making students wear their mask , keep hand sanitizer available for students and staff in each class and practice 6 feet distancing. ECR staff responsibilities are going to be focused on our students protections through COVID-19. Employees should receive a stipend for home office equipment and supplies.

- Additional supports for unique needs

Weekly reports of each students to see how they are doing by end of month; fun group zoom time, group chats with counselors or our school psychiatric social worker or school psychologist;

Board Members feedback regarding:

- Learning loss

Possibly utilizing more third-party self-guided learning tools or creating student study groups or study pods, but I think it's incredibly challenging.

- Providing a full curriculum of substantial quality

We may need additional counselor/advisor help to assist more students through this issue.

● Measure student participation

Give quick one or two question surveys (quiz) that they can do throughout the class that demonstrate participation (and reinforce learning)

● Professional development resources via Distance learning

N/A

● Assess student progress

N/A

● New Roles and Responsibilities for Staff

We need a medical advisor and we probably need additional cleaning assistance.

● Additional supports for unique needs

Additional bodies given the challenges of EL, Homeless, Foster, and Special Education during this time.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The Learning Continuity and Attendance Plan, in its entirety, was influenced by stakeholder input. In terms of specifics:

1. Learning Loss strategies were influenced heavily by administrators, teachers and parents. Additionally, departments have decided to create and provide their own tutoring programs. This will be new for ECR. MAP testing will be used to gauge where students are upon return in August 2020 and again for progress in Spring 2021.
2. Unique Learning needs strategies were heavily influenced by Student Support Services Administration and department members as well as the EL Coordinator. This year, we have increased the number of students being served in Special Education by more than 40 students. A focus on more one-on-one support combined with Resource Teachers in every classroom where there is a Special Services student was critical.
3. Extensive and continuous training needed in the use of Canvas (our LMS), Class Policy and other virtual tools needed to ensure high levels of student engagement.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

ECR will continue to revisit returning students to in-person instruction based on guidelines set forth by local and state authorities. Because none of us know exactly when schools will be allowed to reopen, it is hard to say what it will look like. Tentative actions ECR will take to offer classroom instruction whenever possible are:

- Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the most important actions that will support schools' safe reopening and will help them stay open.
- Implement multiple SARS-CoV-2 mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Staggered attendance, start and stop times, and possible alternating shifts to enable social distancing
- Implementing block schedules with longer periods of time to minimize movement
- Offer tutoring in small groups of 10 or fewer after school daily
- Offer a built-in enrichment period to offset learning loss particularly of students with unique needs and underrepresented

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
After School tutoring	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

ECR is committed to providing continuity of instruction in the 2020-2021 academic year to ensure students have access to a full curriculum that is substantially similar regardless of method of delivery. Our teachers met during designated PD days on August 5th & 6th to receive further training on using Canvas LMS for 100% remote instruction, Microsoft Teams for Live Conferencing, and Class Policy that allows viewing of student screens. August 7th, teachers met in departments to ensure curriculum alignment and Common Formative Assessments were in place. It is very important for us to ensure teachers have time to collaborate and receive training on use of the learning management system and other virtual tools needed for continuity of instruction. Administrator oversight that provides feedback on lesson plans, live classes, and focus on state standards is equally important and requested many teachers. As indicated above, the major resources needed in this regard are Canvas LMS, Microsoft Teams for Live Conferencing, and Class Policy (allows viewing of student screens). A host of other virtual platforms were offered during PD training as well.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The ECR Technology department ensures that all students and teachers have access to devices and internet connectivity. In fact, all of our students are given a school laptop during textbook and laptop distribution each year. We are fortunate in this regard. Teachers, too, are offered the same (with an option to decline if they have their own). Our students have access to wifi hotspots if they do not have internet access at home or are in an area where internet connectivity is lacking. Students are offered laptop insurance for \$25 in the event something happens. This fee will cover the replacement of the laptop and students are provided with a new device as soon as the old one is returned. Our Technology department has hotlines as well as specific email addresses where students and teachers can reach out to them throughout each day regarding tech issues. Because of the high level of expertise in the technology department, student issues are handled promptly on the same day. There is also a support form students can complete for Tech support if needed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

California State Department of Education has mandated live conferencing in the remote learning environment. Students receive instruction on a block schedule with anywhere from 2-4 courses per day depending on their grade levels. Each class is held for approximately 80 mins. Built into the 80 minutes schedule is a mixture of asynchronous learning with time to complete independent assignments. All instructional minutes required by the state are being met.

