El Camino Charter High School

Special Board Meeting

Date and Time
Thursday December 3, 2020 at 4:30 PM PST

Location
VIRTUAL MEETING - 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/401367235494927373, webinar ID 863-323-675. 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.

Please note that, 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: Single Plan for Student Achievement	Discuss	Minita Clark	15 m
A public hearing will be held to discuss the Single Plan for Student Achievement.			
B. Local Control Funding Formula Budget Overview for Parents	Discuss	Gregory Wood	10 m
The Board will discus the LCFF Budget Overview for Parents			
C. Discuss and Vote on Resolution re SISC Flex Plan	Vote	Daniel Chang	5 m
The Board will discuss and vote on the Resolution re Participation in the SISC Flex Plan.			

	Purpose	Presenter	Time

ACTION ITEM: motion to approve the Resolution authorizing participation in the SISC Flex Plan.

III. Closing Items **5:35 PM**

		Purpose	Presenter	Time
A.	Adjourn Meeting	Vote	Board Chair	1 m

Coversheet

PUBLIC HEARING: Single Plan for Student Achievement

Section: II. School Business
Item: A. PUBLIC HEARING: Single Plan for Student Achievement
Purpose: Discuss
Submitted by:
Related Material: SPSA 20-21 (Tentative).pdf

School Year: [2020-2021]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Camino Real Charter High School	19 64733 193623 1314	November 19, 2020	December __, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to address the Schoolwide Program as we transitioned from in-person instruction to remote instruction on March 19, 2020. All instruction since that time has been delivered remotely where students participate in completion of instructional tasks through digital means.

Our primary goals are to: 1) maintain a similar level of instructional continuity to that of in-person instruction and 2) counter any learning loss because of this unprecedented shift in the educational process. El Camino Real Charter High School (ECR) uses Measures of Academic Progress, or MAP Testing, to assess student learning schoolwide. Students were assessed in the areas of Math & ELA beginning the third week of August 2020 and ending the fourth week of September 2020. This provided the school with at least one measure to determine student progress or regression.

Overall, remote instruction has been fairly smooth. Some highlights include:

- Clear Goals and Expectations from Administration regarding the shift to 100% remote instruction
- Weekly Professional Development from school personnel and outside agencies
- Laptops provided to all students and Wi-Fi Hotspots available for those in need

Challenges/Areas of growth during this transition include:

- Learning loss for most at-risk students as a result of COVID-19 pandemic
- Families experiencing stress due to multiple factors resulting from COVID-19 pandemic
- Inability to maintain connections with some students/families resulting in chronic absenteeism

This plan entails the specific support and measures implemented while addressing the above-mentioned bulleted points in an effort to improve instruction for all students, including our most at-risk population.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

ECR plans to deepen implementation of targeted interventions and evidence-based programs formative assessments, standards-based instruction, research proven instructional strategies, and Mental Health Services. ECR plans to provide teachers with ongoing professional development, resources and delivery of instruction via technology platforms such as Canvas and Microsoft Teams. In addition to our modified block schedule for instruction, ECR will provide extended learning opportunities for all students.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ECR has solicited stakeholder feedback that contributed to the development of LCP, SPSA, and other plans since late spring 2020 and it continues to take place. Stakeholder groups were consulted regarding a reopening plan, virtual instruction policies, bell schedule readjustment, and nutrition services. Survey data collection and virtual meetings with stakeholders in virtual groups for School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), and teacher/staff meetings have been the primary contacts. Development of the SPSA continued during the September & October 2020 SSC meetings and received approval at the November 2020 meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

ECR is not a Title I school, but we do receive Title I funding for approximately 20% of our students. All Title I funds are aligned to improve student achievement for at-risk students in all subgroups.

Possible Resource Inequities Identified:

1) Special Services students difficulty responding to/handling remote instruction

    How identified: Resource Teacher/Teacher/Parent/Student Feedback

- Course Grades/Low Performance
- Heightened Anxiety

2) Learning Loss for African American student population

    How identified: MAP Test comparisons from Spring 19-20 & Fall 20-21

- RIT Scores show anywhere from a 10-20 point decline in both ELA and Math
- Fewer students tested but still lower scores for Fall 20-21

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Increase learning opportunities for all students in Math and close achievement gaps of ELL, special education, socio-economically disadvantaged, and African-American student subgroups.

