



El Camino Charter High School

Regular Board Meeting

Date and Time

Thursday December 17, 2020 at 4:30 PM PST

Location

VIRTUAL BOARD 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/2579754856546736652>, webinar ID 683-711-611. 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

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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		Dr. Jeff Davis	3 m
D. Public Comments		Public	30 m
E. UTLA Update		UTLA Representative	15 m
F. Executive Director Update		David Hussey	15 m
G. Chief Business Officer Update		Gregory Wood	15 m
H. Committee Updates	Discuss	Beatriz Chen	5 m
II. Consent			5:55 PM
A. Approve Minutes of November 19, 2020 Regular Board Meeting	Approve Minutes	Beatriz Chen	1 m
Approve minutes for Regular Board Meeting on November 19, 2020			
B. Review and Vote on November 2020 Check Registers	Vote	Gregory Wood	5 m
ACTION ITEM: motion to approve the November 2020 check registers.			

	Purpose	Presenter	Time
C. Review and Vote on November 2020 American Express Charges	Vote	Gregory Wood	5 m

ACTION ITEM: motion to approve the November 2020 American Express charges.

III. Financial 6:06 PM

A. November 2020 Financial Update	Discuss	Gregory Wood	10 m
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The Board will review the November 2020 Financial Update.

B. Discuss and Vote on 1st Interim Financials	Vote	Gregory Wood	10 m
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The Board will review and possibly approve the 1st Interim Financial report.
ACTION ITEM: motion to approve the 1st Interim Financial report.

IV. School Business 6:26 PM

A. Discuss and Vote on Single Plan for Student Achievement	Vote	Minita Clark	15 m
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The Board will discuss and vote on the Single Plan for Student Achievement. A clean and redlined version are attached to the Board packet for review.
ACTION ITEM: motion to approve the Single Plan for Student Achievement.

B. Discuss and Vote on Charter School Compliance Monitoring	Vote	Daniel Chang	5 m
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The Board will discuss and vote on the 2020-2021 Charter School Compliance Monitoring report, due to LAUSD by January 8, 2021.
ACTION ITEM: motion to approve the Charter School Compliance Monitoring report.

V. Closed Session 6:46 PM

A. Conference with Legal Counsel: Existing Litigation	Discuss	Beatriz Chen	5 m
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Discussion on existing litigation pursuant to paragraph (1) of subdivision (d) of Government Code § 54956.9: Los Angeles Superior Court Case No. 19STCV41865.

B. Conference with Legal Counsel: Anticipated Litigation	Discuss	Beatriz Chen	5 m
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Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code § 54956.9: one (1) matter.

C. Conference with Labor Negotiators	Discuss	Beatriz Chen	10 m
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Agency Designated Representatives: Executive Director David Hussey; Chief Business Officer Gregory Wood; Chief Compliance Officer Daniel Chang; Legal Counsel Roger Scott.
Employee Organization: United Teachers Los Angeles.

VI. Reconvene to Open Session 7:06 PM

A. Report on Actions Taken in Closed Session, If Any	Discuss	Beatriz Chen	1 m
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VII. Closing Items 7:07 PM

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

Cover Sheet

Chief Business Officer Update

Section: I. Opening Items
Item: G. Chief Business Officer Update
Purpose: FYI

Submitted by:

Related Material:

2020-2021_ECR_-_Budget_Presentation_to_Staff_12.08.20.pdf

2020-2021_Investment_Summary_v12.07.2020.pdf

ECRCHS 2020-21 ADA Calculator ytd mo.4.pdf

FY21 ECR Cafeteria Summary v. 12.11.20.pdf

El Camino Real Charter High School



2020-2021 BUDGET PRESENTATION

GREGORY WOOD-CBO

PROFIT & LOSS (SUMMARY)

COMPARISON OF PRIOR YEAR AND YEAR TO DATE

	Unaudited Actuals 19-20	Working Budget 20-21	Jul - Oct 2020 (YTD)	% of Budget
REVENUES				
LCFF *	\$ 34,550,625	\$ 34,623,203	\$ 10,041,048	29.0%
Federal	1,601,353	3,455,377	1,837,227	53.2%
State	1,432,984	1,409,106	503,922	35.8%
Local	5,219,063	3,192,091	1,345,236	42.1%
	42,804,025	42,679,777	13,727,433	32.2%
EXPENSES				
Salaries and benefits **	33,915,362	30,492,305	9,721,347	31.9%
Student supplies	2,687,207	2,604,498	885,714	34.0%
Operating Exp	7,468,465	6,970,529	1,922,908	27.6%
Capital Outlay	566,444	550,254	213,338	38.8%
Other Outgo	-	31,280	-	0.0%
	44,637,478	40,648,866	12,743,308	31.3%
NET INCOME (LOSS)	\$ (1,833,453)	\$ 2,030,911	\$ 984,125	48.5%

\$ (6,191,605) 20/21 Deferrals (IOUs)

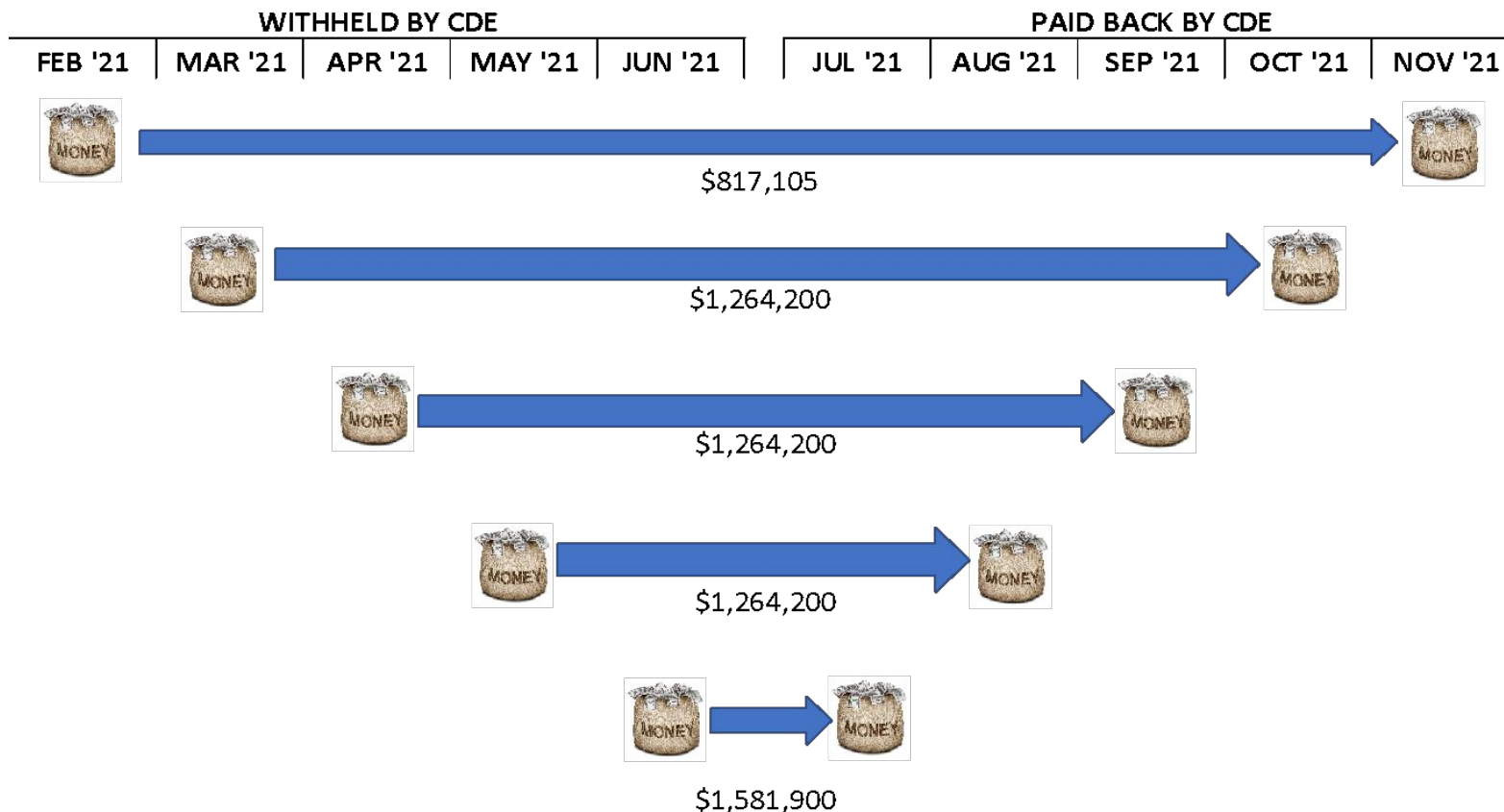
\$ (4,160,694) Cash Reduction @ 06-30-2021

* = 20-21 IOUs from CDE = \$6,191,605

** = Includes 2019-2020 OPEB Adjustment of \$3M



CASH DEFERRALS (I.O.U'S) DETAILED BY MONTH



- A total of 35.91% (\$6,191,605) of the 2020-21 State Funded LCFF Revenue won't be received until 2021-2022



BALANCE SHEET

Description	Actual Oct 2020	Unaudited Actuals Jun 2020	\$ Change
ASSETS			
Current Assets			
Cash	\$ 13,852,886	\$ 7,222,141	\$ 6,630,745
Investments	20,801,383	19,956,143	845,240
Accounts Receivable	1,744,108	3,749,169	(2,005,061)
Prepaid Expenditures (Expenses)	380,195	842,971	(462,776)
Total Current Assets	36,778,572	31,770,424	5,008,148
Fixed Assets, Net of Depreciation	6,929,957	7,143,295	(213,338)
Total Assets	\$ 43,708,529	\$ 38,913,719	\$ 4,794,810
LIABILITIES & NET ASSETS			
Current Liabilities			
Accounts Payables	\$ 198,881	\$ 81,011	\$ 117,870
Accrued Liabilities	1,098,997	2,560,842	(1,461,845)
Deferred Revenue	69,500	185,500	(116,000)
Total Current Liabilities	1,367,378	2,827,353	(1,459,975)
Long-Term Debt	35,092,248	30,197,156	4,895,092
Total Liabilities	36,459,626	33,024,509	3,435,117
Net Assets			
Restricted	-	-	-
Unrestricted	7,248,903	5,889,210	1,359,693
Total Net Assets	7,248,903	5,889,210	1,359,693
Total Liabilities & Net Assets	\$ 43,708,529	\$ 38,913,719	\$ 4,794,810



CASH ANALYSIS

	Oct 2020	Jun 2020	COMMENTS
Fundraising #1287	\$ 87.95	\$ -	
LAUSD Account #1295	402,407.13	-	• School received PPP Funding in August '20 to help with Future Cash Deferrals of 35.91%
PPP Account #1309	3,815,700.00	-	
General Account #1761	6,934,391.55	5,537,876.22	
A/P Account #1796	439,636.37	36,229.48	• School received one-time COVID-19 Funding of \$1,375,560 in September '20
ASB Trust #1826	325,563.10	164,872.41	
CNB ZBA Account	(23,687.78)	(21,958.45)	
Cetera MMA #3344	1,725,879.14	1,273,928.00	• 5% Reserve noted below is the CDE recommended <u>minimum</u> reserve level. Other Agencies and Districts recommend % of up to 16-20% of Budgeted Revenue
Cetera OPEB MMA #4925	225,781.86	230,858.53	
Undeposited Funds	7,127.00	335.00	
Total Checking/Savings/CDs	13,852,886.32	7,222,141.19	
Less -			
5% Reserve	(1,805,134.00)		
Total Cash Available	\$ 12,047,752.32	\$ 7,222,141.19	



BUDGET COMPARISON (YTD)

Description	Jul 2020 to Oct 2020 (YTD)	Working Budget	% Used
REVENUES			
LCFF Revenues	\$ 10,041,048	\$ 34,623,203	29.00%
Federal Revenues	1,837,227	3,455,377	53.17%
State Revenues	1,257,732	3,626,197	34.68%
Local Revenues	591,426	975,000	60.66%
Total Revenues	13,727,433	42,679,777	32.16%
EXPENDITURES			
Certificated Salaries	4,889,419	15,411,545	31.73%
Classified Salaries	1,230,949	4,045,784	30.43%
Employee Benefits	3,600,979	11,034,976	32.63%
Books & Supplies	885,714	2,604,498	34.01%
Services and Operations	1,922,908	6,970,529	27.59%
Capital Outlay	213,338	550,254	38.77%
Other Outgo	-	31,280	0.00%
Total Expenditures	12,743,308	40,648,866	31.35%
NET INCOME (LOSS)	\$ 984,125	\$ 2,030,911	48.46%

CASH DEFERRALS (IOUS)

(6,191,505.00)

CASH REDUCTION @ JUNE 30, 2021

\$ (4,160,594.00)



ECRCHS BUDGET PRESENTATION

PAYCHECK PROTECTION PROGRAM

(PPP)

WHAT IS IT?

- A LOAN PROGRAM RUN BY THE SMALL BUSINESS ADMINISTRATION (SBA) DESIGNED TO ASSIST SMALL BUSINESSES (INCLUDING NON-PROFIT 501c(3), LIKE ECRCHS) TO SUPPORT ORGANIZATIONS DURING THE COVID-19 PANDEMIC.

HOW DOES IT APPLY TO ECRCHS?

- OUR BOARD APPROVED OUR APPLICATION TO THE SBA FOR A PPP LOAN OF \$3.8157 MILLION. THE SBA APPROVED OUR PPP APPLICATION AND ECRCHS RECEIVED THESE FUNDS IN MID-AUGUST.

WHY DID ECRCHS APPLY FOR THIS LOAN?

- SINCE THE BEGINNING OF JUNE, ECRCHS BECAME AWARE THAT THE STATE OF CALIFORNIA WOULD OFFSET FUNDING IN 2020-2021 WITH DELAYED FUNDING (DEFERRALS) THAT WOULD NOT BE PAID BACK UNTIL THE 2021-2022 SCHOOL YEAR. WHEN THE CHARTER PETITION WAS SUBMITTED TO LAUSD, THE STATE FUNDING DEFERRAL WAS ESTIMATED AT \$8.5 MILLION. AFTER RECEIVING THIS PPP LOAN, THIS LARGE OF A DEFERRAL WOULD HAVE RESULTED IN OUR CASH BALANCE AT THE END OF THE 2021-2022 SCHOOL YEAR TO BE DOWN TO \$1.6 MILLION, THUS THE NEED FOR THE PPP LOAN.



ECRCHS BUDGET PRESENTATION

PAYCHECK PROTECTION PROGRAM (PPP)

WHAT ARE THE DETAILS OF THE LOAN? DO WE HAVE TO PAY IT BACK?

- THE PPP LOAN IS FOR 5 YEARS PERIOD AND HAS AN INTEREST RATE OF 1%. THE LOAN HAS THE POSSIBILITY TO BE COMPLETELY FORGIVEN OR REDUCED UPON SUBMITTING A “LOAN FORGIVENESS APPLICATION” THIS APPLICATION CAN BE SUBMITTED TO OUR BANK AFTER 24 WEEKS (END OF JANUARY 2021). ONCE THE FORGIVENESS APPLICATION IS SUBMITTED TO OUR LENDING BANK, THEY HAVE 2 MONTHS TO REVIEW AND ADVISE ON ANY AMOUNT OF THE LOAN TO BE FORGIVEN. THE BANK’S RECOMMENDATION IS THEN FORWARDED TO THE SBA AND THEY HAVE 3 MONTHS TO ISSUE THE FINAL DETERMINATION OF ANY LOAN AMOUNT TO BE FORGIVEN. ANY AMOUNT NOT FORGIVEN WILL THEN BE PAID BACK OVER THE 5 YEAR TERM OF THE LOAN. USING THIS TIMELINE IDENTIFIED, ECRCHS WOULD EXPECT TO HEAR BACK FROM THE SBA ON ANY LOAN FORGIVENESS AMOUNTS BY THE END OF THE CURRENT SCHOOL YEAR.

HOW WILL THE STAKEHOLDERS BE INFORMED ON WHETHER ANY LOAN AMOUNTS WILL BE FORGIVEN OR NOT?

