



El Camino Charter High School

Regular Board Meeting

Date and Time

Thursday June 24, 2021 at 4:30 PM PDT

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/8710245768890150927>, webinar ID 549-507-291. You must register for the event (note you do not need to enter your legal name to participate). Once registered, you can attend the meeting through the online link, or by telephone (a call-in number and audio PIN will be provided after you register and prior to the meeting).

PUBLIC COMMENTS

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

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

The Public Comments agenda item is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed thirty (30) minutes. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak. When addressing the Board, speakers are requested to adhere to the time limits set forth. In order to maintain allotted time limits, the Board Chair may modify speaker time allocations or the total amount of allotted time for an item.

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

In compliance with the Americans with Disabilities Act (ADA) and upon request, El Camino Real Alliance may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to David Hussey, in person, by email at comment@ecrchs.net, or by calling (818) 595-7500.

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		Emilie Larew	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 May 27, 2021 Regular Board Meeting	Approve Minutes	Beatriz Chen	1 m
B. Review and Vote on May 2021 Check Registers	Vote	Beatriz Chen	5 m
ACTION ITEM: motion to approve the May 2021 check registers.			

	Purpose	Presenter	Time
C. Review and Vote on May 2021 Credit Card Charges	Vote	Beatriz Chen	5 m

ACTION ITEM: motion to approve the May 2021 Credit Card charges.

III. Financial 6:06 PM

A. May 2021 Financial Update	Discuss	Gregory Wood	10 m
-------------------------------------	---------	--------------	------

The Board will review the May 2021 Financial Update.

B. Review and Vote on Resolution Re: Education Protection Account	Vote	David Hussey	5 m
--	------	--------------	-----

The Board will discuss and vote on the Resolution re: Education Protection Account.
ACTION ITEM: motion to approve the Resolution re: Education Protection Account.

C. Review and Vote on Chartwells Food Service Contract	Vote	Beatriz Chen	10 m
---	------	--------------	------

The Board will review and vote on the Chartwells Food Service contract.
ACTION ITEM: motion to approve the Chartwells Food Service contract.

D. Review and Vote on ICON School Management Contract	Vote	Gregory Wood	10 m
--	------	--------------	------

The Board will discuss and vote on a new contract with ICON School Management to provide back-office accounting services.
ACTION ITEM: motion to approve the contract with ICON School Management.

IV. School Business 6:41 PM

A. Discuss and Vote on Instructure (Canvas) Learning Management System	Vote	David Hussey	10 m
---	------	--------------	------

The Board will review and vote on the Instructure (Canvas) Learning Management System contract for a multi-year term.
ACTION ITEM: motion to approve the Instructure (Canvas) Learning Management System contract for a term of three (3) years.

B. Review of Charter Schools Division Oversight Report	Discuss	David Hussey	10 m
---	---------	--------------	------

The Board will review the 2020-2021 Charter Schools Division Annual Performance-Based Oversight Visit Report.

C. Discuss and Vote on Local Control Accountability Plan	Vote	David Hussey	20 m
---	------	--------------	------

The Board will review and vote on the Local Control Accountability Plan, and accompanying documents, which were discussed at a prior Board meeting.
ACTION ITEM: motion to approve the Local Control Accountability Plan and accompanying documents.

D. Review and Vote on 2021-2022 Budget	Vote	David Hussey	20 m
---	------	--------------	------

The Board will review and vote on the 2021-2022 budget.
ACTION ITEM: motion to approve the 2021-2022 budget.

E. Discuss and Vote on Insurance Contract	Vote	Gregory Wood	15 m
--	------	--------------	------

The Board will review and possibly vote on approving insurance contracts for 2021-2022 school year.

	Purpose	Presenter	Time
ACTION ITEM: motion to approve insurance contract for 2021-2022 school year.			