Identified Need

Schoolwide

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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Scores for African American students (based on 19-20 & 20-21)	10-20 point RIT decline	5-10 point RIT increase
ELL Reclassification	42% reclassification rate	53% reclassification rate
Available Curriculum Materials	Unavailable Inventory	Purchased Inventory

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Provide formative assessments once per semester and analyze data to determine student progress.

Each department will either create or use prepared formative assessments to gauge how students are performing in each individual teacher's class. Teachers will come together during Friday department meetings to share data as well as which standards were/were not met. Ideas for re-teaching and additional support will be explored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
None	Incorporated into General Fund existing expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

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Strategy/Activity

Provide additional PD time to create formative assessments and collaborate.

Specific Common Planning Days will be utilized to create assessments (if needed) and collaborate on the test administration and grading/analysis window.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
None	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Purchase classroom materials to support CCSS and NGSS standard implementation.

Administration will order necessary materials for all teachers to successfully teach and deliver content in their respective areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$38,434 $330,079	Federal CARES COVID Funding State Lottery Funding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

School Plan for Student Achievement

Strategy/Activity

Replenish textbook subject area inventory.

Administration will order necessary textbook materials for all teachers to successfully teach and deliver content in their respective areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$161,896	State Lottery Funding
$96,513	Federal CARES COVID Funding
$7,665	Federal Title III-English Learner

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Provide virtual after school tutoring and/or Math homework hotline for students in need.

A math partnership has been created with an outside community agency to offer virtual tutoring support on a weekly basis as follows:

Algebra I – Tuesdays 8-9pm

Geometry – Thursdays 8-9pm

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$15,760	Federal CARES COVID Funding

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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All students.

Strategy/Activity

Laptops are provided to all students (and teachers). There is also Saturday tech support for troubleshooting. Additionally, Wi-Fi hotspots are available to any students in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$375,711	Federal CARES COVID Funding

Goal 2

Increase learning opportunities for all students in ELA and close achievement gaps of ELL, special education, socio-economically disadvantaged, and African-American student subgroups.

Identified Need

Schoolwide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP scores for African American Students (based on 19-20 & 20-21)	10-20 point RIT score decline	5-10 point RIT increase
ELL Reclassification	42% reclassification rate	53% reclassification rate
Available Curriculum Material	Unavailable Inventory	Purchased Inventory

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

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Strategy/Activity

Provide formative assessments once per semester and analyze data to determine student progress.

Each department will either create or use prepared formative assessments to gauge how students are performing in each individual teacher's class. Teachers will come together during Friday department meetings to share data as well as which standards were/were not met. Ideas for re-teaching and additional support will be explored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
None	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Provide additional PD time to create formative assessments and collaborate.

Specific Friday morning Common Planning Days will be utilized to create assessments (if needed) and collaborate on a common administration window and grading period.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
None	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

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Strategy/Activity

Purchase classroom materials to support CCSS and NGSS standard implementation. Administrators will order necessary materials for all teachers to successfully teach and deliver content in their respective areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$38,434	Federal CARES COVID Funding
$330,079	State Lottery Funding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Replenish textbook subject area inventory.

Administrators will order necessary materials for all teachers to successfully deliver content in their respective areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$ 161,896	State Lottery Funding
$ 96,513	Federal CARES COVID Funding
$ 7,665	Federal Title III-English Learner

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Saturday virtual tutoring support provided by the English Dept in Reading & Writing.

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Strategy/Activity

English teachers offer virtual tutoring support each Saturday morning on a weekly basis as follows:

Session I: 9:00am – 10:15am

Session II: 10:45am – 12:00pm

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$7,984	Federal CARES COVID Funding

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Laptops are provided to all students (and teachers). Saturday tech support is also available for troubleshooting. Additionally, Wi-Fi hotspots are available to any students in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$375,711	Federal CARES COVID Funding

Goal 3

Develop partnerships with the parent community to improve support and collaboration among this particular stakeholder group.

Identified Need

Overall low parent participation and attendance at meetings; parent voice greatly needed.