- AS SOON AS THE LOAN FORGIVENESS APPLICATION IS COMPLETED THE BOARD WILL BE ADVISED ON THE AMOUNT OF THE LOAN FORGIVENESS BEING REQUESTED. ONCE EITHER THE BANK AND/OR THE SBA REVIEWS AND APPROVES OUR APPLICATION, THE BOARD WILL BE ADVISED. IF THE FINAL LOAN DETERMINATION IS RECEIVED BY THE SBA IN TIME, THE 2021-2022 BUDGET WILL REFLECT THIS INFORMATION.



ECRCHS BUDGET PRESENTATION

LIFETIME RETIREE BENEFIT (OPEB) STATUS

- QUICK FACTS:

- CURRENT ACTIVE EMPLOYEES=245
- RETIRED EMPLOYEES PARTICIPATING= 24
- OPEB INVESTMENT BALANCE AT JUNE 30,2020=\$13,940,211
- OPEB OBLIGATION AT JUNE 30=\$30,003,560 (46.5% FUNDED)
- ACTIVE CONTRIBUTIONS BEING MADE MONTHLY (\$220,000 OR \$2.64M ANNUALLY)
- CURRENT OPEB INVESTMENT BALANCE AT OCTOBER 31ST=\$17,020,149
- FINANCE COMMITTEE OF THE BOARD MEETING MONTHLY TO REVIEW STATUS OF INVESTMENT ACCOUNTS OF ECRCHS

ECRCHS BUDGET PRESENTATION

BUDGET OUTLOOK FOR REMAINDER OF THIS YEAR AND 2021-2022

- STATE OF CALIFORNIA CURRENT BUDGET OUTLOOK FOR REMAINDER OF 2020-2021 IS IMPROVED FROM THE BUDGET PASSED BY THE LEGISLATURE IN JUNE (POSSIBLE LOWER DEFERRALS). ECRCHS IS RECEIVING FUNDING THIS YEAR BASED UPON FY'19-'20 ADA REPORTED AMOUNT (3,378 STUDENTS)
- HOWEVER, CONTINUED ECONOMIC UNCERTAINTY DUE TO THE COVID-19 PANDEMIC MAKES PROJECTIONS DIFFICULT
- STATE DEFERRAL AMOUNTS HAVE BEEN CHANGING FOR 2020-2021 AND ARE EXPECTED TO CONTINUE IN 2021-2022
- 2021-2022 BUDGET UPDATES WILL BE RECEIVED BY THE GOVERNOR IN JANUARY AND PROVIDE AN EARLY INDICATION OF FUNDING AVAILABILITY (OR NOT). MORE DIFFINITIVE BUDGET INFORMATION WILL BE DISSEMINATED IN MID-MAY “ MAY REVISE” THAT WILL BE USED TO SET THE 2021-2022 BUDGET FOR ECRCHS



ECRCHS BUDGET PRESENTATION

QUESTIONS?

CONTACT ME AT:

G.WOOD@ECRCHS.NET

LOOK FORWARD TO MEETING MOST OF YOU IN
PERSON WHEN NORMALCY RETURNS

THANK YOU!



**EL CAMINO REAL CHS
INVESTMENTS REVIEW
YTD NOVEMBER 30,2020**

		Year End		YTD					Executive Summary-OPEB		
		Jun-19	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20			
x014925	El Camino Real CHS OPEB Trust	\$ 11,406,219	\$ 13,940,211	\$ 14,671,406	\$ 15,477,676	\$ 15,339,064	\$ 15,232,408	\$ 17,020,149	\$ 11,406,219	Beginning Balance at 07/01/19	
		Contributions		\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 2,640,000	Contributions	
									\$ (106,008)	Gains/Losses	
									\$ 13,940,211	FY 20 Ending	
									\$ 13,940,211	Beginning Balance at 07/01/20	
									\$ 1,100,000	YTD Contributions	
									\$ 1,979,938	Gains/Losses	
										14.2% Invest. Change	
									\$ 17,020,149	Current Ending	
										22.1% Total Change	
x33344	El Camino Real CHS Annuity Annuity			\$ 7,522,875	\$ 7,151,128	\$ 6,778,012	\$ 6,770,636	\$ 6,767,836			
					\$ 375,000	\$ 375,000	\$ 376,636	\$ 377,321			
						\$ 375,000	\$ 376,113	\$ 376,650			
				Combined	\$ 7,522,875	\$ 7,526,128	\$ 7,528,012	\$ 7,523,385	\$ 7,521,807		

ECRCHS ENROLLMENT and ADA for 2020-2021

2020-2021

ENROLLMENT /ADA

	2019-2020										
		18	19	17	14				2020-21 P-1 ADA	Prior Yr ADA	
Instructional Days		19	18	20	14				71	68	YTD ADA %
		Month 1	Month 2	Month 3	Month 4				250,098	230,566	
Enrollment									3,522.51	3,390.68	96.7%
Current Year		3,644	3,653	3,645	3,640						
Prior Year		3,508	3,510	3,499	3,486						
ADA											
Current Year		66,717	63,591	70,794	48,996						
Prior Year		61,589	64,689	57,132	47,156						
		45046									
ADA (per month)		3,511.42	3,532.83	3,539.70	3,499.71						
ADA %		96.4%	96.7%	97.1%	96.1%						
By Grade Level											
	9th	910	916	914	913						
	10th	941	942	942	941						
	11th	909	910	906	904						
	12th	884	885	883	882						
	Enrollment	3,644	3,653	3,645	3,640						
Sub-Groups-											
SpED- *		393	391	392	393						
Alt ED		57	62	64	65						
Indep. Study (ISP)		143	148	154	155						

*-Excludes SpED in ISP & NPS

**ECRCHS Cafeteria
Financial Summary
SY 2021**

# of Serving Days	16	19	22	15	72
Month	August-20	September-20	October-20	November-20	FY 2021
Breakfast Count	659	1,906	9,301	7,081	18,947
Lunch Count	772	1,874	9,301	7,090	19,037
Total Meals Served	1,431	3,780	18,602	14,171	37,984
Ave. Meals /Day	89	199	846	945	528
REVENUE:					
CNIPS Claim	\$ 3,971.49	\$ 14,580.32	\$ 59,052.04	\$ 44,991.87	\$ 122,595.72
Paid Meals	\$ 446.00	-	-	-	\$ 446.00
Total Revenue	\$ 4,417.49	\$ 14,580.32	\$ 59,052.04	\$ 44,991.87	\$ 123,041.72
EXPENSES:					
Chartwells Invoice-Gross	\$ 4,788.57	\$ 15,517.31	\$ 62,688.74	\$ 47,758.97	\$ 130,753.59
Commodities Credit	-	-	-	-	-
Chartwells Invoice-NET	\$ 4,788.57	\$ 15,517.31	\$ 62,688.74	\$ 47,758.97	\$ 130,753.59
Loss- (Learning Loss)	\$ (371.08)	\$ (936.99)	\$ (3,636.70)	\$ (2,767.10)	\$ (7,711.87)
Loss Per Meal	\$ (0.26)	\$ (0.25)	\$ (0.20)	\$ (0.20)	\$ (0.20)

Cover Sheet

Approve Minutes of November 19, 2020 Regular Board Meeting

Section:	II. Consent
Item:	A. Approve Minutes of November 19, 2020 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on November 19, 2020



El Camino Charter High School

Minutes

Regular Board Meeting

Date and Time

Thursday November 19, 2020 at 4:30 PM

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Directors Present

Beatriz Chen (remote), Brian Archibald (remote), Jeff Davis (remote), John Perez (remote), Kenneth Lee (remote), Linda Ibach (remote), Scott Silverstein (remote), Steven Kofahl (remote)

Directors Absent

None

Guests Present

Daniel Chang (remote), David Hussey (remote), Gregory Wood (remote)

I. Opening Items

A. Call the Meeting to Order

Beatriz Chen called a meeting of the board of directors of El Camino Charter High School to order on Thursday Nov 19, 2020 @ 4:32 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance

Dr. Davis led the Pledge of Allegiance.

D. Public Comments

Meredith Adams, teacher, spoke regarding a student technology issue.

E. Community Representative Candidate Statements

Dr. Davis shared the statements from each of the candidates, and went over their qualifications and experience.

Ms. Lopez-Vargas spoke in support of her candidacy.

Mr. Wright spoke in support of his candidacy.

F. UTLA Update

Kyna Collins, UTLA Co-Chair, presented the UTLA update. The ECR-UTLA bargaining team have so far discussed proposals on six (6) articles. The next session is scheduled for early December.

Ms. Collins also voiced her support for having an educator and UTLA member as a Co-Trustee for the Retirement Benefits Trust, and support the selection of Anita Gruen.

Ms. Collins thanked the Board again for passing the Resolution Recognizing Black Lives Matter at ECRCHS, and noted that the Equity Advisory Committee had been meeting.

Ms. Collins noted there were still some concerns about switching to SISC from CharterLIFE, particularly as some of the costs may be increasing for its employees.

Finally, Ms. Collins thanked the parents and community members for all their support during distance learning, and noted that it has been extremely difficult and fatiguing for everyone involved.

G. Executive Director Update

Mr. Hussey also thanked students, parents, and community members for their diligence and hard work during the distance learning.

A survey was sent out regarding distance learning and whether students would physically return to school if school was reopened in January. A total of 841 responses was received; 67% said they would send their students either fully in person or in a hybrid model. This is down from the summer survey, where 85% said they would send their students back to school. However, at this time there is no foreseeable timeline for reopening the campus, as LA County is still in the purple tier and the Governor recently announced a curfew and a possible lockdown. Other questions were asked in the survey, including: whether students had sufficient tech support; whether counselors supported the students' needs; and whether a response could be received in a timely manner.

Regarding the heating issue, the heating line repairs were started again.

The Equity Advisory Committee has met twice so far. They are focusing on how departments need to have a culturally diverse curriculum and how to measure that; and the need for a uniform curriculum for teachers with regards to equity and diversity. The Committee also discussed bringing back an anonymous survey, and having events, and more professional development for teachers, including regarding implicit bias.

Regarding the cost associated with changing the mascot, he has considered the cost associated with the change. This would include refurbishing the championship banners in the gym, and the mission statements in each class. Mr. Hussey stated that he would send the list of costs to the Board. He has also continued working with the Indian group, and they have discussed what the message of the mascot would be. There will be a second round of voting. At the beginning of the year, we will have the final vote on the mascot.

Mr. Hussey has been working with Mustang Marketing on the branding, including changing of the mascot and the school colors. The brand messaging and tag lines have been completed. The next step is to set up monthly marketing calls. Finally, Mr. Hussey noted that he had to correct something said at the last Board meeting regarding the audit of the Shoup Property expenses. He stated that this audit was an audit of the agreed upon procedures requested by ECR, and that the audit was not requested by LAUSD, but was rather the decision of ECR to request the audit be conducted by an outside audit company. Ms. Chen asked that, when calculating the cost of the new mascot, whether the cost of designing the new mascot was included. Mr. Hussey said that he was going to have students submit ideas for the mascot, and that the marketing company had also agreed to help with the design.

H. Chief Business Officer Update

Mr. Wood stated that we were still in discussions with LAUSD regarding the Maintenance and Operations charges, and that as a result of the discussions additional payments were made, and M&O has agreed to provide additional documentation on the remaining disputed charges.

Mr. Wood discussed the status of the year-end audit.

During the Finance Committee meeting this past Monday, it was discussed that ECR would be sending out an RFP for an investment management advisor.

Mr. Wood also noted that, under the new SISC plan, the co-pay for generic prescriptions at Costco would be at no cost to the employee, and the employee would not have to be a member to be able to enter to get a prescription filled.

Mr. Silverstein asked what the attendance was at the Main Campus and the Shoup Property.

I. Committee Updates

The Finance Committee met this past Monday, and discussed the need for an RFP for an investment advisor. The Committee also voted to recommend approval of the check registers and the AMEX charges.

II. Consent

A. Approve Minutes of October 22, 2020 Regular Board Meeting

Brian Archibald made a motion to approve the minutes from Regular Board Meeting on 10-22-20.

Jeff Davis seconded the motion.

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

Roll Call

Jeff Davis	Aye
Brian Archibald	Aye
Kenneth Lee	Aye
Beatriz Chen	Aye
Linda Ibach	Aye
Scott Silverstein	Aye
John Perez	Absent
Steven Kofahl	Aye

B. Review and Vote on October 2020 Check Registers

Brian Archibald made a motion to approve the October 2020 Check Registers.

Jeff Davis seconded the motion.

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

Roll Call

Scott Silverstein Aye
Beatriz Chen Aye
Linda Ibach Aye
Steven Kofahl Aye
Brian Archibald Aye
Jeff Davis Aye
John Perez Absent
Kenneth Lee Aye

C. Review and Vote on October 2020 American Express Charges

Brian Archibald made a motion to approve the October 2020 American Express charges.

Jeff Davis seconded the motion.

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

Roll Call

Scott Silverstein Aye
Steven Kofahl Aye
Brian Archibald Aye
Kenneth Lee Aye
John Perez Absent
Beatriz Chen Aye
Jeff Davis Aye
Linda Ibach Aye

III. Financial

A. October 2020 Financial Update

Mr. Wood discussed the October 2020 financial report. Based on all the information and data, the school is currently in a good position.

Mr. Silverstein thanked Mr. Wood and noted that one of the reasons why it appears the school is in a good position is because the reporting has been better.

IV. School Business

A. Discuss and Vote on Resolution Authorizing Participation in SISC

It was noted that changing to SISC would provide a cost savings, while keeping the plans and coverages the same. While some of the co-pays would change, the additional benefits SISC provides would be beneficial.

Steven Kofahl made a motion to approve the Resolution Authorizing Participation in SISC.

Kenneth Lee seconded the motion.

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

Roll Call

Brian Archibald No
Linda Ibach Aye
Scott Silverstein Abstain
Jeff Davis Aye
Steven Kofahl Aye
Beatriz Chen Aye
John Perez Aye
Kenneth Lee Aye

B. Discuss and Vote on Co-Trustees of the Lifetime Healthcare Benefits Trust

Mr. Wood discussed the requirement to name Co-Trustees, and recommended that David Hussey and teacher Anita Gruen (who has a background in accounting) be named the Co-Trustees.

Steven Kofahl made a motion to approve David Hussey and Anita Gruen as Co-Trustees of the Lifetime Healthcare Benefits Trust.

Jeff Davis seconded the motion.

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

Roll Call

Jeff Davis	Aye
Steven Kofahl	Aye
John Perez	Aye
Brian Archibald	Aye
Linda Ibach	Aye
Scott Silverstein	Aye
Beatriz Chen	Aye
Kenneth Lee	Aye

V. Governance

A. Discuss Nominating Committee's Recommendation for the Community Representative Position

Dr. Davis noted that both candidates were outstanding and that either would be a great candidate to fill the position. After review and discussion, the Nominating Committee recommended Brad Wright for the Community Representative position.

B. Vote to Install Community Representative Position

Brian Archibald made a motion to appoint Brad Wright as the Community Representative, with a term starting November 19, 2020 and ending June 30, 2022.

Steven Kofahl seconded the motion.

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

Roll Call

Steven Kofahl	Aye
Kenneth Lee	Aye
John Perez	Abstain
Beatriz Chen	Aye
Linda Ibach	Aye
Scott Silverstein	Aye
Jeff Davis	Aye
Brian Archibald	Aye

VI. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to adjourn the meeting.

Brian Archibald seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:51 PM.