V. Closed Session 7:56 PM

<p>A. Conference with Legal Counsel: Anticipated Litigation Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Government Code Section 54956.9: one (1) potential case.</p>	Discuss	Beatriz Chen	5 m
--	---------	--------------	-----

<p>B. Public Employee Discipline / Dismissal / Release Public employee discipline / dismissal / release pursuant to paragraph (1) of subdivision (b) of Government Code Section 54957.</p>	Discuss	Beatriz Chen	20 m
---	---------	--------------	------

<p>C. Conference with Labor Negotiators Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6. Agency Designated Representatives: Executive Director David Hussey; Chief Business Officer Gregory Wood; Legal Counsel Roger Scott. Employee Organization: United Teachers Los Angeles.</p>	Discuss	Beatriz Chen	20 m
--	---------	--------------	------

VI. Reconvene to Open Session 8:41 PM

<p>A. Report on Actions Taken in Closed Session, If Any</p>	Discuss	Beatriz Chen	1 m
--	---------	--------------	-----

VII. Governance 8:42 PM

<p>A. Discuss and Vote on Board Meeting Calendar for 2021-2022 Staff proposes the following meeting dates, meetings to start at 4:30 p.m.: August 26, 2021; September 23, 2021; October 28, 2021; November 18, 2021; December 16, 2021; January 27, 2022; February 24, 2022; March 24, 2022; April 28, 2022; May 26, 2022; June 23, 2022. ACTION ITEM: motion to approve Board Meeting Calendar for 2021-2022 with the following dates, all meetings to start at 4:30 p.m.: [specify dates].</p>	Vote	Beatriz Chen	10 m
---	------	--------------	------

<p>B. Create Capital Projects Committee The Board will create an <i>ad hoc</i> Capital Projects Committee, to assist the School in attaining its goals for capital improvement projects. The Committee should end on a time certain, either within a year or the date all capital projects are completed (whichever is sooner). ACTION ITEM: motion to create an <i>ad hoc</i> Capital Projects Committee, with _____ [identify Board members serving on the Committee], with the Committee to end on _____ or whenever all capital projects are completed (whichever is sooner).</p>	Vote	Beatriz Chen	10 m
--	------	--------------	------

<p>C. Appreciation of Outgoing Board Members The Board wishes to recognize and express its appreciation for outgoing Board members Kenneth Lee and Dr. Jeff Davis.</p>	Discuss	Beatriz Chen	3 m
---	---------	--------------	-----

<p>D. Elect Interim Secretary of the Board An interim Secretary for the Board of Directors is needed with Dr. Davis's resignation. The position is interim, pending elections at the Annual Meeting in August.</p>	Vote	Beatriz Chen	5 m
---	------	--------------	-----

	Purpose	Presenter	Time
E. Discuss Election for Parent Representative	Discuss	Beatriz Chen	5 m
The Board will discuss timing and process for the election for the Parent Representative board position, which is current held by Dr. Jeff Davis.			

VIII. Closing Items

9:15 PM

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: ECRCHS 2020-21 ADA Calculator ytd mo. 10.pdf

ECRCHS ENROLLMENT and ADA for 2020-2021

2020-2021												
Instructional Days	2019-2020	18	19	17	14	19	19	19	0	0	0	
	2020-2021	19	18	20	14	19	19	19	14	20	18	
		Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	
Enrollment												
Current Year		3,644	3,653	3,645	3,640	3,633	3,624	3,622	3,616	3,616	3,608	
Prior Year		3,508	3,510	3,499	3,486	3,470	3,469	3,463	3,463	3,463	3,463	
ADA												
Current Year		66,717	63,591	70,794	48,996	66,406	66,787	66,480	48,863	68,861	59,322	3,482.32
Prior Year		61,589	64,689	57,132	47,156	63,645	63,645	62,329	62,329	62,329	62,329	3,361.48
ADA (per month)		3,511.42	3,532.83	3,539.70	3,499.71	3,495.05	3,515.11	3,498.95	3,490.21	3,443.05	3,295.67	
ADA %		96.4%	96.7%	97.1%	96.1%	96.2%	97.0%	96.6%	96.5%	95.2%	91.3%	
By Grade Level												
	9th	910	916	914	913	919	918	918	916	917	916	
	10th	941	942	942	941	938	936	934	934	936	934	
	11th	909	910	906	904	909	907	905	905	905	904	
	12th	884	885	883	882	867	863	865	861	858	854	
	Enrollment	3,644	3,653	3,645	3,640	3,633	3,624	3,622	3,616	3,616	3,608	