Student progress will be assessed through multiple checkpoints during asynchronous instruction. Through Microsoft Teams, students are able to interact with the teacher aloud and on webcam, as well as with their peers in virtual breakout groups. Additionally, student progress can be tracked in Teams via built-in timestamp, Canvas discussion board and assignment participation, submission of assignments, possible points received for relevant responses in chat during class discussion, and formative assessments (via Pear Deck, EdPuzzle, Google Forms,

etc.). Other strategies to assess student progress are questions, oral quizzes, thumbs up/thumbs down, whiteboard questions, polls, completing worksheets using One Note, and timed writings.

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All teachers and staff are required to attend Professional Development that supports the distance learning program. Professional Development was provided on the following topics from August 5th-7th: Virtual Connectedness and Stress Management, Understanding and Uprooting Anti-Blackness in Schools, Exploring Microsoft Teams, Canvas LMS Deep Dive, as well as Albert.IO, NearPod, PearDeck Trainings. These professional development topics will serve as a framework for all professional development opportunities throughout the year. Teachers will have access to modules created by the Tech Committee and Tech team for the duration of the school year.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

ECR has already been meeting guidelines in this area as many teachers and staff members fall into the COVID-19 high risk categories. There are staff members in the 62 and older range who have been working from home in various ways provided by the HR department. Additionally, all returning teachers have been provided the option to either work from home or return to their classrooms and deliver remote instruction via webcam. Paraprofessionals in some instances have also been assigned new roles and/or responsibilities; they are now assisting students remotely. Substitute teachers, through Kelly Educational Services, are on standby in the event an entire day needs to be covered due to teacher absence(s). Instances where only one or two class periods need to be covered, are handled by our out of classroom personnel such as Deans and School Safety Manager. Counselors, School Psychologists, and Deans are also supporting instruction by checking on students daily. Teachers who contract COVID 19 are offered the COVID leave which consists of 12 weeks of leave and 75% of teacher pay (Note: Check this for accuracy).

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Fape 1 Accommodations and/or Modifications and FAPE 2 services to be used in the general and special day classrooms; Case Carriers, DIS Service Providers, Counselors, Transition teacher, Nurse, School Psychs, DIS Service Providers including (Language and Speech, Hard of Hearing, OT, & PT, BII, and BID)...to help with attendance, mental health issues, lack of turning in work; not participating in any class, to help with general ed teachers meeting the needs of the students; In Special Day Classes, paraprofessionals (classroom assistants are available to help the students as well as the classroom teacher). Teachers provide constant positive reinforcement, opportunities for engagement, and differentiated instruction for students at their individual ability levels.

Regarding ELs, ECR will provide a curriculum that is research-based (the same curriculum we use in the classroom) for our everyday lessons online. In addition, the EL Coordinator will meet with students daily and provide consistent instruction (same as in the classroom) - working on the four domains: reading, writing, listening, and speaking. The EL Coordinator will also periodically be on campus to provide any support that students need. Appointments with the EL Coordinator can be made on a one to one basis to cover any issues students may be having with the curriculum or with online learning.

English language learners will be supplemented via offerings that utilize language support thru resources, as well as inclusion of interpreters when needed. Special Education will continue to offer all accommodations within the scope of the IEP and/or 504, that are practical and able. Support is still there via the Spec Ed department support staff. Foster Care and Homeless need to be identified. Most Foster Care are able to provide wifi access, and the computers have been given to the student. Lack of assistance from Foster care providers would require Social worker intervention and/or partnerships. Homeless can still be provided for in that they also have the computers, but the school may need to explore the idea of providing mobile hotspot access for students that do not have a home to connect to wifi.

1 response

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We recognize that despite even the best distance learning circumstances, learning loss is likely to have occurred. NWEA predicts that students under the current pandemic will have only made 50 to 70 percent of academic progress needed to achieve in a year. In an effort to combat learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years we have done the following:

ECR will measure learning loss using curriculum embedded assessments such as CFAs, and Measures of Academic Progress assessments for English, Mathematics, and English language development. Progress will be monitored by individual classroom teachers, Interventionists, and Counselors who will identify targeted intervention strategies that will address the areas of learning. Instructional schedules include “coordinated student support” time, which is dedicated time for teachers and support staff to support students in their areas of need. According to recent reports from the CDE, we will likely be SBAC testing in spring 2021, so this will be an additional measure of learning status in the aforementioned areas.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