Respectfully Submitted,
Daniel Chang

Cover Sheet

Review and Vote on November 2020 Check Registers

Section:	II. Consent
Item:	B. Review and Vote on November 2020 Check Registers
Purpose:	Vote
Submitted by:	
Related Material:	November 2020 Check Registers.pdf

Check Register
 Account: 1796 AP
El Camino Real HS

Nov

2020

Grand Total:

697,667.07

Name	Check No. VOID	Date	Memo	Amount
			INV#S389431 2020-2021 IXL site license (Grades 9-12: 2000	
IXL Learning	14670	11/2/2020	students)	20,000.00
UTLA	14671	11/2/2020	10/20 UTLA Union Dues	13,245.26
Phase II Systems (Public Agency Retirement Services)	14672	11/2/2020	10/20 PARS Contribution	894.52
AFSCME District Council 36	14673	11/2/2020	10/20 Union Dues	2,494.90
El Camino Real Charter High School 403(B) Plan	14674	11/2/2020	10/20 403(B) Plan 2563-4428 Charles Schwab	3,540.00
Mirbaha, Alireza	14675	11/2/2020	NFHS Fundamentals of Coaching course	50.00
LexisNexis, a division of RELX Inc.	14676	11/3/2020	10/20 LexisNexis Subscription	412.00
EdLogical Group Corp	14677	11/3/2020	Special Ed Services inv#91358804	24,996.18
Working With Autism, Inc	14678	11/4/2020	September 2020 Special Ed Services	7,379.48
Law Offices of Young, Minney & Corr, LLP	14679	11/3/2020	6/30/20-8/31/20 INV 67532	2,409.00
Law Offices of Young, Minney & Corr, LLP	14680	11/3/2020	6/16/20-7/22/20 INV 67531	1,103.50
			10/20 - AN 051 933 23 40 001 LD Charges PBX	
AT&T Business Service	14681	11/4/2020	REF#8188889566	46.92
T-Mobile US, Inc.	14682	11/4/2020	20-Nov 969604280 - WiFi Student Hot Spots	400.00
AT&T 7002	14683	11/5/2020	10/20 Inv#3389488509 Acct# 831-000-7002 Local Access	3,248.20
Macmillan Holdings, LLC (MPS, c/o Bedford Freeman & Worth Publishing group)	14684	11/6/2020	INV45085668	2,459.78
Sarah Kwon	14685	11/5/2020	inv# 1 Student Science Quizzes -AcaDeca	500.00
The Cruz Center	14686	11/5/2020	10/20 Special Ed Services	1,625.00
Coutin School LLC	14687	11/5/2020	09/20 Special Ed Services Coutin	9,529.12
Special Olympics Tri-Valley	14688	11/5/2020	Refund for 4-Day Gym Rental	570.00
Cengage Learning Inc Gale	14689	11/6/2020	inv# INV409448 Library database	9,730.11
AT&T 1516	14690	11/6/2020	20-October 818 888-1516 256	405.79
AT&T 3532	14691	11/6/2020	20-October 818 888-3532 333	317.24
WGY Solutions LLC	14692	11/6/2020	November 2020 Invoice	2,400.00
School Services of California, Inc.	14693	11/6/2020	Virtual Conference INV W110845-IN PO4505	550.00
Staples Business Advantage	14694	11/6/2020	Inv#3456787081PO4443 Office Supplies	341.86
The Print Spot	14695	11/6/2020	Envelope Replenishment INV3592	1,752.00
Macmillan Holdings, LLC (MPS, c/o Bedford Freeman & Worth Publishing group)	14696	11/6/2020	Inv 4530243X PO4496 Textbooks	500.00
J Thayer Company	14697	11/9/2020	INV# 1484606-0 Hand Sanitizer for Safe Reopening	168.00
LADWP	14698	11/9/2020	20-Oct 6968788886 Shoup Utilities	4,433.25
J Thayer Company	14699	11/9/2020	inv# 1481133-0 covid19 - Wipes - Athletics	165.84

Vista Paint Corporation	14700	11/9/2020	inv# 2020-697275-00 Custodial Supplies	726.37
Vista Paint Corporation	14701	11/9/2020	inv# 2020-673427-00 Custodial Supplies	136.42
Vista Paint Corporation	14702	11/9/2020	inv# 2020-656714-00 Custodial Supplies	139.31
ULINE, INC.	14703	11/9/2020	inv# 125206280 media center office supplies	723.29
Play Versus Inc.	14704	11/9/2020	INV# 3444D7F2-0003 E-Sports Annual Fees 20-21 2020 & 2021 Family and Consumer Sciences Education	1,000.00
Fresno County Superintendent of Schools	14705	11/10/2020	Workshops	350.00
ICON School Management	14706	11/10/2020	INV#583 November 2020 Charter School Consulting	11,500.00
Chartwells Division Services	14707	11/10/2020	10/20 Cafeteria Services inv K40349046	62,688.74
Aeries Software	14708	11/10/2020	Virtual Conference Inv RW-13709	150.00
Follett School Solutions, Inc	14709	11/10/2020	2020-2021 Title Peep Online service inv1415435	907.05
National Interscholastic Athletic Administrators Association	14710	11/10/2020	NIAAA Membership Inv 300185790	80.00
Irving Independent School Districts	14711	11/10/2020	AcDec Virtual Meet 11/14/20 inv001	135.00
Chiang, Beth	14712	11/12/2020	Professional Membership Renewal	219.00
Lee, Alyssa	14713	11/12/2020	NFHS Course	50.00
Kamberian, Alex	14714	VOID	11/12/2020 VOID	0.00
CCSA Employee Welfare Benefit Trust	14715	11/12/2020	20-Nov Employee Benefits INV# 2050-112020	325,995.59
BRMS (CharterLIFE)	14716	11/12/2020	11/20 Admin Fee inv# 2050-112020FSA	133.00
Judy McLean	14717	11/12/2020	10/20 Payroll Services inv# 3085	2,075.00
Sideline Power, LLC	14718	11/12/2020	INV# 4889 Football Lazser Down Kit Football Budget	700.00
Duran, Noe	14719	11/12/2020	NFHS Course: Fundamentals of Coaching	50.00
Law Offices of Young, Minney & Corr, LLP	14720	11/12/2020	7/6/20-7/27/20 Audited Defense Cost Bill	359.00
Law Offices of Young, Minney & Corr, LLP	14721	11/12/2020	10/20 Legal Services inv# 68187	1,762.25
Garcia, Grecia	14722	11/12/2020	Reissue of stale payroll check #500429	40.44
Garcia, Grecia	14723	11/12/2020	Reissue of stale payroll check #500379	44.49
Baik, Steven	14724	11/12/2020	Reissue of stale payroll check #500318	353.80
Department of Justice (State of CA)	14725	11/17/2020	Fingerprint Apps Inv#479186	128.00
El Camino Real Charter High School 403(B) Plan	14726	11/18/2020	11/13/20 403(B) Plan 2563-4428 Charles Schwab 10/28/20-11/27/20 Equipment Lease-Contract 010-0077477-	150.00
Xerox Financial Services	14727	11/17/2020	002	80.57
Jive Communications, Inc.	14728	11/18/2020	11/20 Jive (VoIP Phone System) payment inv# IN7100044738	2,550.44
City-Wide Fire Protection, Inc	14729	11/18/2020	Inv89621 Annual Fire Equipment Cert. 2020	300.00
Sport Build/ Sport Striping LLC	14730	11/19/2020	INV#10/23/2020 PO4560 Additional Track Repairs	9,500.00
Sport Build/ Sport Striping LLC	14731	11/19/2020	INV#10/23/2020 PO4532 Track Repair	26,000.00
Working With Autism, Inc	14732	11/19/2020	Special Ed Services October 2020 Autism	8,689.57
American Express	14733	11/24/2020	20-OCTX3-31047 Charges	13,385.53
Law Offices of Young, Minney & Corr, LLP	14734	11/30/2020	9/22/20 Audited Defense Cost Bill inv# 67962	135.00
U.S. Bank Equipment Finance	14735	11/30/2020	10/19/20-11/20/20 INV# 427356662 Copiers Shoup Location	869.62
Cross Country Staffing, Inc.	31938	11/12/2020	INV# DE62724 Psych Services - Special Ed Services	28.75
Nettime Solutions LLC	31939	11/12/2020	10/20 stratustime Monthly Subscription	50.00
Sideline Power, LLC	31940	11/14/2020	INV# 4875 Camera and Supplies for Football	760.00

Sideline Power, LLC	31941	11/14/2020 INV#4885 Coachpad Electronic Tablet and Kit football	1,870.00
J Thayer Company	31942	11/18/2020 Gloves for Staff Cleaning Crew inv# 1485872-0	2,460.00
Phase II Systems (Public Agency Retirement Services)	31943	11/18/2020 09/20 INV# 46788 PARS ARS Fees	343.67
Canon Financial Services, Inc.	31944	11/30/2020 10/20/20-11/19/20 Equipment Leases inv# 22076079	2,734.77
Educatius International (Attn Paul McLaughlin)	SPACH160	11/7/2020 inv# 1012139 Virtual Insider Fair	250.00
Kelly Services, Inc.	SPACH161	11/17/2020 INV#350073 Substitute Teachers Through 10/25/2020	5,535.31
Kelly Services, Inc.	SPACH162	11/17/2020 INV#353213 Substitute Teachers Through 10/26-10/30/20	4,239.98
Piece of Mind Care Services	SPACH163	11/17/2020 INV#0000079 Students Support Services	52,590.33
Inspire Communication, Inc	SPACH164	11/18/2020 INV#EC2021031 Speech-Language Services	22,440.00
Mixtus Inc dba Mustang Marketing	SPACH165	11/18/2020 11/20 Marketing services inv# 9223-0	2,000.00
Mixtus Inc dba Mustang Marketing	SPACH166	11/18/2020 10/20 Marketing services inv# 9200-0	1,000.00
Mixtus Inc dba Mustang Marketing	SPACH167	11/18/2020 Marketing services inv#8935-2	3,125.00
Piece of Mind Care Services	SPACH168	11/20/2020 INV#0000080 Continuation School Services	4,054.05
Kelly Services, Inc.	SPACH169	11/30/2020 INV#356805 Substitute Teachers Through 10/21-11/06	6,409.78

Check Register

Account: 1826 ASB

El Camino Real HS

Nov 2020

Grand Total: 8,644.87

Name	Check No.	VOID	Date	Memo	Amount
Sideline Power, LLC	1558		11/12/2020	INV# 4889 Football Lazser Down Kit Football Trust	2,945.00
CSF Balfour	1559		11/16/2020	2020-2021 CSF Dues	150.00
Nvizin Inc	1560		11/18/2020	INV# 21046 Boys Volleyball Trust- Varsity Uniforms	1,958.00
Porta Phone Company, Inc.	1561		11/18/2020	INV#20PP3544 Football Trust Wireless Headsets	1,585.33
Kingsley O Hickman	1562	VOID	11/24/2020	VOID	0.00
Ron Daniel Basco Vidola	1563		11/24/2020	INV0002 Marching Band Class Instruction 10/02/20- 10/30/2020	200.00
William Wong	1564		11/24/2020	INV# 1 Marching Band Class Instruction 10/16/20- 10/30/20	300.00
Kingsley O Hickman	1565		11/24/2020	Inv 20-Oct Breakout sessions Marching Band	150.00
HD Print Design	1566		11/30/2020	INV#12995 Teacher Fundraised T-Shirts	1,356.54

Check Register

Account: 1761 General

El Camino Real HS

Nov

2020

Grand Total: 276,185.11

Name	Check Number	Date	Memo	Amount
PenServ Plan Services	ACH201102-01	11/2/2020	403(b) Funding	35,217.00
Cetera Advisor Networks LLC	ACH201106-01	11/6/2020	OPEB Funding	220,000.00
CompStar Insurance Services	ACH201109	11/9/2020	11/20 Installment Fee Workers' Compensation Policy #CST5019550	30.00
CompStar Insurance Services	ACH201109-1	11/9/2020	11/20 Workers' Compensation Policy #CST5019550	19,143.66
PenServ Plan Services	ACH201116-01	11/16/2020	403(B)	680.00
BRMS (CharterLIFE)		11/3/2020	10/26/20-11/01/20 Benefits Card Funding Activity	303.25
BRMS (CharterLIFE)		11/10/2020	11/02/20-11/08/20 Benefits Card Funding Activity	71.61
BRMS (CharterLIFE)		11/17/2020	11/09/20-11/15/20 Benefits Card Funding Activity	545.94
BRMS (CharterLIFE)		11/24/2020	11/16/20-11/22/20 Benefits Card Funding Activity	193.65

Check Register

Account: 1295 LAUSD

El Camino Real HS

Nov 2020

Grand Total: 184,392.25

Name	Check No.	VOID	Date	Memo	Amount
LAUSD - Maintenance & Operations	1002		11/6/2020	Facilities M & O charges - Approved Partial Payment	184,392.25

Cover Sheet

Review and Vote on November 2020 American Express Charges

Section:	II. Consent
Item:	C. Review and Vote on November 2020 American Express Charges
Purpose:	Vote
Submitted by:	
Related Material:	11.28.2020 - American Express Statement .pdf AMEX November log.pdf



**Corporate Card
Statement of Account**

**Sign-up For Online
Statements**

www.americanexpress.com/gopaperless

Prepared For
DAVID HUSSEY
EL CAMINO REAL CHS

Account Number
XXXX-XXXXX3-31005

Closing Date
11/28/20

Page 1 of 3

Previous Balance \$	New Charges \$	Other Debits \$	Payments \$	Other Credits \$	Balance Due \$	Please Pay By
56,643.40	5,996.99	511.87	39,367.29	156.74	23,628.23	12/13/20

For important information regarding your account refer to page 2.

Your account is past due. Contact us immediately. Pay past due amount by 12/13/20 to avoid further delinquency charges.

To manage your Account online or to pay your bill, please visit us at corp.americanexpress.com. For additional contact information, please see the reverse side of this page.

Corporate Card Snapshot

Card Number	Card	New Charges + Other Debits	Payments + Other Credits
XXXX-XXXXX3-31005	DAVID HUSSEY	511.87	-39.00
XXXX-XXXXX3-31047	DAVID HUSSEY	5,996.99	-39,485.03
Total		6,508.86	-39,524.03

Activity Date reflects either transaction or posting date

Card Number	Reference Code	Amount \$
XXXX-XXXXX3-31005		
11/09/20	ADJUSTMENT FOR LATE FEE DATE OF ABOVE 11/09	-39.00 Credit
11/28/20	DELINQUENCY CHARGE ON 17,119.37	511.87
Total for DAVID HUSSEY		
	New Charges/Other Debits	511.87
	Payments/Other Credits	-39.00

↓ Please fold on the perforation below, detach and return with your payment ↓

Do not staple or use paper clips

Payment Coupon

DAVID HUSSEY
EL CAMINO REAL CHS
5440 VALLEY CIR BLVD
WOODLAND HILLS CA 91367

Account Number 3787-507763-31005 Payable upon receipt in U.S. Dollars.

Please Pay By 12/13/20 Enter 15 digit account number on all payments.

Amount Due \$23,628.23

Checks or drafts must be drawn against banks located in the U.S.

See reverse side for instructions on how to update your address, phone number, or email.

Mail Payment to:


AMERICAN EXPRESS
PO BOX 0001
LOS ANGELES CA 90096-8000

0000378750776331005 002362823000599699 2&Hd



Prepared For
DAVID HUSSEY
 EL CAMINO REAL CHS

Account Number
XXXX-XXXXX3-31005

Closing Date
11/28/20

Page 3 of 3

Activity Continued

Card Number XXXX-XXXXX3-31047				Reference Code	Amount \$
10/31/20	PAYMENT RECEIVED - THANK YOU		10/31	0801000000	-39,367.29
11/02/20	NEWEGGINC	CITY OF INDUS	CA		92.86
	504326653	504326653	91748	11/02/20	
	COMPUTER HRDWR/SFTWR				
	ROC NUMBER 504326653-15	TAX			\$8.06
11/03/20	AMAZON WEB SERVICES	AWS.AMAZON.CO	WA		4,269.12
	REF# 7HTMC4W58MG	WEB SERVICES		11/03/20	
11/06/20	INTERNETWORK EXPERT	CARY	NC		499.00
	REF# NT_ILLEKG4E	+18772248987		11/06/20	
11/09/20	ADJUSTMENT FOR LATE FEE				-39.00
	TKT# 998			11/09	Credit
11/12/20	MAILCHIMP	ATLANTA	GA		200.00
	REF# 5831486-145	LARGE DIGITAL	GO	11/12/20	
11/12/20	NEWEGGINC	CITY OF INDUS	CA		159.25
	490449591	490449591	91748	11/12/20	
	COMPUTER HRDWR/SFTWR				
	ROC NUMBER 490449591-10	TAX			\$13.30
11/13/20	THE HOME DEPOT #6632	WOODLANDHLS	CA	11120663228	183.73
	REF# 11120663228	800-654-0688		11/12/20	
11/13/20	THE HOME DEPOT #1070	WEST HILLS	CA	11120107041	348.05
	REF# 11120107041	800-654-0688		11/12/20	
11/13/20	THE HOME DEPOT #1070	WEST HILLS	CA	11120107041	-78.74
	REF# 11120107041	800-654-0688		11/12/20	Credit
11/20/20	ADOBE Adobe Systems	SAN JOSE	CA	31318960200	24.99
	REF# 313189602	ADOBE.LY/ENUS		11/19/20	
11/23/20	AGUAVIDA PREMIUM	WAT 747-444-9637	CA	21105170328	219.99
	REF# 21105170328	BOTTLE WATER		11/22/20	
Total for DAVID HUSSEY				New Charges/Other Debits	5,996.99
				Payments/Other Credits	-39,485.03

Coronavirus (COVID-19) Support

We know that things feel uncertain right now. The health and wellbeing of our Card Members and colleagues is our number one priority, and we're here to help.