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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at PAC & ELAC meetings	50%	75%
Aeries portal registration	100%	100%
Canvas parent registration	25%	50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a Parent Advisory Committee (PAC) and meet quarterly.

Parent Advisory Committee will provide feedback on school initiatives related to student achievement as well as how funds are spent that affect students. PAC Meetings are held quarterly but members will attend all monthly SSC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
None	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Quarterly ELAC meetings for students and parents. English Leaner Advisory Committee will provide feedback on school initiatives related to student achievement of ELLs as well as how funds are spent

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that affect students. ELAC Meetings are held quarterly but select members will attend all monthly SSC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
None	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk/Unduplicated students.

Strategy/Activity

Increase parental email and phone communication for at-risk students. Utilize administrators, counselors, deans, and other support staff to reach out to parents on a regular basis for intervention and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
None	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Increase communication with parents/families in multiple formats including virtual meetings, weekly phone messages and newsletters, ECR website updates, Canvas announcements and parent observer access, as well as Social Media platform messaging.

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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$ 0	Included in General Fund Budget

Goal 4

Provide teacher and staff professional development to address teaching and learning, student needs, and social-emotional development for the unique needs associated with virtual instruction.

Identified Need

Teachers have identified this area as one needing continuous support and attention given this unprecedented time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased weekly Professional Development time	Modified Bell Schedule	Modified Bell Schedule with increased built- in PD time
Regular opportunities to engage in peer-to-peer professional development on a weekly basis	PD calendar	PD calendar
Additional PD opportunities when needed or requested by teachers and staff	Administrators will approve additional PD needed and/or requested	Administrators will approve additional PD needed and/or requested

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Weekly Professional Developments will be held on Monday afternoons and Fridays to provide needed support to teachers and staff during virtual instruction.

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CPD is Common Planning Day where Instructional planning takes place in departments and other groups. Support will focus on adequate use of remote learning platforms and tools as well as techniques that will help teachers become more comfortable and confident in the virtual environment. Teachers will engage in cycles of practice to deepen learning around supporting students instructionally and emotionally.

Teachers will engage in regular peer-to-peer interactions through breakout rooms using Microsoft Teams. Grade-alike teams are often used for content development and revision, to refine practice, and provide support for one another in the delivery of academic content. These teams also collaborate on the development, implementation, and analysis of common formative assessments.

Support for Learning Management System and Video Conferencing platforms is also held during weekly PD. The Technology department provides needs-based training to teachers based on feedback given to the Technology Committee through surveys.

Our Psychiatric Social Worker (PSW) also delivers PD occasionally on the topic of mental health for teachers and students. Her work involves providing educators with ways to de-stress and help students relax and relieve anxiety during the school day. Examples of how to incorporate these strategies into lessons are shared as well as tips and techniques for taking care of your overall health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$55,234	Federal CARES COVID Funding

Goal 5

Provide targeted student support to counter learning loss associated with school closure and virtual instruction.

Identified Need

Many students have experienced setbacks in the family, academically, and emotionally due to the COVID-19 pandemic. ECR has identified its students who are most in need of support during this time. Cohorts have been developed to bring our most at-risk students on campus weekly to provide intervention that will help them be successful.

Support personnel including paraprofessionals and credentialed Special Education teachers are scheduled into many general education classes, particularly English and math classes, in order to provide additional support for struggling students. While available to support all students in a class, there is particular focus on supporting students who are experiencing the most difficulty in the distance learning environment. Additionally, hours for the Psychiatric Social Worker (PSW) have also been increased in order to provide additional mental health support.