ECR will implement the following actions and strategies to address learning loss and accelerate learning progress student students who are English learners, low incomes, foster youth, pupils with exceptional needs, and those who are experiencing homelessness using the following methods:

- Holding virtual summer school from June to July 2020 (**completed**)
- Require Teacher Feedback and communications to Counselors and Interventionists once students fall two assignments behind
- Utilize Interventionists to make contact with students who are in danger of falling behind or have already fallen behind
- Create a Saturday virtual tutoring academy for Reading and Writing
- Create a Math hotline for assistance

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of these services and supports will be measured three ways:

1. Progress on goals set by School Psychologists, Counselors and/or Interventionists

2. Monitoring of Daily Attendance through Aeries and tracked by Administration and attendance support staff.
3. MAP (Measures of Academic Progress) Testing

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<ul style="list-style-type: none"> Create a Saturday virtual tutoring academy for Reading and Writing Create a Math hotline for assistance <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>(note; discuss amounts with Mr. Wood)</i></p> </div>	[\$ 0.00]	[Y/N]
	[\$ 0.00]	[Y/N]

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Counselors are usually the primary point of contact for teachers regarding student intervention. They also make direct contact with students (and their parents) who have been flagged for attendance/behavioral support. There is an intervention form students can complete when assistance is needed. Our School PsychoSocial Worker (PSW) Johanna provided an excellent training to staff on August 10 on Staying Emotionally Connected in a Virtual World. Johanna will continue to provide support to teachers through monthly professional development. For students, Johanna schedules remote appointments where she continues to meet the needs of those most affected mentally, socially and/or emotionally by COVID-19.

Students who receive mental health services designated in their IEP will continue to receive services from the school [psychologists virtually]. They will monitor student progress and well-being and will take appropriate measures to increase services or support when they have determined a student is struggling or is in crisis.

Student Council and Senior Cabinet, or School Leadership groups, will also start Wellness Wednesdays and provide tips and techniques for stress management. In addition, school clubs and activities will be available throughout the year for students to feel and/or stay connected to the school community.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

A support period was designated in the 20-21 bell schedule to allow for time to conduct student outreach. This bell schedule actually allows teachers more planning and support time in an effort to meet the needs of student learners. In addition, out of classroom personnel such as counselors, attendance office staff, interventionists, and deans, are daily contacting students to monitor engagement.

Procedures for tiered re engagement are:

- phone calls
- parent contact
- home visits
- wellness checks
- and collaborating with community based agencies

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

ECR will provide nutritionally adequate meals for all students, including those students who are eligible for free or reduced price meals, when students are participating in both in-person instruction and distance learning, by creating a flexible serving time and schedule that is supportive to the needs of students and parents. Currently, meals are being served Mondays and Wednesdays from 11:30-12:30 only.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
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[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] N/A	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] N/A	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Ensured the needs of unduplicated students were met first with regard to internet connectivity, device and textbook pickup or delivery. The above PD trainings provided during the week prior to school openings also met the needs of all students, including unduplicated students.
(note: give further details)

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

TBD (note: speak with Barrie, Jon & Emilie again as this question is asking about increases/improvements)

Cover Sheet

Discuss and Vote on Conflict of Interest Code

Section: II. School Business
Item: B. Discuss and Vote on Conflict of Interest Code
Purpose: Vote
Submitted by:
Related Material: 200910 Conflict of Interest Code.pdf

EL CAMINO REAL ALLIANCE CONFLICT OF INTEREST CODE

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730)
by Reference

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its Members of the Governing Board and the Executive Director and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

The agency shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Government Code Section 81008).

EXHIBIT A

CATEGORY 1

Persons in this category shall disclose all interest in real property which are located in whole or in part within two (2) miles of any land owned or used by El Camino Real Alliance, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

CATEGORY 2

Persons in this category shall disclose all investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) that are from business entities or individuals, including El Camino Real Alliance employees, engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by El Camino Real Alliance.

CATEGORY 3

Persons in this category shall disclose all business positions, investments in, or income (including gifts, loans and travel payments) received from business entities that manufacture, provide or sell service and/or supplies of a type utilized by the designated position's subject area/department.