You've got questions and we want to answer them as quickly and efficiently as possible. We've put together some helpful information you can refer to in the meantime. We'll continue to update this information as needed.

We've been committed to serving our customers for 170 years, even in the most challenging times, and we look forward to continuing this tradition. Our thoughts are with you and your loved ones as we get through this crisis together.

COVID-19

Resources and Support

 [Managing your Account](#)

 [Keep Your Account Secure](#)

 [How to Dispute Charges](#)

 [American Express Travel](#)

 [Entertainment & Events](#)

 [Welcome Offers on Cards](#)

 [Resources for Business Owners](#)

 [Contact Us](#)

Manage Your Account

Go Digital

You can view and manage your account 24/7 online and through the Amex® App:

- [Check your account balance](#)
- [Manage payments and set up Autopay](#)
- [Update your Contacts](#)
- [Explore financial and business relief programs](#)
- [View transactions and statements](#)
- [Freeze or cancel your Card](#)
- [Set up and manage alerts](#)
- [Sign up for e-statements](#)
- [Check Spending Power](#)
- [Reset your password](#)

Corporate Card Holders can also go online or use the Amex App to:

- [Add or remove Account Managers](#)
- [Set Employee Controls](#)

To get started, simply create an online account. Then, download the app. You can also text MOBILE to **86509** to receive a download link for the Amex App.*

Support for Personal Savings Customers

You can view your personal savings account online 24/7. Simply log in to manage your account, check your balance, deposit checks by phone, transfer money, set up alerts, reset your password, and more. Visit the [Personal Savings Homepage](#) to view call center availability and up-to-date hold times.

Here's how to manage your security during this time:

Update your contact information

Make sure we have your current email and cell phone number on file. We'll use them to get in touch if there's an issue with your account or if we need to confirm your identity. Log into your account to edit or update this information.

Be aware of scams

Unfortunately, scammers might try to use the COVID-19 crisis to defraud consumers through phishing attempts like suspicious emails or text messages. The end goal is to get you to reveal personal information, make purchases or donations on spoof websites, or download malware onto your device by opening a malicious attachment.

Here are a few things to keep in mind:

- We'll never ask you to verify sensitive information such as your name, account number, or password through email.
- If you think you've received a phishing email, don't click any links.
- Forward all suspicious emails to spoof@americanexpress.com and we'll take it from there.
- After forwarding us a suspicious email, we suggest deleting it from your inbox.

For more information on how to protect your account, visit our [Security Center](#).

How to Dispute Charges

If you find a charge you feel was in error, you can dispute it online.

Here are a few things to keep in mind when disputing a charge:

- It's often easiest to contact the business or merchant directly. Many businesses have cancellation or refund policies related to COVID-19 that may apply to your charge.
- If a business or merchant has agreed to a refund, it might take a little longer than usual for the money to post to your account due to a high volume of disputes.
- If you haven't been able to resolve the dispute through the business or merchant, feel free to contact us directly. We may suspend the payment while we review the dispute.
- You won't be responsible for the dispute charge while we look into it.
- If you file a dispute with us and the merchant or business in question has already refunded you, just keep in mind that we'll rebill the charge to your account.

To file a dispute online, simply [log in](#) to your account and choose the transaction you'd like to dispute in your statement. Filing a dispute online can be faster and follows the same process as calling into customer care.

Financial Assistance

During these challenging times, you may be able to get financial support. Learn more about flexible financial solutions that can work for you by visiting our [Financial Relief Program site](#).

American Express Travel

We're here to help when your travel plans are on hold. Visit the [American Express Travel COVID-19 Information Hub](#) to modify travel plans you've booked through

**ECRCHS
AMEX CREDIT CARD RECONCILIATION FORM
FOR THE PERIOD OF: 11/1/2020 - 11/28/2020**

VENDOR	CARDHOLDER	REQUESTED BY	AMOUNT	RESOURCE	DESCRIPTION
NEWEGG.COM	DAVID HUSSEY	R.GUINTO	\$ 92.86	TECHNOLOGY	COMPUTER HRDWR/SFTWR
AMAZON WEB SERVICES	DAVID HUSSEY	R.GUINTO	4,269.12	TECHNOLOGY	COMPUTER HRDWR/SFTWR
NEWEGG.COM	DAVID HUSSEY	J.ADAMS	159.25	TECHNOLOGY	COMPUTER HRDWR/SFTWR
INTERNETWORK EXPERT	DAVID HUSSEY	R.GUINTO	499.00	TECHNOLOGY	COMPUTER HRDWR/SFTWR
THE HOME DEPOT	DAVID HUSSEY	U.DUARTE	348.05	CUSTODIAL	OPERATIONS & HOUSEKEEPING
THE HOME DEPOT	DAVID HUSSEY	U.DUARTE	183.73	CUSTODIAL	OPERATIONS & HOUSEKEEPING
MAILCHIMP	DAVID HUSSEY	B.FLOREK-CHANG	200.00	GENERAL OPERATIONS	SUBSCRIPTION TOOL SFTWR
ADOBE	DAVID HUSSEY	A.DELOSSANTOS	24.99	LEARNING LOSS	SUBSCRIPTION TOOL SFTWR
AGUAVIDA PREMIUM WATER	DAVID HUSSEY	A.DELOSSANTOS	219.99	GENERAL OPERATIONS	OFFICE SUPPLIES
Sub Total	Charges		5,996.99		
THE HOME DEPOT	DAVID HUSSEY	U.DUARTE	(78.74)	REFUND CUSTODIAL	REFUND OPERATIONS & HOUSEKEEPING
ADJUSTMENT FOR LATE FEE	DAVID HUSSEY		(39.00)		REVERSAL OF LATE FEES PRIOR MONTHS
ADJUSTMENT FOR LATE FEE	DAVID HUSSEY		(39.00)		REVERSAL OF LATE FEES PRIOR MONTHS
Sub Total	Credits		(156.74)		
DELINQUENCY CHARGE			511.87		TO BE RESOLVED DUE TO DISPUTE WITH MCGRAW HILL ON OVER- BILLING OCT '20 AMEX. VENDOR HAS BEEN NOTIFIED AWAITING RESPONSE DELAYED DUE TO COVID
Net Current Transactions			\$ 5,840.25		

Cover Sheet

November 2020 Financial Update

Section:	III. Financial
Item:	A. November 2020 Financial Update
Purpose:	Discuss
Submitted by:	
Related Material:	Nov '20 - Financial Board Report.pdf

El Camino Real Charter High School



FINANCIAL REPORT AS OF: NOVEMBER 30, 2020

PROVIDED BY: ICON School Management



BALANCE SHEET

Description	Actual Nov 2020	Prior Nov 2019	\$ Change	% Change
ASSETS				
Current Assets				
Cash	\$ 13,642,618	\$ 5,663,134	\$ 7,979,483	140.90%
Investments	22,143,343	6,467,317	15,676,026	242.39%
Accounts Receivable	2,698,816	2,104,521	594,295	28.24%
Prepaid Expenditures (Expenses)	336,719	485,390	(148,672)	-30.63%
Total Current Assets	38,821,495	14,720,362	24,101,133	163.73%
Fixed Assets, Net of Depreciation	6,912,123	7,171,063	(258,940)	-3.61%
Total Assets	\$ 45,733,618	\$ 21,891,425	\$ 23,842,193	108.91%
LIABILITIES & NET ASSETS				
Current Liabilities				
Accounts Payables	\$ 156,538	\$ 332,937	\$ (176,399)	-52.98%
Accrued Liabilities	1,086,298	1,840,538	(754,240)	-40.98%
Deferred Revenue	108,500	621,179	(512,679)	-82.53%
Total Current Liabilities	1,351,336	2,794,654	(1,443,318)	-51.65%
Long-Term Debt	35,362,096	12,225,286	23,136,811	189.25%
Total Liabilities	36,713,433	15,019,940	21,693,493	144.43%
Net Assets				
Restricted	-	-	-	N/A
Unrestricted	9,020,185	6,871,485	2,148,700	31.27%
Total Net Assets	9,020,185	6,871,485	2,148,700	31.27%
Total Liabilities & Net Assets	\$ 45,733,618	\$ 21,891,425	\$ 23,842,193	108.91%

- Cash has increased due to PPP Funding and LLMF Funding as well as classification of MMA of Investments
- Reclassification of Assets – No longer Net OPEB Liability. Investment Part is separated and is now an Asset
- Reclassification of LTD – No longer NET OPEB Liability. OPEB Liability is separated from Investments
- LT-Debt Increased due to PPP Funding and Compensated Absences



CASH FLOW

Description	Nov 2020	Nov 2019
OPERATING ACTIVITIES		
Net Income	\$2,741,243.41	(\$1,371,781.51)
Total Adjustments to Reconcile Net Income to Net Cash provided by operations	(\$1,761,748.88)	(\$4,602,822.49)
Net Cash provided by Operating Activities	979,494.53	(5,974,604.00)
INVESTING ACTIVITIES		
Net Cash provided (used) by Investing Activities	\$231,172.85	(\$5,537,400.51)
FINANCING ACTIVITIES		
Net Cash provided by Financing Activities	\$5,164,940.00	\$29,289,548.41
NET CASH INCREASE (DECREASE) FOR PERIOD	6,375,607.38	17,777,543.90
CASH, BEGINNING	\$7,267,010.15	(\$12,114,409.53)
CASH, ENDING	\$ 13,642,617.53	\$ 5,663,134.37

- School received PPP Funding to help with Future Cash Deferrals of 35.91%
- School received FMV Adjustment in OPEB Liability causing Financing Activity to increase as well as PPP Funding which is considered LT-Debt.
- School received LLMF of \$1,375,560



CASH ANALYSIS

- Days of Cash on Hand: 125 (Recommended: 120)

	Nov 2020	Oct 2020	Jun 2020	Nov 2019
Fundraising #1287	\$ 87.95	\$ 87.95	\$ -	\$ -
LAUSD Account #1295	218,014.88	402,407.13	-	-
PPP Account #1309	3,815,700.00	3,815,700.00	-	-
General Account #1761	6,671,216.52	6,934,391.55	5,537,876.22	3,594,688.14
A/P Account #1796	244,704.07	439,636.37	36,229.48	592,229.60
ASB Trust #1826	323,522.71	325,563.10	164,872.41	235,337.01
CNB ZBA Account	(25,920.10)	(23,687.78)	(21,958.45)	(27,335.16)
Hanmi MMA #2745	-	-	-	341.77
Cetera MMA #3344	2,181,698.15	1,725,879.14	1,273,928.00	879,374.52
Royal Alliance MMA #3922	-	-	-	-
Cetera OPEB MMA #4925	212,918.65	225,781.86	230,858.53	-
Petty Cash	244.70	-	-	(213.60)
Undeposited Funds	430.00	7,127.00	335.00	388,712.09
Total Checking/Savings/CDs	13,642,617.53	13,852,886.32	7,222,141.19	5,663,134.37
Less -				
5% Reserve	(1,805,134.00)			
Total Cash Available	\$ 11,837,483.53	\$ 12,047,752.32	\$ 7,222,141.19	\$ 5,663,134.37



INVESTMENT ANALYSIS (NOV. 31)

- Charter School Investment Account
 - \$750,000 used to purchase 2 annuities
 - YTD Investment Revenue: \$40,506.26 (Realized)
 - YTD Investment Fees: \$7,824.07
 - YTD FMV Adjustment: (\$35,589.50)
- Charter School OPEB Investment Account
 - YTD Investment Revenue: \$134,236.7 (Realized)
 - YTD Investment Fees: \$109,513.09
 - YTD FMV Adjustment: \$1,955,214.75



PROFIT & LOSS (SUMMARY)

	Working Budget 20-21	1st Interim Budget	YTD 2020-21	PYTD 2019-20
REVENUES				
LCFF	\$ 34,623,203	\$ 34,623,203	\$ 12,366,026	\$ 12,004,408
Federal	3,455,377	3,371,523	1,926,653	521,412
State	1,409,106	1,560,958	518,341	410,931
Local	3,192,091	2,799,521	3,090,049	2,462,875
	42,679,777	42,355,205	17,901,069	15,399,626
EXPENSES				
Salaries and benefits	30,492,305	30,622,540	12,033,748	12,359,093
Student supplies	2,604,498	2,465,359	952,690	1,566,279
Operating Exp	6,970,529	6,704,996	1,906,715	2,846,035
Capital Outlay	550,254	640,020	266,673	-
Other Outgo	31,280	31,280	-	-
	40,648,866	40,464,195	15,159,826	16,771,407
NET INCOME (LOSS)	\$ 2,030,911	\$ 1,891,010	\$ 2,741,243	\$ (1,371,782)



PROFIT & LOSS (YTD)

Description	Actual YTD Nov 2020	Prior YTD Nov 2019	\$ Change	% Change
REVENUES				
LCFF Revenues	\$ 12,366,026	12,004,408	\$ 361,618	3.01%
Federal Revenues	1,926,653	521,412	1,405,241	269.51%
State Revenues	518,341	410,931	107,410	26.14%
Local Revenues	3,090,049	2,462,875	627,174	25.47%
Total Revenues	17,901,069	15,399,626	2,501,443	16.24%
EXPENDITURES				
Certificated Salaries	6,096,539	6,350,248	(253,709)	-4.00%
Classified Salaries	1,584,311	1,715,351	(131,040)	-7.64%
Employee Benefits	4,352,897	4,293,494	59,403	1.38%
Books & Supplies	952,690	1,566,279	(613,589)	-39.17%
Services and Operations	1,906,715	2,846,035	(939,320)	-33.00%
Capital Outlay	266,673	-	266,673	N/A
Total Expenditures	15,159,826	16,771,407	(1,611,582)	-9.61%
NET INCOME (LOSS)	\$ 2,741,243	\$ (1,371,782)	\$ 4,113,025	-299.83%

- Significant Difference is in Federal Revenues. LLMF was received for the largest portion and all upfront.
- Local Revenues are primarily FMV Adjustment of Investment Activities with the OPEB Investments accounting for over 62% of this local revenue.
- Local Revenues affected by closing of Campus. No ASB, no tuition.
- As Stock Market fluctuates, Local Revenue will fluctuate.



P & L - CONTINUED

- Revenue

- Federal Revenue does not come in till year end. Learning Loss Mitigation Fund received in September will significantly help future Cash Flow.
- 5% of Total LCFF Revenue coming in for July and August. 9% starts coming in September. Based on prior year P-2 numbers.

- Expenses

- Expenses are normal for this period.



BUDGET COMPARISON (YTD)

Description	Actual Nov 2020	1st Interim Budget	% Used
REVENUES			
LCFF Revenues	\$ 12,366,026	\$ 34,623,203	35.72%
Federal Revenues	1,926,653	3,371,523	57.14%
State Revenues	518,341	1,560,958	33.21%
Local Revenues	3,090,049	2,799,521	110.38%
Total Revenues	17,901,069	42,355,205	42.26%
EXPENDITURES			
Certificated Salaries	6,096,539	15,401,651	39.58%
Classified Salaries	1,584,311	4,000,585	39.60%
Employee Benefits	4,352,897	11,220,304	38.79%
Books & Supplies	952,690	2,465,359	38.64%
Services and Operations	1,906,715	6,704,996	28.44%
Capital Outlay	266,673	640,020	41.67%
Other Outgo	-	31,280	0.00%
Total Expenditures	15,159,826	40,464,195	37.46%
NET INCOME (LOSS)	\$ 2,741,243	\$ 1,891,010	144.96%



BUDGET ANALYSIS - CONTINUED

- Budget updated as of 12/2/2020 to reflect the everchanging State Budget.
- Revenue
 - In Line with Projections at 1st Interim Budget Report.
- Expenses
 - In Line with Projections at 1st Interim Budget Report.