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A process created by our Interventionist has been established to identify struggling learners early. This referral process entails teachers completing a Referral form, then a parent being contacted by an Intervention Team member (Academic Interventionist, Counselor, or Dean) who will spend time working with the child while sharing strategies to help get the student on track. Alternatively, the Intervention team member may refer the student to a higher level of intervention involving the School Psychologist or Psychiatric Social Worker.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coursework completion rates	95% completion	97.5%
Attendance rates	96%	99%
Referrals to PSW		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low-Income, SPED, EL, Foster Youth, Homeless, African American

Strategy/Activity

1) Built-In Support Period:
2) Check-ins with Interventionist, Counselor and/or Special Education Teacher
3) Prioritized mental health support and services for unduplicated students
4) In-person academic cohorts to improve instruction
5) Additional academic supports such as individual or small group tutoring for students with disabilities provided by Special Education personnel

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$82, 852	State AB 602 Special Education Funding

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 474,923
Total Federal Funds Provided to the School from the LEA for CSI	$ Not Applicable
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 1,115,137

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Federal Nutrition Program	$ 236,113
Federal IDEA Special Education Funding	$ 700,207
Federal CARES (ESSER,GEER,CF) COVID Funding	$ 1,832,882
Federal Funding-Miscellaneous (Technology/JROTC/Workforce Now)	$ 127,398

Subtotal of additional federal funds included for this school: $ 2,896,600

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
State AB602 Special Education	$2,217,091
Child Nutrition-State	$ 17,624
State Mandated Cost Reimbursement	$ 158,222
State Lottery	$ 661,669
Food Service Sales Interest All Other State Revenues (Supplemental Categorical Block, SMAA, State CARES Funding)	$ 72,215 $ 185,000 $ 723,443

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Other Miscellaneous Local Revenue (Tuition, ASB, etc.)	$ 335,215

Subtotal of state or local funds included for this school: $ 4,370,479

Total of federal, state, and/or local funds for this school: $42,365,205

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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

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tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

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Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

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expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

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allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

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A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

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3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

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Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

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Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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Coversheet

Local Control Funding Formula Budget Overview for Parents

Section: II. School Business
Item: B. Local Control Funding Formula Budget Overview for Parents
Purpose: Discuss
Submitted by:
Related Material: LCFF Budget Overview for Parents Template -December 2020.pdf

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, September 2020

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	El Camino Real Charter High School
CDS code:	19 64733 1932623 1314
LEA contact information:	David Hussey 818-595-7500
Current School Year:	2020-2021
Prior School Year	2019-2020

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2020-2021 School Year	Amount
Total LCFF funds	$ 34,623,203
LCFF supplemental & concentration grants	$ 2,274,328
All other state funds	$ 3,778,049
All local funds	$ 592,430
Total federal funds	$ 3,371,523
Federal CARES funds	$ 1,832,882
Total Projected Revenue	$ 42,365,205

Total Budgeted Expenditures for the 2020-2021 School Year	Amount
Total Budgeted General Fund Expenditures	$ 40,464,195
Total Budgeted Expenditures in the Learning Continuity Plan	$ 877,555
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 307,144
Expenditures not in the Learning Continuity Plan	$ 39,586,640

Expenditures for High Needs Students in the 2019-2020 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,216,775
Actual Expenditures for High Needs Students in LCAP	$ 2,216,775