P-2	3,511.51	
	2020-21 Mo	Prior Yr
	9 YTD ADA	ADA
	180	125
	626,817	420,185
	3,482.32	3,361.48
		YTD ADA %
		95.7%

Total

Cover Sheet

Approve Minutes of May 27, 2021 Regular Board Meeting

Section:	II. Consent
Item:	A. Approve Minutes of May 27, 2021 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on May 27, 2021

DRAFT



El Camino Charter High School

Minutes

Regular Board Meeting

Date and Time

Thursday May 27, 2021 at 4:30 PM

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/5525688459332655632>, webinar ID 900-475-075. You must register for the event (note you do not need to enter your legal name to participate). Once registered, you can attend the meeting through the online link, or by telephone (a call-in number and audio PIN will be provided after you register and prior to the meeting).

PUBLIC COMMENTS

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

Please note that, in order to conduct an orderly meeting, all members of the public will be placed on mute during the Board meeting, except during public comments. Note that for

those who elect to participate through the call-in number, you will not have the option of being unmuted during the meeting.

The Public Comments agenda item is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed thirty (30) minutes. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak. When addressing the Board, speakers are requested to adhere to the time limits set forth. In order to maintain allotted time limits, the Board Chair may modify speaker time allocations or the total amount of allotted time for an item.

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

In compliance with the Americans with Disabilities Act (ADA) and upon request, El Camino Real Alliance may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to David Hussey, in person, by email at comment@ecrchs.net, or by calling (818) 595-7500.

Directors Present

Beatriz Chen (remote), Brad Wright (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

Directors who arrived after the meeting opened

Jeff Davis

Guests Present

Daniel Chang, David Hussey (remote), Emilie Larew (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 May 27, 2021 at 4:31 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance

Mr. Archibald led the Pledge of Allegiance.

D. Public Comments

Stefanie Bero, school counselor, spoke in favor of reducing the credits required for graduation.

Landon Congelosi, student, spoke in favor of reducing the credits required for graduation.

Letty Zane, parent, spoke in favor of reducing the credits required for graduation.

E. UTLA Update

Heather Knight, UTLA Chair, gave the UTLA update. Ms. Knight noted that UTLA and ECRA were unable to come to an agreement regarding summer school. She also noted that the parties were still bargaining, and would continue to meet during the summer in order to negotiate the next collective bargaining agreement.

Ms. Knight stated that UTLA was in favor of ECRA bringing in an outside HR consultant to help with the ongoing HR issues.

As to the capital projects, Ms. Knight stated that repairing the condemned classrooms and replacing the bungalows with a two-story modern classrooms should be at the forefront.

She expressed concern regarding the Extended Learning Opportunities Grant Plan, stating that it had not been previously shared with stakeholders.

Finally, Ms. Knight stated that UTLA was in favor of reducing the credits required for graduation for 11th and 12th grade students.

F. Executive Director Update

Mr. Hussey thanked everyone for all the hard work in this unprecedented year. He also thanked the Equity Advisory Committee and stressed the importance of student perspective and suggestions for improving ECR to further support students. He also recognized the PDAC committee, the Tech Committee, and School Site Council, and all the other committees and groups.

Mr. Hussey stated that NJROTC had won its 5th straight Distinguished Unit with Honors award; Girls Tennis won the Division I title last week; Girls Lacrosse won its first Division I title yesterday; Boys Soccer was in the playoffs; and other sports will be playing playoffs going into summer. He also noted that Academic Decathlon won its 5th online national title, and shared the names of the AcaDeca team members and coaches.

As to the Student Support and Progress Team (SSPT), Mr. Hussey stated that there were over 60 SSPT meetings this year, which was an impressive accomplishment.

He provided an update on the Digital Marketing class pilot; students earning a B or better will receive a Digital Marketing certificate which can be used as part of their college application. Mr. Hussey recognized an ECR 10th grader who earned a social media marketing summer internship through Hello Digital.

Mr. Hussey also recognized an ECR student who was selected as the California finalist in the Doodle for Google competition.