OTHER MATTERS

- 1st Interim was submitted on 12/02/2020 to LAUSD.



El Camino Real Charter High School Parent Company Balance Sheet End of Oct 2020

Financial Row	2020	2019	\$ Variance	% Variance
ASSETS				
Current Assets				
Bank				
9120-100 - ECR Petty Cash	\$0.00	(\$194.75)	\$194.75	-100.00%
9121-1287 - CNB Checking - Fundraising #1287	\$87.95	\$0.00	\$87.95	0.00%
9121-1295 - CNB Checking - LAUSD Account #1295	\$402,407.13	\$0.00	\$402,407.13	0.00%
9121-1309 - CNB Checking - PPP Account #1309	\$3,815,700.00	\$0.00	\$3,815,700.00	0.00%
9121-1761 - CNB Checking - General Account #1761	\$6,934,391.55	\$4,200,765.01	\$2,733,626.54	65.07%
9121-1796 - CNB Checking - A/P Account #1796	\$439,636.37	\$1,186,530.50	(\$746,894.13)	-62.95%
9122-1826 - CNB Checking - ASB Trust #1826	\$325,563.10	\$210,224.08	\$115,339.02	54.86%
9124-2717 - ECRCHS : CNB ZBA account	(\$23,687.78)	(\$37,171.22)	\$13,483.44	-36.27%
9126-2745 - Hanmi Money Market #2745	\$0.00	\$341.77	(\$341.77)	-100.00%
9135-3344 - Cetera Investments #3344	\$1,725,879.14	\$0.00	\$1,725,879.14	0.00%
9135-3922 - Royal Alliance Investment #3922	\$0.00	\$217,274.78	(\$217,274.78)	-100.00%
9135-4925 - Cetera OPEB Investments #4925	\$225,781.86	\$0.00	\$225,781.86	0.00%
Total Bank	\$13,845,759.32	\$5,777,770.17	\$8,067,989.15	139.64%
Accounts Receivable				
9200 - Accounts Receivable				
9200 - Accounts Receivable	\$13,000.00	\$116,119.75	(\$103,119.75)	-88.80%
9211 - AR - Title I	\$57,828.00	\$0.00	\$57,828.00	0.00%
9212 - AR - Title II	\$19,724.00	\$0.00	\$19,724.00	0.00%
9213 - AR - Title III	\$2,760.00	\$0.00	\$2,760.00	0.00%
9214 - AR - Title IV	\$13,418.00	\$0.00	\$13,418.00	0.00%
9219 - AR - Special Ed (Fed)	\$0.00	\$0.00	\$0.00	0.00%
9226 - AR- Child Nutrition (Federal)	\$67,956.30	\$87,176.28	(\$19,219.98)	-22.05%
9230 - AR - State Aid	\$1,535,130.00	\$1,679,430.00	(\$144,300.00)	-8.59%
9232 - AR - Property Taxes	\$0.00	\$0.00	\$0.00	0.00%
9233 - AR - Lottery	\$10,350.82	\$169,886.67	(\$159,535.85)	-93.91%
9239 - AR - Special Education	\$0.03	\$0.02	\$0.01	50.00%
9246 - AR - Child Nutrition (State)	\$5,676.06	\$9,323.23	(\$3,647.17)	-39.12%
9249 - AR - Other State Grants	\$0.00	(\$0.03)	\$0.03	-100.00%
9251 - AR - Gen Purpose prior yr adjustment (Due from Distri	\$0.00	\$44,315.00	(\$44,315.00)	-100.00%
9253 - AR - AR1	\$0.00	\$0.00	\$0.00	0.00%
9260 - AR - Misc	\$18,264.44	\$0.00	\$18,264.44	0.00%
Total - 9200 - Accounts Receivable	\$1,744,107.65	\$2,106,250.92	(\$362,143.27)	-17.19%
Total Accounts Receivable	\$1,744,107.65	\$2,106,250.92	(\$362,143.27)	-17.19%
Other Current Asset				
9150 - Investments	\$5,044,757.07	\$7,114,440.07	(\$2,069,683.00)	-29.09%
9151 - OPEB Investments	\$15,006,626.12	\$0.00	\$15,006,626.12	0.00%
9152 - Other Investments	\$750,000.00	\$0.00	\$750,000.00	0.00%
9330 - PrePaid Expenses	\$380,195.12	\$539,489.08	(\$159,293.96)	-29.53%
Undeposited Funds	\$7,127.00	\$393,656.19	(\$386,529.19)	-98.19%
Total Other Current Asset	\$21,188,705.31	\$8,047,585.34	\$13,141,119.97	163.29%
Total Current Assets	\$36,778,572.28	\$15,931,606.43	\$20,846,965.85	130.85%
Fixed Assets				
9410 - Land	\$2,019,963.89	\$2,019,963.89	\$0.00	0.00%
9420 - Land Improvements	\$168,345.25	\$168,345.25	\$0.00	0.00%
9425 - Accumulated Depreciation - Land Improvements	(\$162,492.07)	(\$161,684.73)	(\$807.34)	0.50%
9430 - Buildings	\$3,559,839.36	\$3,559,839.36	\$0.00	0.00%
9431 - Fixed Asset - Building Improvements	\$139,467.91	\$139,467.91	\$0.00	0.00%
9435 - Accumulated Depreciation-Buildings	(\$343,738.20)	(\$284,897.92)	(\$58,840.28)	20.65%
9436 - Accumulated Depreciation - Building Improvements	(\$120,872.18)	(\$97,627.98)	(\$23,244.20)	23.81%
9440 - Equipment	\$1,691,746.68	\$1,691,746.68	\$0.00	0.00%
9445 - Accumulated Depreciation-Equipment	(\$1,282,619.74)	(\$1,173,690.98)	(\$108,928.76)	9.28%
9460 - Fixed Asset - Leasehold Improvements	\$1,478,554.00	\$1,478,554.00	\$0.00	0.00%

El Camino Real Charter High School Parent Company Balance Sheet End of Oct 2020

Financial Row	2020	2019	\$ Variance	% Variance
9465 - Accumulated Depreciation - Leaseholds	(\$218,237.78)	(\$168,952.66)	(\$49,285.12)	29.17%
Total Fixed Assets	\$6,929,957.12	\$7,171,062.82	(\$241,105.70)	-3.36%
Total ASSETS	\$43,708,529.40	\$23,102,669.25	\$20,605,860.15	89.19%
LIABILITIES & EQUITY				
Current Liabilities				
Accounts Payable				
9500 - Accounts Payable				
9500 - Accounts Payable	\$188,028.36	\$339,957.87	(\$151,929.51)	-44.69%
9502 - AP - District Oversight Fee	\$0.00	\$0.01	(\$0.01)	-100.00%
9503 - AP - Special Education	\$0.00	\$0.02	(\$0.02)	-100.00%
9516 - AP - Payable to County (prior yr adj)	\$0.00	\$9,910.00	(\$9,910.00)	-100.00%
Total - 9500 - Accounts Payable	\$188,028.36	\$349,867.90	(\$161,839.54)	-46.26%
9504 - AMEX - Accounts Payable	\$10,852.28	(\$1,370.72)	\$12,223.00	-891.72%
Total Accounts Payable	\$198,880.64	\$348,497.18	(\$149,616.54)	-42.93%
Credit Card				
9515-1013 - American Express-Hussey (1013)	\$0.00	\$0.00	\$0.00	0.00%
9515-1039 - American Express - Darby	\$320.00	\$78,221.41	(\$77,901.41)	-99.59%
9515-1047 - American Express - Hussey	(\$39,367.29)	\$0.00	(\$39,367.29)	0.00%
Total Credit Card	(\$39,047.29)	\$78,221.41	(\$117,268.70)	-149.92%
Other Current Liability				
9501 - Accrued Accounts Payable	\$779,194.90	\$1,324,316.99	(\$545,122.09)	-41.16%
9530 - Garnishment/Lien Payable	\$785.91	(\$3,985.61)	\$4,771.52	-119.72%
9546 - Payroll Liability - SUI	\$0.00	\$0.00	\$0.00	0.00%
9550 - Retirement Liability - PERS	\$0.00	(\$4,318.11)	\$4,318.11	-100.00%
9552 - Sales Tax Payable CA	\$4.04	\$0.00	\$4.04	0.00%
9555 - Retirement Liability - STRS	\$0.00	(\$126.46)	\$126.46	-100.00%
9558 - Retirement Liability - PARS	\$24,246.56	\$3,676.12	\$20,570.44	559.57%
9570 - Wages Payable	(\$1,985.91)	(\$900.00)	(\$1,085.91)	120.66%
9573 - Accrued Salaries	\$19,592.98	\$10,228.43	\$9,364.55	91.55%
9574 - Accrued Payroll Taxes	(\$4,215.25)	\$0.00	(\$4,215.25)	0.00%
9580 - 403B Payable	\$2,340.00	\$62,047.00	(\$59,707.00)	-96.23%
9585 - Other Payroll Liabilities	\$44,118.96	\$46,211.48	(\$2,092.52)	-4.53%
9589 - OPEB Current Liability	\$261,053.47	\$0.00	\$261,053.47	0.00%
9590 - Due to Grantor Governments	(\$49,112.90)	\$0.00	(\$49,112.90)	0.00%
9620 - Due to Student Groups/Other Agencies				
9621 - Due to (From) School 1	\$324,027.29	\$237,807.35	\$86,219.94	36.26%
Total - 9620 - Due to Student Groups/Other Agencies	\$324,027.29	\$237,807.35	\$86,219.94	36.26%
9650 - Deferred Revenue	\$69,500.00	\$569,204.00	(\$499,704.00)	-87.79%
9651 - Deposit	\$90,586.00	\$0.00	\$90,586.00	0.00%
Refunds Payable	(\$948.00)	\$0.00	(\$948.00)	0.00%
Total Other Current Liability	\$1,559,188.05	\$2,244,161.19	(\$684,973.14)	-30.52%
Total Current Liabilities	\$1,719,021.40	\$2,670,879.78	(\$951,858.38)	-35.64%
Long Term Liabilities				
9664 - OPEB Liability	\$31,082,952.00	\$12,469,889.55	\$18,613,062.45	149.26%
9665 - Compensated Absences Payable	\$193,596.42	\$0.00	\$193,596.42	0.00%
9669 - Other general Long Term Debt	\$3,815,700.00	\$0.00	\$3,815,700.00	0.00%
Total Long Term Liabilities	\$35,092,248.42	\$12,469,889.55	\$22,622,358.87	181.42%
Equity				
Equity				
9760 - Fund Balance	\$7,722,661.77	\$8,239,617.06	(\$516,955.29)	-6.27%
Total - Equity	\$7,722,661.77	\$8,239,617.06	(\$516,955.29)	-6.27%
Retained Earnings	(\$1,809,527.76)	\$3,649.72	(\$1,813,177.48)	-49,679.91%
Net Income	\$984,125.57	(\$281,366.86)	\$1,265,492.43	-449.77%
Total Equity	\$6,897,259.58	\$7,961,899.92	(\$1,064,640.34)	-13.37%
Total LIABILITIES & EQUITY	\$43,708,529.40	\$23,102,669.25	\$20,605,860.15	89.19%

El Camino Real Charter High School Parent Company Income Statement Jul 2020 through Nov 2020

Financial Row	20-21 (YTD)	19-20 (YTD)	\$ Variance	% Variance
Ordinary Income/Expense				
Income				
8000 - Revenue				
8010 - Principal Apportionment				
8011 - Charter Schools General Purpose Entitlement - State Aid	\$6,311,090.00	\$6,904,324.00	(\$593,234.00)	-8.59%
8012 - Education Protection Account Entitlement	\$1,905,009.00	\$1,594,169.00	\$310,840.00	19.50%
8019 - State Aid - Prior Years	\$0.00	(\$3,541.00)	\$3,541.00	-100.00%
8096 - Charter Schools in Lieu of Property Taxes	\$4,149,926.97	\$3,509,456.00	\$640,470.97	18.25%
Total - 8010 - Principal Apportionment	\$12,366,025.97	\$12,004,408.00	\$361,617.97	3.01%
8100 - Federal Revenue				
8181 - Special Education - Entitlement	\$294,087.00	\$281,857.33	\$12,229.67	4.34%
8220 - Child Nutrition Programs	\$94,485.58	\$99,550.62	(\$5,065.04)	-5.09%
8290 - Every Student Succeeds Act				
8291 - Title I	\$33,508.00	\$85,308.00	(\$51,800.00)	-60.72%
8292 - Title II	\$0.00	\$19,103.00	(\$19,103.00)	-100.00%
8293 - Title III	\$0.00	\$5,820.00	(\$5,820.00)	-100.00%
8294 - Title IV	\$6,513.00	\$5,923.00	\$590.00	9.96%
Total - 8290 - Every Student Succeeds Act	\$40,021.00	\$116,154.00	(\$76,133.00)	-65.54%
8295 - Federal Learning Loss Funding	\$1,375,560.00	\$0.00	\$1,375,560.00	0.00%
8296 - Other Federal Revenue				
8296 - Other Federal Revenue	\$76,495.00	\$0.00	\$76,495.00	0.00%
8299 - All Other Federal Revenue	\$46,004.34	\$23,850.13	\$22,154.21	92.89%
Total - 8296 - Other Federal Revenue	\$122,499.34	\$23,850.13	\$98,649.21	413.62%
Total - 8100 - Federal Revenue	\$1,926,652.92	\$521,412.08	\$1,405,240.84	269.51%
8300 - Other State Revenues				
8520 - Child Nutrition - State	\$5,989.27	\$27,616.56	(\$21,627.29)	-78.31%
8560 - State Lottery Revenue	\$0.00	\$169,886.67	(\$169,886.67)	-100.00%
8590 - All Other State Revenue	\$512,351.71	\$213,427.72	\$298,923.99	140.06%
Total - 8300 - Other State Revenues	\$518,340.98	\$410,930.95	\$107,410.03	26.14%
8600 - Other Local Revenue				
8631 - Sales				
8631 - Sales	\$0.00	\$570.61	(\$570.61)	-100.00%
8634 - Food Service Sales	(\$290.50)	\$138,918.93	(\$139,209.43)	-100.21%
Total - 8631 - Sales	(\$290.50)	\$139,489.54	(\$139,780.04)	-100.21%
8660 - Interest	\$175,161.85	\$77,994.52	\$97,167.33	124.58%
8662 - Net Increase (Decrease) in the Fair Value of Investments	\$1,919,625.25	\$489,535.29	\$1,430,089.96	292.13%
8677 - Transfers of Apportionments from Districts	\$931,178.00	\$952,353.65	(\$21,175.65)	-2.22%
8690 - Other Local Revenue				
8690 - Other Local Revenue	\$74,513.50	\$481,357.43	(\$406,843.93)	-84.52%
8699 - All Other Local Revenue	(\$10,350.82)	\$69,840.12	(\$80,190.94)	-114.82%
Total - 8690 - Other Local Revenue	\$64,162.68	\$551,197.55	(\$487,034.87)	-88.36%
Total - 8600 - Other Local Revenue	\$3,089,837.28	\$2,210,570.55	\$879,266.73	39.78%
8999 - Uncategorized Revenue	\$0.00	\$85.00	(\$85.00)	-100.00%
Total - 8000 - Revenue	\$17,900,857.15	\$15,147,406.58	\$2,753,450.57	18.18%
8804 - ASB Revenues	\$211.89	\$252,219.15	(\$252,007.26)	-99.92%
Total - Income	\$17,901,069.04	\$15,399,625.73	\$2,501,443.31	16.24%
Gross Profit	\$17,901,069.04	\$15,399,625.73	\$2,501,443.31	16.24%
Expense				
1000 - Certificated Salaries				
1100 - Teachers Salaries	\$4,970,246.50	\$5,212,252.80	(\$242,006.30)	-4.64%
1101 - Teacher - Stipends	\$0.00	(\$2,967.08)	\$2,967.08	-100.00%
1190 - Teacher - Custom 5	\$0.00	\$255.47	(\$255.47)	-100.00%
1200 - Certificated Pupil Support Salaries	\$738,629.32	\$701,698.09	\$36,931.23	5.26%
1300 - Certificated Supervisor & Administrator Salaries	\$387,663.65	\$439,008.90	(\$51,345.25)	-11.70%
Total - 1000 - Certificated Salaries	\$6,096,539.47	\$6,350,248.18	(\$253,708.71)	-4.00%
2000 - Classified Salaries				
2100 - Classified Instructional Aide Salaries	\$364,554.43	\$409,519.67	(\$44,965.24)	-10.98%
2200 - Classified Support Salaries	\$562,032.50	\$602,311.88	(\$40,279.38)	-6.69%