Not for Inclusion with the Template

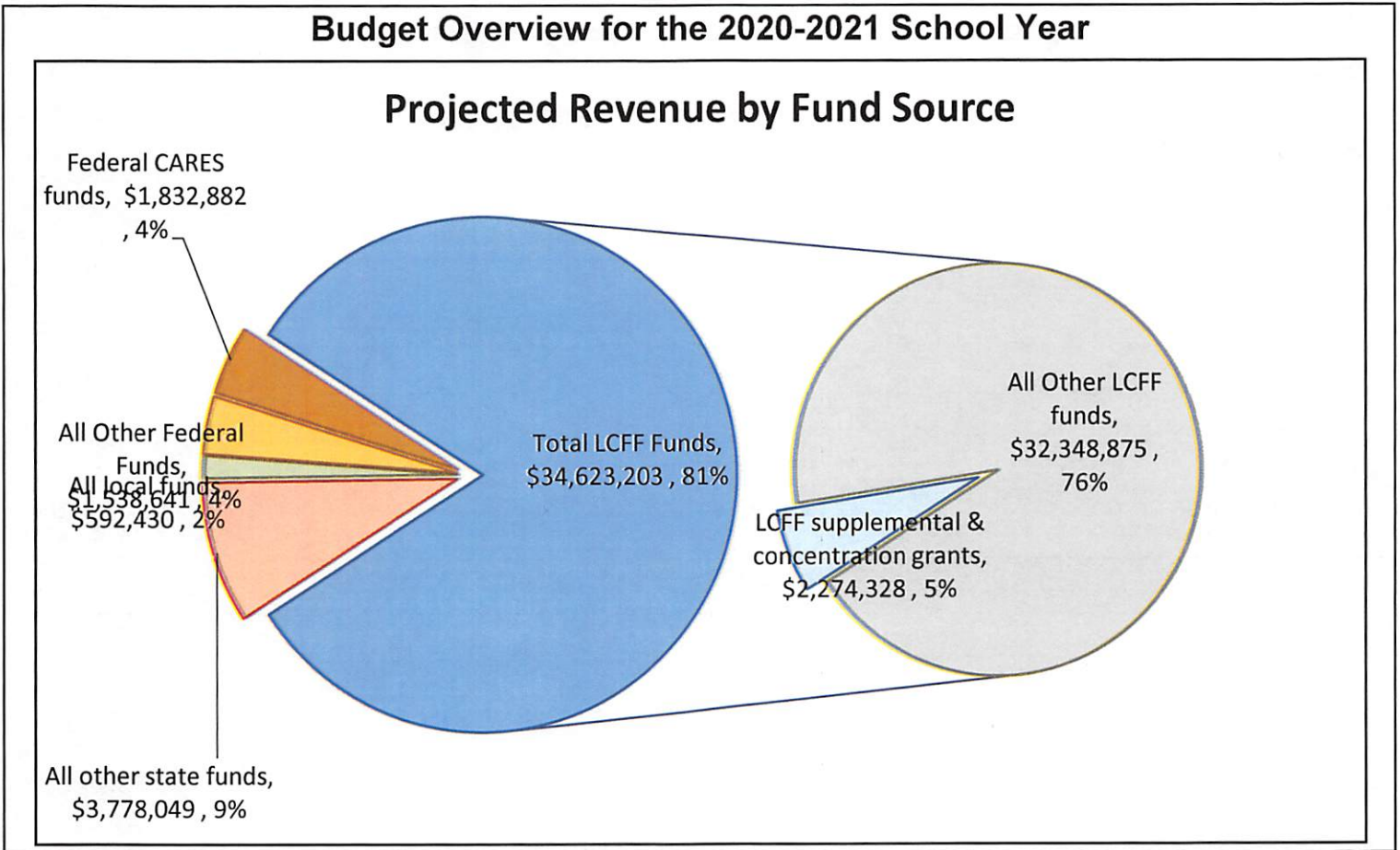# LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Learning Continuity Plan.	El Camino Real Charter High has identified specific Expenditures in the Learning Continuity Plan (LCP) approved by the ECRA Board of Directors on September 24,2020. The LCP is located at : https://www.ecrchs.net/ECR Board/Board Materials, Agendas & Minutes/2020-2021/2020-09-24 Regular Board Meeting/Learning Continuity Plan
The amount budgeted to increase or improve services for high needs students in the 2020-2021 Learning Continuity Plan is less than the projected revenue of LCFF supplemental and concentration grants for 2020-2021. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Camino Real Charter High School

CDS Code: 19 64733 1932623 1314

School Year: 2020-2021

LEA contact information: David Hussey 818-595-7500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