EXHIBIT B

<u>Designated Position</u>	<u>Disclosure Categories</u>
Charter School Board Member	1, 2
Executive Director	1, 2
Chief Business Officer	1, 2
Chief Compliance Officer	1, 2
Chief Information Officer	1, 2
Director, Accounting & Finance	1, 2
Director, Student & Teacher Technology	1, 2
Director, Human Resources	1, 2
Assistant Principals	3
Human Resources Manager	3
Accounting & Finance Manager	3
Consultants / New Positions*	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

EFFECTIVE: September 10, 2020

Cover Sheet

Discuss and Vote on Amended Bylaws

Section: II. School Business
Item: C. Discuss and Vote on Amended Bylaws
Purpose: Vote
Submitted by:
Related Material: 200910 Bylaws Amended.pdf

**BYLAWS
OF
EL CAMINO REAL ALLIANCE**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is El Camino Real Alliance.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 5440 Valley Circle Boulevard, Woodland Hills, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes

the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of this Article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name,

promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

- d. Adopt and use a corporate seal; and alter the forms of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than six (6) and no more than eleven (11), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional community member to ensure that the Board maintains an odd number of Directors.

The Board shall strive to identify Board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. Additionally, in accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board.

As outlined in the charter, the permanent Board of Directors shall be composed of the following stakeholders, as follows: At least two (2) community representatives appointed by the Board; at least one (1) parent representative elected by the parent body (one vote per family); two to three (2 – 3) representatives elected by all teachers; and one (1) representative elected by all classified employees. The parent representative shall not have a child attending a school operated by the Corporation. The teacher and classified representatives shall not be employed or compensated by the Corporation.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director and excluding compensation to a retired employee in the form of retiree benefits (including, but not limited to, lifetime healthcare benefits) paid for the person's benefit by the Corporation; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. Board members may serve two (2) consecutive terms. After a one-term absence from the Board, an individual is eligible for election/appointment to the Board.

Section 6. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the President will appoint a committee to designate qualified community representative candidates for designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of the designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people

have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board’s authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director’s resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the charter school is located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Board Chair has not been elected then the Vice-Chair is authorized to call a special meeting in place of the Board Chair. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. **QUORUM.** A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the charter school is located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. **COMPLIANCE WITH CONFLICTS OF INTEREST LAWS.** The Corporation and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act, California Corporations Code, and Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, as set forth in Education Code Section 47604.1, as well as charter school specific conflicts laws as may imposed by reference in the charters of the charter schools operated by the Corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chair of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chair of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** The Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIR OF THE BOARD.** If a Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chair of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the Chair of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. **VICE-PRESIDENTS.** If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting

was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

**ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the El Camino Real Alliance Conflict of Interest Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall

keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters of any charter schools operated by the Corporation, or make any provisions of these Bylaws inconsistent with those charters, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of El Camino Real Alliance, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages (including this page), are the bylaws of this corporation as originally adopted by the Board of Directors on January 13, 2015, and as amended by the Board of Directors on September 10, 2020; and that these bylaws have not been amended or modified since that date.

Executed on September 10, 2020, at Woodland Hills, California.

Dr. Jeff Davis, Secretary

Cover Sheet

Discuss and Vote on Resolution re Charter Renewal Petition

Section: II. School Business
Item: D. Discuss and Vote on Resolution re Charter Renewal Petition
Purpose: Vote
Submitted by:
Related Material: 200910 Resolution re Charter Renewal Petition.pdf

**BOARD OF DIRECTORS
EL CAMINO REAL ALLIANCE**

**RESOLUTION
RE: CHARTER RENEWAL PETITION**

The Board of Directors (the “Board”) of El Camino Real Alliance (“ECRA”), a nonprofit public benefit corporation, does hereby adopt the following resolution.

WHEREAS, the Board finds it in the best interest of ECRA and in furtherance of its educational and charitable purposes to submit a petition for renewal of ECRA’s charter as authorized by the Los Angeles Unified School District (the “District”) and provided for in Education Code Sections 47605, 47607, and 47607.2.

NOW, THEREFORE, BE IT RESOLVED:

The Board authorizes the Executive Director or designee to submit ECRA’s charter school renewal petition application and all other materials as may be required, for the term of July 1, 2021 through June 30, 2026, to the District; and

BE IT FURTHER RESOLVED, that the Board identifies the following employees for the roles designated below for the charter school renewal petition application:

- Lead Petitioner: David Hussey
- School Administrator/Executive Director: David Hussey
- Onsite Financial Manager: Chief Business Officer Gregory Wood

IN WITNESS WHEREOF, the Board of Directors has adopted this Resolution by the following vote at the Board Meeting this ____ day of September, 2020, at which a quorum of the Board of Directors was present and voting:

Ayes:

Nays:

Abstains:

By: _____
Dr. Jeff Davis, Secretary