**El Camino Real Charter High School
Parent Company
Income Statement
Jul 2020 through Nov 2020**

Financial Row	20-21 (YTD)	19-20 (YTD)	\$ Variance	% Variance
2300 - Classified Supervisor & Administrator Salaries	\$284,918.35	\$297,381.36	(\$12,463.01)	-4.19%
2400 - Classified Clerical & Office Salaries	\$345,709.20	\$373,331.18	(\$27,621.98)	-7.40%
2900 - Classified Other Salaries	\$27,096.63	\$32,807.18	(\$5,710.55)	-17.41%
Total - 2000 - Classified Salaries	\$1,584,311.11	\$1,715,351.27	(\$131,040.16)	-7.64%
3000 - Employee Benefits				
3100 - STRS				
3101 - State Teachers Retirement System, certificated positions	\$831,366.42	\$919,675.36	(\$88,308.94)	-9.60%
3102 - State Teachers Retirement System, classified positions	\$26,344.01	\$16,332.70	\$10,011.31	61.30%
Total - 3100 - STRS	\$857,710.43	\$936,008.06	(\$78,297.63)	-8.37%
3200 - PERS				
3201 - Public Employees Retirement System, certificated positions	\$16,150.67	\$16,498.45	(\$347.78)	-2.11%
3202 - Public Employees Retirement System, classified positions	\$269,339.90	\$254,816.68	\$14,523.22	5.70%
Total - 3200 - PERS	\$285,490.57	\$271,315.13	\$14,175.44	5.22%
3300 - OASDI-Medicare-Alternative				
3301 - OASDI/Alternative, certificated positions	\$78,595.50	\$104,721.07	(\$26,125.57)	-24.95%
3302 - OASDI/Alternative, classified positions	\$105,444.63	\$116,288.38	(\$10,843.75)	-9.32%
Total - 3300 - OASDI-Medicare-Alternative	\$184,040.13	\$221,009.45	(\$36,969.32)	-16.73%
3400 - Health & Welfare Benefits				
3400 - Health & Welfare Benefits	\$0.00	\$13,019.58	(\$13,019.58)	-100.00%
3401 - Health & Welfare Benefits - Certificated Positions	\$1,180,548.63	\$1,268,217.75	(\$87,669.12)	-6.91%
3402 - Health and Welfare Benefits - Classified Positions	\$411,682.50	\$281,750.48	\$129,932.02	46.12%
Total - 3400 - Health & Welfare Benefits	\$1,592,231.13	\$1,562,987.81	\$29,243.32	1.87%
3500 - Unemployment Insurance				
3501 - State Unemploy. Insurance - Certificated Positions	\$5,198.24	\$24.27	\$5,173.97	21,318.38%
3502 - State Unemploy. Insurance - Classified Positions	\$1,381.81	\$581.20	\$800.61	137.75%
Total - 3500 - Unemployment Insurance	\$6,580.05	\$605.47	\$5,974.58	986.77%
3600 - Workers Comp Insurance				
3601 - Worker's Comp Insurance - Certificated Positions	\$49,535.60	\$114,232.94	(\$64,697.34)	-56.64%
3602 - Worker's Comp Insurance - Classified Positions	\$16,246.85	\$0.00	\$16,246.85	0.00%
Total - 3600 - Workers Comp Insurance	\$65,782.45	\$114,232.94	(\$48,450.49)	-42.41%
3700 - Retiree Benefits				
3701 - OPEB, Allocated, Certificated Positions	\$1,073,873.70	\$912,900.26	\$160,973.44	17.63%
3702 - OPEB, Allocated, Classified Positions	\$275,366.30	\$245,818.72	\$29,547.58	12.02%
Total - 3700 - Retiree Benefits	\$1,349,240.00	\$1,158,718.98	\$190,521.02	16.44%
3900 - Other Employee Benefits				
3901 - Other Benefits - Certificated Positions	\$7,230.00	\$25,029.06	(\$17,799.06)	-71.11%
3902 - Other Benefits - Classified Positions	\$4,592.17	\$3,586.95	\$1,005.22	28.02%
Total - 3900 - Other Employee Benefits	\$11,822.17	\$28,616.01	(\$16,793.84)	-58.69%
Total - 3000 - Employee Benefits	\$4,352,896.93	\$4,293,493.85	\$59,403.08	1.38%
4000 - Books & Supplies				
4100 - Approved Textbooks & Core Curricula Materials	\$103,917.80	\$263,311.46	(\$159,393.66)	-60.53%
4200 - Books & Other Reference Materials	\$39,528.46	\$66,207.69	(\$26,679.23)	-40.30%
4300 - Materials & Supplies				
4300 - Materials & Supplies	\$16,500.38	\$1,053.69	\$15,446.69	1,465.96%
4325 - Instructional Materials & Supplies	\$100,589.24	\$124,761.75	(\$24,172.51)	-19.37%
4330 - Office Supplies	\$16,435.07	\$55,297.85	(\$38,862.78)	-70.28%
4345 - Non Instructional Student Materials & Supplies	\$93,143.40	\$322,358.33	(\$229,214.93)	-71.11%
Total - 4300 - Materials & Supplies	\$226,668.09	\$503,471.62	(\$276,803.53)	-54.98%
4400 - Noncapitalized Equipment	\$526,290.86	\$412,286.28	\$114,004.58	27.65%
4700 - Food				
4710 - Student Food Services	\$56,284.65	\$321,001.97	(\$264,717.32)	-82.47%
Total - 4700 - Food	\$56,284.65	\$321,001.97	(\$264,717.32)	-82.47%
Total - 4000 - Books & Supplies	\$952,689.86	\$1,566,279.02	(\$613,589.16)	-39.17%
5000 - Services & Other Operating Expenses				
5000 - Services & Other Operating Expenses	\$17,686.61	\$23,216.60	(\$5,529.99)	-23.82%
5100 - Subagreement for Services	\$223,023.39	\$0.00	\$223,023.39	0.00%
5200 - Travel & Conferences	\$5,852.69	\$25,912.45	(\$20,059.76)	-77.41%
5300 - Dues & Memberships	\$91,473.59	\$222,024.27	(\$130,550.68)	-58.80%

**El Camino Real Charter High School
Parent Company
Income Statement
Jul 2020 through Nov 2020**

Financial Row	20-21 (YTD)	19-20 (YTD)	\$ Variance	% Variance
5400 - Insurance	\$169,583.03	\$168,834.30	\$748.73	0.44%
5500 - Operations & Housekeeping				
5500 - Operations & Housekeeping	\$52,175.82	\$67,526.15	(\$15,350.33)	-22.73%
5520 - Security	\$0.00	\$158,964.10	(\$158,964.10)	-100.00%
Total - 5500 - Operations & Housekeeping	\$52,175.82	\$226,490.25	(\$174,314.43)	-76.96%
5600 - Rentals, Leases, & Repairs				
5605 - Equipment Leases	\$30,671.35	\$294,953.79	(\$264,282.44)	-89.60%
5610 - Rent	\$926.81	\$6,137.36	(\$5,210.55)	-84.90%
5616 - Repairs and Maintenance - Computers	\$6,727.47	\$991.83	\$5,735.64	578.29%
5631 - Other Rentals, Leases and Repairs 1	\$837.04	\$6,622.25	(\$5,785.21)	-87.36%
Total - 5600 - Rentals, Leases, & Repairs	\$39,162.67	\$308,705.23	(\$269,542.56)	-87.31%
5800 - Other Services & Operating Expenses				
5800 - Other Services & Operating Expenses	\$14,608.50	\$15,430.00	(\$821.50)	-5.32%
5808 - Investment Fees	\$117,337.16	\$0.00	\$117,337.16	0.00%
5809 - Banking Fees	\$13,376.55	\$114,189.87	(\$100,813.32)	-88.29%
5812 - Business Services	\$0.00	\$17,364.17	(\$17,364.17)	-100.00%
5815 - Consultants - Instructional	\$353,556.23	\$386,553.21	(\$32,996.98)	-8.54%
5820 - Consultants - Non Instructional - Custom 1	\$215,212.75	\$210,229.09	\$4,983.66	2.37%
5824 - District Oversight Fees	\$115,623.30	\$425,542.25	(\$309,918.95)	-72.83%
5830 - Field Trips Expenses	\$930.06	\$143,991.15	(\$143,061.09)	-99.35%
5833 - Fines and Penalties	\$22.00	\$2,063.82	(\$2,041.82)	-98.93%
5840 - Onboarding Fees	\$64.00	\$0.00	\$64.00	0.00%
5845 - Legal Fees	\$96,262.87	\$89,120.11	\$7,142.76	8.01%
5848 - Licenses and Other Fees	\$2,186.97	\$56,580.06	(\$54,393.09)	-96.13%
5851 - Marketing and Student Recruiting	\$19,970.00	\$11,500.00	\$8,470.00	73.65%
5857 - Payroll Fees	\$25,545.36	\$29,242.77	(\$3,697.41)	-12.64%
5872 - Special Education Encroachment	\$209,267.00	\$175,854.86	\$33,412.14	19.00%
5884 - Substitutes	\$54,023.69	\$113,114.18	(\$59,090.49)	-52.24%
5899 - Miscellaneous Operating Expenses	\$0.00	\$138.00	(\$138.00)	-100.00%
Total - 5800 - Other Services & Operating Expenses	\$1,237,986.44	\$1,790,913.54	(\$552,927.10)	-30.87%
5900 - Communications	\$69,771.17	\$79,938.28	(\$10,167.11)	-12.72%
Total - 5000 - Services & Other Operating Expenses	\$1,906,715.41	\$2,846,034.92	(\$939,319.51)	-33.00%
6000 - Capital Outlay				
6900 - Depreciation	\$266,672.85	\$0.00	\$266,672.85	0.00%
Total - 6000 - Capital Outlay	\$266,672.85	\$0.00	\$266,672.85	0.00%
Total - Expense	\$15,159,825.63	\$16,771,407.24	(\$1,611,581.61)	-9.61%
Net Ordinary Income	\$2,741,243.41	(\$1,371,781.51)	\$4,113,024.92	-299.83%
Net Income	\$2,741,243.41	(\$1,371,781.51)	\$4,113,024.92	-299.83%

El Camino Real Charter High School Parent Company Income Statement Jul 2020 through Nov 2020

Financial Row	20-21 (YTD)	1st Interim	% Variance
Ordinary Income/Expense			
Income			
8000 - Revenue			
8010 - Principal Apportionment			
8011 - Charter Schools General Purpose Entitlement - State Aid	\$6,311,090.00	\$17,130,078.00	36.84%
8012 - Education Protection Account	\$1,905,009.00	\$7,620,035.00	25.00%
8019 - State Aid - Prior Years	\$0.00	\$0.00	N/A
8096 - Charter Schools in Lieu of Property Taxes	\$4,149,926.97	\$9,873,090.00	42.03%
Total - 8010 - Principal Apportionment	\$12,366,025.97	\$34,623,203.00	35.72%
8100 - Federal Revenue			
8181 - Special Education - Entitlement	\$294,087.00	\$0.00	N/A
8220 - Child Nutrition Programs	\$94,485.58	\$236,113.00	40.02%
Total - 8100 - Federal Revenue	\$388,572.58	\$236,113.00	164.57%
8290 - Every Student Succeeds Act			
8291 - Title I	\$33,508.00	\$365,355.00	9.17%
8292 - Title II	\$0.00	\$74,517.00	0.00%
8293 - Title III	\$0.00	\$7,665.00	0.00%
8294 - Title IV	\$6,513.00	\$27,386.00	23.78%
8290 - ESSER (CARES)	\$0.00	\$305,978.00	0.00%
8290 - GEER (CARES)	\$0.00	\$151,344.00	0.00%
Total - 8290 - Every Student Succeeds Act	\$40,021.00	\$932,245.00	4.29%
8295 - CR (CARES)	\$1,375,560.00	\$1,375,560.00	100.00%
8296 - Other Federal Revenue			
8296 - Other Federal Revenue	\$76,495.00	\$700,207.00	10.92%
8299 - All Other Federal Revenue	\$46,004.34	\$127,398.00	36.11%
Total - 8296 - Other Federal Revenue	\$122,499.34	\$827,605.00	14.80%
Total - 8100 - Federal Revenue	\$1,926,652.92	\$3,371,523.00	57.14%
8300 - Other State Revenues			
8520 - Child Nutrition - State	\$5,989.27	\$17,624.00	33.98%
8550 - Mandated Cost Reimbursement	\$0.00	\$158,222.00	0.00%
8560 - State Lottery	\$0.00	\$661,669.00	0.00%
8590 - All Other State Revenue	\$512,351.71	\$723,443.00	70.82%
Total - 8300 - Other State Revenues	\$518,340.98	\$1,560,958.00	33.21%
8600 - Other Local Revenue			
8631 - Sales			
8631 - Sales	\$0.00	\$125,571.00	0.00%
8634 - Food Service Sales	(\$290.50)	\$71,644.00	-0.41%
Total - 8631 - Sales	(\$290.50)	\$197,215.00	-0.15%
8660 - Interest	\$175,161.85	\$185,000.00	94.68%
8662 - Net Increase (Decrease) in the Fair Value of Investments	\$1,919,625.25	\$0.00	N/A
8677 - Transfers of Apportionments from Districts	\$931,178.00	\$2,217,091.00	42.00%
8690 - Other Local Revenue			
8690 - Other Local Revenue	\$74,513.50	\$62,000.00	120.18%
8699 - All Other Local Revenue	(\$10,350.82)	\$138,000.00	-7.50%
Total - 8690 - Other Local Revenue	\$64,162.68	\$200,000.00	32.08%
Total - 8600 - Other Local Revenue	\$3,089,837.28	\$2,799,306.00	110.38%
Total - 8000 - Revenue	\$17,900,857.15	\$42,354,990.00	42.26%
8804 - ASB Revenues	\$211.89	\$215.00	98.55%
8930 - Other Sources	\$0.00	\$10,000.00	0.00%
Total - Income	\$17,901,069.04	\$42,365,205.00	42.25%
Gross Profit	\$17,901,069.04	\$42,365,205.00	42.25%
Expense			
1000 - Certificated Salaries			

El Camino Real Charter High School Parent Company Income Statement Jul 2020 through Nov 2020