Federal CARES funds, $1,832,882, 4%

All Other Federal Funds, $1,538,641, 4%

All local funds, $592,430, 2%

All other state funds, $3,778,049, 9%

Total LCFF Funds, $34,623,203, 81%

All Other LCFF funds, $32,348,875, 76%

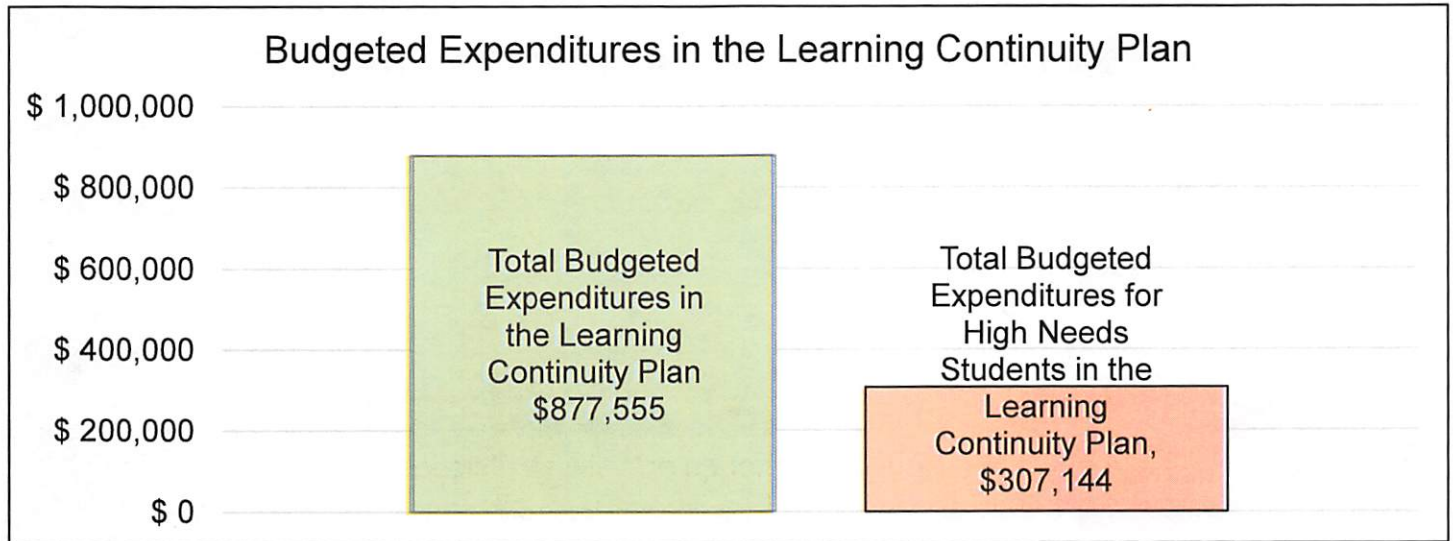LCFF supplemental & concentration grants, $2,274,328, 5%

This chart shows the total general purpose revenue El Camino Real Charter High School expects to receive in the coming year from all sources.

The total revenue projected for El Camino Real Charter High School is $42,365,205.00, of which $34,623,203.00 is Local Control Funding Formula (LCFF) funds, $3,778,049.00 is other state funds, $592,430.00 is local funds, and $3,371,523.00 is federal funds. Of the $3,371,523.00 in federal funds, $1,832,882.00 are federal CARES Act funds. Of the $34,623,203.00 in LCFF Funds, $2,274,328.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to desribe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan

$ 1,000,000	
$ 800,000	
$ 600,000	Total Budgeted Expenditures in the Learning Continuity Plan $877,555
$ 400,000	Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan, $307,144
$ 200,000	
$ 0	

This chart provides a quick summary of how much El Camino Real Charter High School plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021and how much of the total is tied to increasing or improving services for high needs students.

El Camino Real Charter High School plans to spend $40,464,195.00 for the 2020-2021 school year. Of that amount, $877,555.00 is tied to actions/services in the Learning Continuity Plan and $39,586,640.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