Financial Row	20-21 (YTD)	1st Interim	% Variance
1100 - Teachers Salaries	\$4,970,246.50	\$12,840,241.00	38.71%
1200 - Certificated Pupil Support Salaries	\$738,629.32	\$1,579,386.00	46.77%
1300 - Certificated Supervisor & Administrator Salaries	\$387,663.65	\$931,060.00	41.64%
1900 - Other Certificated Salaries	\$0.00	\$50,964.00	0.00%
Total - 1000 - Certificated Salaries	\$6,096,539.47	\$15,401,651.00	39.58%
2000 - Classified Salaries			N/A
2100 - Classified Instructional Aide Salaries	\$364,554.43	\$962,499.00	37.88%
2200 - Classified Support Salaries	\$562,032.50	\$1,396,932.00	40.23%
2300 - Classified Supervisor & Administrator Salaries	\$284,918.35	\$692,498.00	41.14%
2400 - Classified Clerical & Office Salaries	\$345,709.20	\$877,406.00	39.40%
2900 - Classified Other Salaries	\$27,096.63	\$71,250.00	38.03%
Total - 2000 - Classified Salaries	\$1,584,311.11	\$4,000,585.00	39.60%
3000 - Employee Benefits			N/A
3100 - STRS			N/A
3101 - State Teachers Retirement System, certificated positions	\$831,366.42	\$2,458,513.00	33.82%
3102 - State Teachers Retirement System, classified positions	\$26,344.01	\$64,830.00	40.64%
Total - 3100 - STRS	\$857,710.43	\$2,523,343.00	33.99%
3200 - PERS			N/A
3201 - Public Employees Retirement System, certificated positions	\$16,150.67	\$47,233.00	34.19%
3202 - Public Employees Retirement System, classified positions	\$269,339.90	\$686,769.00	39.22%
Total - 3200 - PERS	\$285,490.57	\$734,002.00	38.90%
3300 - OASDI-Medicare-Alternative			N/A
3301 - OASDI/Alternative, certificated positions	\$78,595.50	\$218,228.00	36.02%
3302 - OASDI/Alternative, classified positions	\$105,444.63	\$248,281.00	42.47%
Total - 3300 - OASDI-Medicare-Alternative	\$184,040.13	\$466,509.00	39.45%
3400 - Health & Welfare Benefits			N/A
3400 - Health & Welfare Benefits	\$0.00	\$0.00	N/A
3401 - Health & Welfare Benefits - Certificated Positions	\$1,180,548.63	\$2,991,995.00	39.46%
3402 - Health and Welfare Benefits - Classified Positions	\$411,682.50	\$977,596.00	42.11%
Total - 3400 - Health & Welfare Benefits	\$1,592,231.13	\$3,969,591.00	40.11%
3500 - Unemployment Insurance			N/A
3501 - State Unemploy. Insurance - Certificated Positions	\$5,198.24	\$8,275.00	62.82%
3502 - State Unemploy. Insurance - Classified Positions	\$1,381.81	\$1,965.00	70.32%
Total - 3500 - Unemployment Insurance	\$6,580.05	\$10,240.00	64.26%
3600 - Workers Comp Insurance			N/A
3601 - Worker's Comp Insurance - Certificated Positions	\$49,535.60	\$188,454.00	26.29%
3602 - Worker's Comp Insurance - Classified Positions	\$16,246.85	\$49,252.00	32.99%
Total - 3600 - Workers Comp Insurance	\$65,782.45	\$237,706.00	27.67%
3700 - Retiree Benefits			N/A
3701 - OPEB, Allocated, Certificated Positions	\$1,073,873.70	\$2,598,387.00	41.33%
3702 - OPEB, Allocated, Classified Positions	\$275,366.30	\$663,315.00	41.51%
Total - 3700 - Retiree Benefits	\$1,349,240.00	\$3,261,702.00	41.37%
3900 - Other Employee Benefits			N/A
3901 - Other Benefits - Certificated Positions	\$7,230.00	\$3,540.00	204.24%
3902 - Other Benefits - Classified Positions	\$4,592.17	\$13,671.00	33.59%
Total - 3900 - Other Employee Benefits	\$11,822.17	\$17,211.00	68.69%
Total - 3000 - Employee Benefits	\$4,352,896.93	\$11,220,304.00	38.79%
4000 - Books & Supplies			N/A
4100 - Approved Textbooks & Core Curricula Materials	\$103,917.80	\$146,428.00	70.97%
4200 - Books & Other Reference Materials	\$39,528.46	\$84,566.00	46.74%
4300 - Materials & Supplies			N/A
4300 - Materials & Supplies	\$16,500.38	\$14,592.00	113.08%
4325 - Instructional Materials & Supplies	\$100,589.24	\$279,540.00	35.98%

El Camino Real Charter High School Parent Company Income Statement Jul 2020 through Nov 2020

Financial Row	20-21 (YTD)	1st Interim	% Variance
4330 - Office Supplies	\$16,435.07	\$82,028.00	20.04%
4345 - Non Instructional Student Materials & Supplies	\$93,143.40	\$574,559.00	16.21%
Total - 4300 - Materials & Supplies	\$226,668.09	\$950,719.00	23.84%
4400 - Noncapitalized Equipment	\$526,290.86	\$1,083,646.00	48.57%
4700 - Food			N/A
4710 - Student Food Services	\$56,284.65	\$200,000.00	28.14%
Total - 4700 - Food	\$56,284.65	\$200,000.00	28.14%
Total - 4000 - Books & Supplies	\$952,689.86	\$2,465,359.00	38.64%
5000 - Services & Other Operating Expenses			N/A
5000 - Services & Other Operating Expenses	\$17,686.61	\$17,500.00	101.07%
5100 - Subagreements for Services	\$223,023.39	\$346,232.00	64.41%
5200 - Travel & Conferences	\$5,852.69	\$28,300.00	20.68%
5300 - Dues & Memberships	\$91,473.59	\$553,315.00	16.53%
5400 - Insurance	\$169,583.03	\$258,886.00	65.50%
5500 - Operations & Housekeeping			N/A
5500 - Operations & Housekeeping	\$52,175.82	\$770,187.00	6.77%
5520 - Security	\$0.00	\$230,000.00	0.00%
Total - 5500 - Operations & Housekeeping	\$52,175.82	\$1,000,187.00	5.22%
5600 - Rentals, Leases, & Repairs			N/A
5605 - Equipment Leases	\$30,671.35	\$496,306.00	6.18%
5610 - Rent	\$926.81	\$11,021.00	8.41%
5616 - Repairs and Maintenance - Computers	\$6,727.47	\$6,708.00	100.29%
5631 - Other Rentals, Leases and Repairs 1	\$837.04	\$7,094.00	11.80%
Total - 5600 - Rentals, Leases, & Repairs	\$39,162.67	\$521,129.00	7.51%
5800 - Other Services & Operating Expenses			N/A
5800 - Other Services & Operating Expenses	\$14,608.50	\$14,480.00	100.89%
5808 - Investment Fees	\$117,337.16	\$241,200.00	48.65%
5809 - Banking Fees	\$13,376.55	\$32,000.00	41.80%
5815 - Consultants - Instructional	\$353,556.23	\$1,129,954.00	31.29%
5820 - Consultants - Non Instructional - Custom 1	\$215,212.75	\$564,250.00	38.14%
5824 - District Oversight Fees	\$115,623.30	\$335,096.00	34.50%
5830 - Field Trips Expenses	\$930.06	\$131,238.00	0.71%
5833 - Fines and Penalties	\$22.00	\$2,500.00	0.88%
5840 - Onboarding Fees	\$64.00	\$56,000.00	0.11%
5845 - Legal Fees	\$96,262.87	\$306,688.00	31.39%
5848 - Licenses and Other Fees	\$2,186.97	\$47,974.00	4.56%
5851 - Marketing and Student Recruiting	\$19,970.00	\$30,000.00	66.57%
5857 - Payroll Fees	\$25,545.36	\$80,232.00	31.84%
5872 - Special Education Encroachment	\$209,267.00	\$649,907.00	32.20%
5884 - Substitutes	\$54,023.69	\$181,278.00	29.80%
5899 - Miscellaneous Operating Expenses	\$0.00	\$0.00	N/A
Total - 5800 - Other Services & Operating Expenses	\$1,237,986.44	\$3,802,797.00	32.55%
5900 - Communications	\$69,771.17	\$176,650.00	39.50%
Total - 5000 - Services & Other Operating Expenses	\$1,906,715.41	\$6,704,996.00	28.44%
6000 - Capital Outlay			N/A
6900 - Depreciation	\$266,672.85	\$640,020.00	41.67%
Total - 6000 - Capital Outlay	\$266,672.85	\$640,020.00	41.67%
7000 - Other			N/A
7438 - Interest Expense	\$0.00	\$31,280.00	0.00%
Total - 7000 - Other	\$0.00	\$31,280.00	0.00%
Total - Expense	\$15,159,825.63	\$40,464,195.00	37.46%
Net Ordinary Income	\$2,741,243.41	\$1,901,010.00	144.20%
Net Income	\$2,741,243.41	\$1,901,010.00	144.20%

**El Camino Real Charter High School
Parent Company
Cash Flow Statement
Jul 2020 through Nov 2020**

Financial Row	2020	2019
Operating Activities		
Net Income	\$2,741,243.41	(\$1,371,781.51)
Adjustments to Net Income		
Accounts Receivable	\$1,050,353.32	(\$1,544,040.49)
Other Current Asset	(\$1,680,947.55)	(\$6,773,208.51)
Accounts Payable	\$64,801.38	\$1,722,097.85
Sales Tax Payable	\$327.42	\$0.00
Other Current Liabilities	(\$1,196,283.45)	\$1,992,328.66
Total Adjustments to Net Income	(\$1,761,748.88)	(\$4,602,822.49)
Total Operating Activities	\$979,494.53	(\$5,974,604.00)
Investing Activities		
Fixed Asset	\$231,172.85	(\$5,537,400.51)
Total Investing Activities	\$231,172.85	(\$5,537,400.51)
Financing Activities		
Long Term Liabilities	\$5,164,940.00	\$12,225,285.84
Other Equity	\$0.00	\$17,064,262.57
Total Financing Activities	\$5,164,940.00	\$29,289,548.41
Net Change in Cash for Period	\$6,375,607.38	\$17,777,543.90
Cash at Beginning of Period	\$7,267,010.15	(\$12,114,409.53)
Cash at End of Period	\$13,642,617.53	\$5,663,134.37

Cover Sheet

Discuss and Vote on 1st Interim Financials

Section:	III. Financial
Item:	B. Discuss and Vote on 1st Interim Financials
Purpose:	Vote
Submitted by:	
Related Material:	First Interim FISCAL YEAR 2020-2021.pdf

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

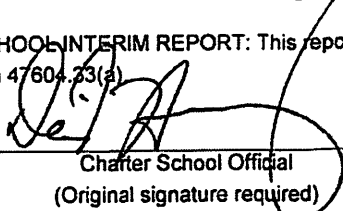
First Interim
Fiscal Year 2020-21
Charter School Certification

19 64733 1932623
Form CI

Charter Number: 1314

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2020-21 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.23(a)

Signed: 
Charter School Official
(Original signature required)

Date: Dec. 2, 2020

Printed Name: David Hussey

Title: Executive Director

For additional information on the interim report, please contact:

Charter School Contact:

Gregory Wood
Name

Chief Business Officer
Title

(818) 595-7500 Ext. 7590
Telephone

g.wood@ecrchs.net
E-mail Address

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 1932623
Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	30,665,585.00	34,623,203.00	10,041,047.97	34,623,203.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,745,703.00	3,455,377.00	1,837,128.92	3,371,523.00	(83,854.00)	-2.4%
3) Other State Revenue		8300-8599	983,642.00	1,409,106.00	496,548.30	1,560,958.00	151,852.00	10.8%
4) Other Local Revenue		8600-8799	2,896,388.00	3,192,091.00	1,333,937.49	2,799,521.00	(392,570.00)	-12.3%
5) TOTAL REVENUES			36,391,318.00	42,679,777.00	13,708,662.68	42,355,205.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	13,592,512.00	15,411,545.00	4,889,419.03	15,401,651.00	9,894.00	0.1%
2) Classified Salaries		2000-2999	3,871,099.00	4,045,784.00	1,230,949.40	4,000,585.00	45,199.00	1.1%
3) Employee Benefits		3000-3999	9,629,263.00	11,034,976.00	3,605,194.00	11,220,304.00	(185,328.00)	-1.7%
4) Books and Supplies		4000-4999	2,674,498.00	2,604,498.00	878,325.38	2,465,359.00	139,139.00	5.3%
5) Services and Other Operating Expenses		5000-5999	5,778,605.00	6,970,529.00	1,641,672.07	6,704,996.00	265,533.00	3.8%
6) Depreciation		6000-6999	566,445.00	550,254.00	213,338.28	640,020.00	(89,766.00)	-16.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	31,280.00	0.00	31,280.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENSES			36,112,422.00	40,648,866.00	12,458,898.14	40,464,195.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			278,896.00	2,030,911.00	1,249,764.54	1,891,010.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	10,000.00	10,000.00	New
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	10,000.00		

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 1932623
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			278,896.00	2,030,911.00	1,249,784.54	1,901,010.00		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	8,378,406.46	5,889,209.96		5,889,209.96	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,378,406.46	5,889,209.96		5,889,209.96		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			8,378,406.46	5,889,209.96		5,889,209.96		
2) Ending Net Position, June 30 (E + F1e)			8,657,302.46	7,920,120.96		7,790,219.96		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	8,657,302.46	7,920,120.96		7,790,219.96		

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 1932623
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment State Aid - Current Year		8011	17,399,469.00	21,389,159.00	4,775,960.00	17,130,078.00	(4,259,081.00)	-19.9%
Education Protection Account State Aid - Current Year		8012	4,800,030.00	3,360,954.00	1,905,009.00	7,820,035.00	4,259,081.00	126.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	8,466,066.00	9,873,090.00	3,360,078.97	9,873,090.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			30,685,585.00	34,623,203.00	10,041,047.97	34,623,203.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	283,172.00	273,551.00	94,485.58	238,113.00	(37,438.00)	-13.7%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	658,690.00	700,207.00	238,071.00	700,207.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	289,213.00	365,355.00	0.00	365,355.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	64,892.00	74,517.00	0.00	74,517.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	9,749.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	6,987.00	7,668.00	0.00	7,665.00	(3.00)	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3080, 3081, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	8,500.00	27,386.00	6,513.00	27,386.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	444,400.00	2,008,693.00	1,498,059.34	1,960,280.00	(46,413.00)	-2.3%
TOTAL, FEDERAL REVENUE			1,745,703.00	3,455,377.00	1,837,128.92	3,371,523.00	(83,854.00)	-2.4%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	19,968.00	20,755.00	5,989.27	17,624.00	(3,131.00)	-15.1%
Mandated Costs Reimbursements		8550	135,031.00	158,222.00	0.00	158,222.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	415,946.00	508,688.00	0.00	661,669.00	154,983.00	30.6%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 1932623
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	412,697.00	723,443.00	490,559.03	723,443.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			983,642.00	1,409,106.00	496,548.30	1,560,958.00	151,852.00	10.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	150,000.00	175,000.00	(280.50)	71,644.00	(103,356.00)	-59.1%
All Other Sales		8639	250,000.00	250,000.00	0.00	125,571.00	(124,429.00)	-49.8%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	65,000.00	100,000.00	146,670.81	185,000.00	85,000.00	85.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	381,915.61	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	1,931,388.00	2,217,091.00	753,810.00	2,217,091.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	600,000.00	450,000.00	51,831.57	200,215.00	(249,785.00)	-55.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,996,388.00	3,192,091.00	1,333,937.49	2,799,521.00	(392,570.00)	-12.3%
TOTAL, REVENUES			36,391,318.00	42,679,777.00	13,708,662.68	42,355,205.00		