El Camino Real Charter High has identified specific Expenditures in the Learning Continuity Plan (LCP) approved by the ECRA Board of Directors on September 24 2020 The LCP is located at :
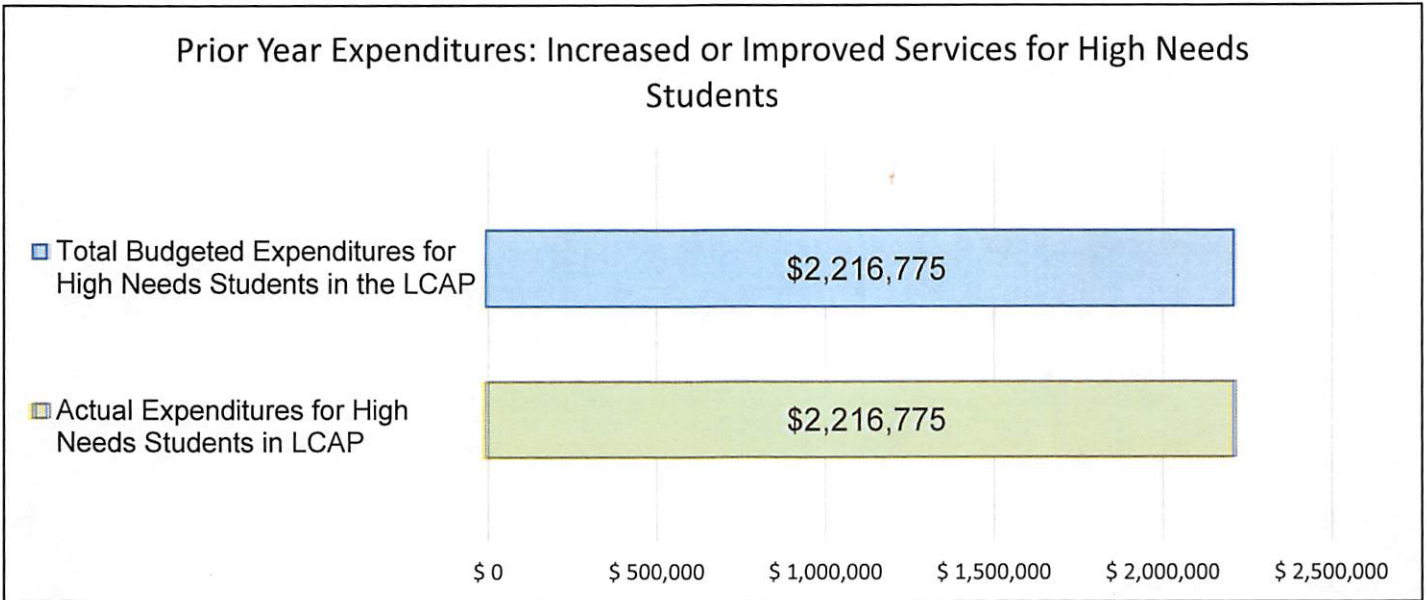
Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, El Camino Real Charter High School is projecting it will receive $2,274,328.00 based on the enrollment of foster youth, English learner, and low-income students. El Camino Real Charter High School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. El Camino Real Charter High School plans to spend $307,144.25 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,216,775
☐ Actual Expenditures for High Needs Students in LCAP	$2,216,775

$0 $500,000 $1,000,000 $1,500,000 $2,000,000 $2,500,000

This chart compares what El Camino Real Charter High School budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what El Camino Real Charter High School actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, El Camino Real Charter High School's LCAP budgeted $2,216,775.00 for planned actions to increase or improve services for high needs students. El Camino Real Charter High School actually spent $2,216,775.00 for actions to increase or improve services for high needs students in 2019-2020.

Coversheet

Discuss and Vote on Resolution re SISC Flex Plan

Section: II. School Business
Item: C. Discuss and Vote on Resolution re SISC Flex Plan
Purpose: Vote
Submitted by:
Related Material: 201203 Resolution re SISC Flex Plan.pdf

BOARD OF DIRECTORS
EL CAMINO REAL ALLIANCE

RESOLUTION AUTHORIZING PARTICIPATION IN
SISC FLEX PLAN

The Board of Directors ("Board") of El Camino Real Alliance, a tax exempt, California nonprofit public benefit corporation operating a public charter school and dba as El Camino Real Charter High School ("Qualified Employer" or "ECRCHS"), does hereby adopt the following resolution regarding participation in the SISC Flex Plan:

WHEREAS, it is determined to be in the best interest of ECRCHS to participate in the SISC Flex Plan (the "Plan") and provide Eligible Employees with a program that allows for certain medical and dependent care expenses to be paid with pre-tax dollars; and

WHEREAS, the Self-Insured Schools of California ("SISC"), a Public Agency, has made such a plan available to the Qualified Employer and its Eligible Employees, and is intended to qualify as a "cafeteria Plan" within the meaning of Section 125 of the Internal Revenue Code of 1986, as amended and shall be construed in a manner consistent with that Section. The tax implications of the Plan are subject to rulings, regulations and the application of the tax laws of the state and federal government; and

WHEREAS the Plan, consists of a Benefit Cost Plan (commonly referred to as the "premium only portion" of a cafeteria plan or "POP"), a Qualified Health Care Expense Account, and a Qualified Dependent Care Expense Account; and

WHEREAS, the Plan provides that a Qualified Employer may, with the consent of SISC, adopt the Plan and participate therein by a properly executed document evidencing said intent of said Qualified Employer.

NOW, THEREFORE, BE IT RESOLVED:

The Board of the Qualified Employer does hereby adopt the SISC Flex Plan effective the first day of January, 2021, and the Qualified Employer hereby consents to such adoption and participation upon the following terms:

1. The categories of employees that are eligible to participate in the Benefit Cost Plan, Qualified Health Care Expense Account, and/or Qualified Dependent Care Expense Account shall be designated by a Qualified Employer on the appendix attached to this Resolution;

2. When an organization ceases to be a member of the SISC III Health Benefits program, that organization's coverage under the SISC Flex Plan terminates. Should this termination occur in the middle of the SISC Flex Plan Year, the terminating organization is required to pay monthly administration fees for each of the SISC Flex Health Care and Dependent Care Participants until the end of the plan year. These administrative fees are specified in the SISC Flex Plan Document, Appendix A, Service Agreement;

3. It is the intention of the parties that the Qualified Employer shall be a party to the Plan and treated in all respects as the Qualified Employer thereunder, with its Eligible Employees to be considered as the Employees and Participants, as the case may be, thereunder;

4. However, the participation of the Qualified Employer in the Plan shall in no way diminish, augment, modify, or in any way affect the rights and duties of the Qualified Employer, its Employees, or Participants, under the Plan;

5. The execution of this Agreement by this Qualified Employer shall be construed as the adoption of the Plan in every respect, or any part thereof as specified in SISC Flex Plan Document, as if said Plan had this date been executed by the Qualified Employer, except as otherwise expressly provided herein or in any amendment that may subsequently be adopted hereto;

6. All actions required by the Plan to be taken by SISC shall be effective with respect to the Qualified Employer if taken by SISC, and the Qualified Employer hereby designates SISC as its agent for such purposes. To the extent SISC designates a person or entity to perform specific administrative functions under the Plan, actions taken by such designee shall be treated as actions taken by SISC;

7. By participating in the Plan, each Qualified Employer understands and agrees that in the event the Internal Revenue Service or any state or political subdivision thereof should ever assess or impose any taxes, charges and/or penalties upon any benefits received under the Plan, the recipient of the benefit will be responsible for those amounts, without contribution from SISC;

8. The periods for filing of Salary Reduction Agreement election forms shall be as established by the Qualified Employer as long as they are in accordance with SISC requirements and the Internal Revenue Code;

9. If a Participant fails to claim any amounts in the Qualified Health Care or Dependent Care Expense account by the time allowed in the SISC Flex Plan, such amounts shall not be carried over to reimburse the Participant for expenses incurred during a subsequent Plan Year and rights to such amounts shall be forfeited by the Participant;

10. If a Qualified Employer maintains any Flex plans in addition to the SISC Flex Plan, the Qualified Employer is responsible for ensuring that the contribution amounts, when

aggregated between the existing Flex plans, are in compliance with maximums specified under IRS Code Sections 125 and 129;

11. All forfeitures under this Plan shall be used first to offset any losses experienced by the Plan during the Plan Year as a result of making reimbursements with respect to any Participant in excess of the contributions made by such Participant via salary reductions. Second, forfeitures shall be used to reduce the cost of administering this Plan.

The following Resolution was duly passed and adopted this _____day of _____, 20_____ by the following vote:

AYES: _____   NOES: _____

ABSENT: _____   ABSTAIN: _____

By: _____

Dr. Jeff Davis, Board Secretary

APPENDIX TO BOARD RESOLUTION

QUALIFIED EMPLOYER: El Camino Real Alliance

DESIGNATION OF EMPLOYEES ELIGIBLE TO PARTICIPATE IN THE SISC FLEX PLAN

The employees that are eligible to participate in the SISC Flex Plan are (check all that apply):

__X___   Certificated employees (including management)

__X___   Classified employees (including management)

_____   Part time employees. For this purpose, a part time employee shall mean an employee that   works less than 20 hours per week (not considered a 50% employee).