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 1932623
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	12,414,848.00	12,744,823.00	3,986,047.42	12,840,241.00	(95,418.00)	-0.7%
Certificated Pupil Support Salaries		1200	206,070.00	1,579,386.00	593,018.77	1,579,386.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	920,630.00	1,036,372.00	310,352.84	931,060.00	105,312.00	10.2%
Other Certificated Salaries		1900	50,964.00	50,964.00	0.00	50,964.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			13,592,512.00	15,411,545.00	4,889,419.03	15,401,651.00	9,894.00	0.1%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	277,057.00	982,499.00	267,982.38	982,499.00	0.00	0.0%
Classified Support Salaries		2200	2,150,494.00	1,479,165.00	442,961.37	1,396,932.00	82,233.00	5.6%
Classified Supervisors' and Administrators' Salaries		2300	543,827.00	647,296.00	227,048.67	692,498.00	(45,202.00)	-7.0%
Clerical, Technical and Office Salaries		2400	629,178.00	885,574.00	272,430.56	877,406.00	8,168.00	0.9%
Other Classified Salaries		2900	270,743.00	71,250.00	20,526.44	71,250.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,871,099.00	4,045,784.00	1,230,949.40	4,000,585.00	45,199.00	1.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,370,030.00	2,533,709.00	801,061.30	2,523,343.00	10,366.00	0.4%
PERS		3201-3202	611,986.00	684,417.00	223,643.60	734,002.00	(49,585.00)	-7.2%
OASD/Medicare/Alternative		3301-3302	455,981.00	487,329.00	144,240.24	466,509.00	20,820.00	4.3%
Health and Welfare Benefits		3401-3402	2,772,000.00	3,808,125.00	1,288,559.15	3,989,591.00	(181,466.00)	-4.2%
Unemployment Insurance		3501-3502	8,726.00	9,673.00	6,580.05	10,240.00	(567.00)	-5.9%
Workers' Compensation		3601-3602	370,432.00	236,350.00	54,435.07	237,706.00	(1,356.00)	-0.6%
OPEB, Allocated		3701-3702	3,026,437.00	3,261,702.00	1,079,392.00	3,261,702.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,671.00	13,671.00	7,282.59	17,211.00	(3,540.00)	-25.9%
TOTAL, EMPLOYEE BENEFITS			9,629,263.00	11,034,976.00	3,605,194.00	11,220,304.00	(185,328.00)	-1.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	128,917.00	128,917.00	100,958.02	146,428.00	(17,511.00)	-13.6%
Books and Other Reference Materials		4200	44,966.00	44,966.00	39,528.46	84,566.00	(39,600.00)	-88.1%
Materials and Supplies		4300	924,319.00	954,319.00	220,233.66	950,719.00	3,600.00	0.4%
Noncapitalized Equipment		4400	945,241.00	1,045,241.00	481,868.52	1,083,846.00	(38,405.00)	-3.7%
Food		4700	631,055.00	431,055.00	35,736.70	200,000.00	231,055.00	53.6%
TOTAL, BOOKS AND SUPPLIES			2,674,498.00	2,604,498.00	878,325.36	2,465,359.00	139,139.00	5.3%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	306,656.00	346,232.00	223,023.39	346,232.00	0.00	0.0%
Travel and Conferences		5200	64,992.00	25,000.00	3,257.69	28,300.00	(3,300.00)	-13.2%
Dues and Memberships		5300	385,848.00	553,315.00	66,534.87	553,315.00	0.00	0.0%
Insurance		5400-5450	228,886.00	258,886.00	151,181.63	258,886.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,008,351.00	1,072,064.00	46,008.43	1,000,187.00	71,877.00	6.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	115,629.00	715,629.00	32,452.28	521,129.00	194,500.00	27.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,526,250.00	3,832,410.00	1,059,980.14	3,820,297.00	12,113.00	0.3%
Communications		5900	141,993.00	166,993.00	59,233.64	176,650.00	(9,657.00)	-5.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			5,778,605.00	6,970,529.00	1,641,672.07	6,704,996.00	265,533.00	3.8%

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 1932623
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	566,445.00	550,254.00	213,338.28	640,020.00	(89,766.00)	-16.3%
TOTAL, DEPRECIATION			566,445.00	550,254.00	213,338.28	640,020.00	(89,766.00)	-16.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	31,280.00	0.00	31,280.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	31,280.00	0.00	31,280.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			36,112,422.00	40,648,866.00	12,458,898.14	40,464,195.00		

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

2020-21 First Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 1932623
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	10,000.00	10,000.00	New
(c) TOTAL, SOURCES			0.00	0.00	0.00	10,000.00	10,000.00	New
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	10,000.00		

Cover Sheet

Discuss and Vote on Single Plan for Student Achievement

Section:	IV. School Business
Item:	A. Discuss and Vote on Single Plan for Student Achievement
Purpose:	Vote
Submitted by:	
Related Material:	SPSA 20-21 - clean.pdf SPSA 20-21 - redlined.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 & English Language Arts (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. Students are given a Rasch UnIT (or RIT) score at the end of each MAP test. A RIT score is an estimation of a student’s instructional level and also measures student progress or growth in school. School wide RIT Scores for each grade level are as follows for Fall Semester 2020. Specific subgroup scores will be used as baseline measures for expected growth related to both Math & ELA goals. See below:

Grade Level	FALL 2020 MATH		
	Ethnicity	Mean RIT	Standard Deviation (SD)
Grade 9	Black	225.2	17.2
Grade 9	Latino/Hispanic	235.9	17.6
Grade 9	White	241.8	16.7
Grade 10	Black	233.7	20.8
Grade 10	Latino/Hispanic	236.4	19.1
Grade 10	White	245.7	18.5
Grade 11	Black	235.5	23.7
Grade 11	Latino/Hispanic	241.6	22.1
Grade 11	White	248.0	20.2
Grade 12	Black	246.6	18.1
Grade 12	Latino/Hispanic	241.7	22.1
Grade 12	White	249.1	22.9

FALL 2020 READING

Grade Level	Ethnicity	Mean RIT	Standard Deviation (SD)
Grade 9	Black	222.8	15.2
Grade 9	Latino/Hispanic	224.3	14.3
Grade 9	White	229.9	14.1
Grade 10	Black	222.5	20.0
Grade 10	Latino/Hispanic	224.7	16.4
Grade 10	White	230.2	15.5
Grade 11	Black	226.2	18.9
Grade 11	Latino/Hispanic	228.1	15.1
Grade 11	White	230.6	16.6
Grade 12	Black	227.8	16.8
Grade 12	Latino/Hispanic	227.3	17.5
Grade 12	White	232.0	17.5

Remote Instruction Highlights & Challenges:

ECR has provided access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. All remote instruction content is aligned to grade level standards and at the same level of quality and intellectual challenge to be substantially equivalent to in-person instruction. ECR provides appropriate resources, including textbooks, materials, and e-learning platform subscriptions to support remote instruction for all content areas.

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 Every Student Succeeds Act (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.

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 Learning Continuity Plan (LCP), Single Plan for Student Achievement (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

- Rasch Unit, most widely known as 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 English Language Learners, special education, socio-economically disadvantaged, and African-American student subgroups. When compared with their peers, Black or African American student achievement is consistently lower (even when the standard is met).

Identified Need

Schoolwide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Level MAP Scores for Black or African Americans in Grades 9-12	Grade 9 – RIT 225.2 (Fall 20) Grade 10 – RIT 233.7 (Fall 20) Grade 11 – RIT 235.5 (Fall 20) Grade 12 – RIT 246.6 (Fall 20)	Grade 9 – RIT 228+ (Spring 20) Grade 10 – RIT 226+(Spring 20) Grade 11 – RIT 228+(Spring 20) Grade 12 – RIT 249+(Spring 20)
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: Local Control Funding Formula (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

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 Common Core State Standards (CCSS) and Next Generation Science Standards (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.

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)

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. When compared to peers, Black or African American student performance is consistently lower (even when the standards are met).

Identified Need

Schoolwide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Level MAP Scores for Black or African Americans in Grades 9-12	Grade 9 – RIT 222.8 (Fall 20) Grade 10 – RIT 222.5 (Fall 20) Grade 11 – RIT 226.2 (Fall 20) Grade 12 – RIT 227.8 (Fall 20)	Grade 9–RIT 225+ (Spring 20) Grade 10–RIT 225+(Spring 20) Grade 11–RIT 229+(Spring 20) Grade 12–RIT 230+(Spring 20)
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.

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.

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 Department in Reading & Writing.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Advisory Committee & English Learners Advisory Committee meetings & Reaffirming our Investing in Supporting Excellence (R.I.S.E)	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.

PAC 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 English Learner Advisory Committee (ELAC) meetings for students and parents. ELAC will provide feedback on school initiatives related to student achievement of ELLs as well as how funds are spent 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)
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None	N/A
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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. Particular emphasis on increasing ECR social media presence on major platforms such as Instagram & Facebook.

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
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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.

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.

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 with a blended focus on academic and social emotional needs beginning the spring semester. The goal is to have at least one support class per 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	\$ 72,215
Interest	\$ 185,000
All Other State Revenues (Supplemental Categorical Block, SMAA, State CARES Funding)	\$ 723,443
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

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.

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 School Plan for Student Achievement Instructions

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 as 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]

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

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

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.]

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:

- 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

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.

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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.

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

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 & [English Language Arts \(ELA\)](#) 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. [Students are given a Rasch UnIT \(or RIT\) score at the end of each MAP test. A RIT score is an estimation of a student’s instructional level and also measures student progress or growth in school. School wide RIT Scores for each grade level are as follows for Fall Semester 2020. Specific subgroup scores will be used as baseline measures for expected growth related to both Math & ELA goals. See below:](#)

<u>Grade Level</u>	<u>FALL 2020 MATH</u>		
	<u>Ethnicity</u>	<u>Mean RIT</u>	<u>Standard Deviation (SD)</u>
<u>Grade 9</u>	<u>Black</u>	<u>225.2</u>	<u>17.2</u>
<u>Grade 9</u>	<u>Latino/Hispanic</u>	<u>235.9</u>	<u>17.6</u>
<u>Grade 9</u>	<u>White</u>	<u>241.8</u>	<u>16.7</u>
<u>Grade 10</u>	<u>Black</u>	<u>233.7</u>	<u>20.8</u>
<u>Grade 10</u>	<u>Latino/Hispanic</u>	<u>236.4</u>	<u>19.1</u>
<u>Grade 10</u>	<u>White</u>	<u>245.7</u>	<u>18.5</u>
<u>Grade 11</u>	<u>Black</u>	<u>235.5</u>	<u>23.7</u>
<u>Grade 11</u>	<u>Latino/Hispanic</u>	<u>241.6</u>	<u>22.1</u>
<u>Grade 11</u>	<u>White</u>	<u>248.0</u>	<u>20.2</u>
<u>Grade 12</u>	<u>Black</u>	<u>246.6</u>	<u>18.1</u>
<u>Grade 12</u>	<u>Latino/Hispanic</u>	<u>241.7</u>	<u>22.1</u>
<u>Grade 12</u>	<u>White</u>	<u>249.1</u>	<u>22.9</u>

FALL 2020 READING

<u>Grade Level</u>	<u>Ethnicity</u>	<u>Mean RIT</u>	<u>Standard Deviation (SD)</u>
<u>Grade 9</u>	<u>Black</u>	<u>222.8</u>	<u>15.2</u>
<u>Grade 9</u>	<u>Latino/Hispanic</u>	<u>224.3</u>	<u>14.3</u>
<u>Grade 9</u>	<u>White</u>	<u>229.9</u>	<u>14.1</u>
<u>Grade 10</u>	<u>Black</u>	<u>222.5</u>	<u>20.0</u>
<u>Grade 10</u>	<u>Latino/Hispanic</u>	<u>224.7</u>	<u>16.4</u>
<u>Grade 10</u>	<u>White</u>	<u>230.2</u>	<u>15.5</u>
<u>Grade 11</u>	<u>Black</u>	<u>226.2</u>	<u>18.9</u>
<u>Grade 11</u>	<u>Latino/Hispanic</u>	<u>228.1</u>	<u>15.1</u>
<u>Grade 11</u>	<u>White</u>	<u>230.6</u>	<u>16.6</u>
<u>Grade 12</u>	<u>Black</u>	<u>227.8</u>	<u>16.8</u>
<u>Grade 12</u>	<u>Latino/Hispanic</u>	<u>227.3</u>	<u>17.5</u>
<u>Grade 12</u>	<u>White</u>	<u>232.0</u>	<u>17.5</u>

Remote Instruction Highlights & Challenges:

ECR has provided access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. All remote instruction content is aligned to grade level standards and at the same level of quality and intellectual challenge to be substantially equivalent to in-person instruction. ECR provides appropriate resources, including textbooks, materials, and e-learning platform subscriptions to support remote instruction for all content areas.

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 Every Student Succeeds Act (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.

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 [Learning Continuity Plan \(LCP\)](#), [Single Plan for Student Achievement \(SPSA\)](#), 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*

- [Rasch Unit, most widely known as](#) 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 [English Language Learners](#), special education, socio-economically disadvantaged, and African-American student subgroups. [When compared with their peers, Black or African American student achievement is consistently lower \(even when the standard is met\).](#)

Identified Need

Schoolwide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>Grade Level MAP Scores for Black or African Americans in Grades 9-12</u> MAP Scores for African American students (based on 19-20 & 20-21)	<u>Grade 9 – RIT 225.2 (Fall 20)</u> <u>Grade 10 – RIT 233.7 (Fall 20)</u> <u>Grade 11 – RIT 235.5 (Fall 20)</u> <u>Grade 12 – RIT 246.6 (Fall 20)</u> 10-20 point RIT decline	<u>Grade 9 – RIT 228+ (Spring 20)</u> <u>Grade 10 – RIT 226+(Spring 20)</u> <u>Grade 11 – RIT 228+(Spring 20)</u> <u>Grade 12 – RIT 249+(Spring 20)</u> 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: Local Control Funding Formula (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

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 [Common Core State Standards \(CCSS\)](#) and [Next Generation Science Standards \(NGSS\)](#) 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.

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)

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. When compared to peers, Black or African American student performance is consistently lower (even when the standards are met).

Identified Need

Schoolwide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>Grade Level MAP Scores for Black or African Americans in Grades 9-12</u> MAP scores for African American Students (based on 19-20 & 20-21)	<u>Grade 9 – RIT 222.8 (Fall 20)</u> <u>Grade 10 – RIT 222.5 (Fall 20)</u> <u>Grade 11 – RIT 226.2 (Fall 20)</u> <u>Grade 12 – RIT 227.8 (Fall 20)</u> <u>10-20 point RIT score decline</u>	<u>Grade 9–RIT 225+ (Spring 20)</u> <u>Grade 10–RIT 225+(Spring 20)</u> <u>Grade 11–RIT 229+(Spring 20)</u> <u>Grade 12–RIT 230+(Spring 20)</u> <u>5-10 point RIT increase</u>
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.

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.

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 Department in Reading & Writing.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Advisory Committee & English Learners Advisory Committee meetings & Reaffirming our Investing in Supporting Excellence (R.I.S.E)	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.

~~PAC arent 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 English Learner Advisory Committee (ELAC) meetings for students and parents. ELAC English Learner Advisory Committee will provide feedback on school initiatives related to student achievement of ELLs as well as how funds are spent 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)
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None	N/A
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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. Particular emphasis on increasing ECR social media presence on major platforms such as Instagram & Facebook.

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
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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.

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.

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 with a blended focus on academic and social emotional needs beginning the spring semester. The goal is to have at least one support class per 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	\$ 72,215
Interest	\$ 185,000
All Other State Revenues (Supplemental Categorical Block, SMAA, State CARES Funding)	\$ 723,443
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

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.

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 School Plan for Student Achievement Instructions

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 as 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]

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

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

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.]

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:

- 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

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.

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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.

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

Cover Sheet

Discuss and Vote on Charter School Compliance Monitoring

Section: IV. School Business
Item: B. Discuss and Vote on Charter School Compliance Monitoring
Purpose: Vote
Submitted by:
Related Material: IV.B. Charter School Compliance Monitoring 2020-2021.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING
2020-2021

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 23, 2020**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 23, 2020.**

- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2020-2021*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 8, 2021.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2020-2021* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2020-2021* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

School Name: **El Camino Real Charter High School**

Board President Name: **Beatriz Chen**

Charter Management Organization: **El Camino Real Alliance**

LAUSD Loc. Code: **8617**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 23, 2020 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 8, 2021 via Dropbox.

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with AB 1505 and applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current contact information for each Governing Board member and the 2020-2021 Board meetings calendar . See current <i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school’s health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2020-2021 Opening Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The charter school’s occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<ul style="list-style-type: none"> Political Reform Act, Gov. Code §§ 81000-91015 Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current FSDRL.</p>	Verification of compliant public posting of Board agendas, including on the school website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school’s: <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	☒	☐	☒
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, the COVID-19 Operations Written Report that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school’s Learning Continuity and Attendance Plan and its Budget Overview for Parents pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.</p>	☒	☐	☒
<p>19. The charter school ensures compliance with the LAUSD’s Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically</p>	☒	☐	☒
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	<p>Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable</p>	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school’s established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District’s website through MyPLN.	Documentation of the adoption of the charter school’s policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. The charter school complies with all applicable requirements of AB 605 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

The undersigned hereby certifies that, on October 22, 2020 the School Administrator of
Date(s)

El Camino Real Charter High School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

David Hussey		10/22/2020
<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on December 17, 2020, the Governing Board of
Date(s)

El Camino Real Charter High School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures. **

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

Beatriz Chen		
<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>