Mr. Hussey shared an update on Prom, which will take place on Monday May 31st at the Reagan Library. And graduation will be June 3 and 4th, two ceremonies at 10 am and 6 pm each day. Each graduating student will be allowed 4 guests. Summer school will start with the simultaneous model, and will change to the in-person on July 1st, following all County health protocols.

Our projected enrollment for the next school year is 3,633 students. Mr. Hussey also noted we are reinvigorating the international student program; as of now, we have 50 international students who have said they will be coming to ECR next year. Mr. Wright asked what precautions were being taken for the international

students; Mr. Hussey replied that the agencies were requiring the students to be quarantined, and then provide a negative COVID test (taken within 3 days before the start of the semester) before they will be allowed on campus. Pre-COVID, Mr. Hussey noted that we had between 50 to 75 international students, so we are almost back to where we were.

COP Grants awarded to ECR this year equal a total of \$222,544.00.

As to the capitalization projects, Mr. Hussey stated that he will share with the stakeholders and the Board as to the projects that will be undertaken. Ms. Chen asked if there is a timeline and costs associated with the projects; Mr. Hussey replied that that would be part of the discussion for the proposed budget which will be discussed at a later meeting.

As to the school mascot, people have been submitting proposals for the mascot; designs will still be collected so that the new design will be ready by the start of the next school year.

Ms. Chen also asked if there were any issues with the testing; Mr. Hussey stated that he had not heard of any issues with taking the tests online.

G. Chief Business Officer Update

Mr. Wood discussed the Investment Summary, and noted that the investment account continues to perform very well. He also noted that a new investment advisor has been retained, and they will be assuming control over the investment account.

Mr. Wood went over the May revised budget, including projections for next year's LCFF Funding. The budget includes a 5% "Mega COLA" increase, and an adjusted ADA of \$10,057.

Mr. Wood also discussed the cash flow and deferrals, including the proposed elimination of deferrals of February through May 2022; note that this does impact the current deferrals for 2021.

Mr. Wood also shared the Cafeteria Financial Summary, and the Enrollment and ADA summary.

Finally, Mr. Wood discussed the potential of bond funding for some of the capital projects since we are on LAUSD property.

Mr. Silverstein asked if the "hold harmless" freeze in ADA funding will be lifted for the next school year; Mr. Wood stated yes.

Mr. Wright asked about California lottery funding; Mr. Wood replied that funding from California lottery has not changed much for the past several years.

H. Committee Updates

Mr. Archibald shared updates from the Finance Committee meeting on 5/25/21. The Committee voted to recommend approval of the revisions to the Investment Policy Statements that are being presented to the Board today. No recommendation was made by the Committee regarding approval of the check registers due to some unanswered questions. The Committee did vote to recommended approval of the credit card bills and the tax return. No other committees met.

II. Consent

A. Approve Minutes of April 22, 2021 Regular Board Meeting

Brian Archibald made a motion to approve the minutes from Regular Board Meeting on 04-22-21.

Brad Wright seconded the motion.

This item was approved as part of the consent agenda. All present voted in favor of approval. The board **VOTED** to approve the motion.

B. Approve Minutes of April 28, 2021 Special Board Meeting

Brian Archibald made a motion to approve the minutes from Special Board Meeting on 04-28-21.

Brad Wright seconded the motion.

This item was approved as part of the consent agenda. All present voted in favor of approval. The board **VOTED** to approve the motion.

C. Review and Vote on April 2021 Check Registers

Brian Archibald made a motion to approve the Consent Agenda.

Brad Wright seconded the motion.

This item was approved as part of the consent agenda. All present voted in favor of approval. The board **VOTED** to approve the motion.

D. Review and Vote on April 2021 Credit Card Charges

Brian Archibald made a motion to approve the Consent Agenda.

Brad Wright seconded the motion.

This item was approved as part of the consent agenda. All present voted in favor of approval. The board **VOTED** to approve the motion.

III. Governance

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

There were two candidates for the Community Representative position, Beatriz Chen and Danielle Malconian. Both candidates were given the opportunity to make brief public statements to the Board. The nominating committee recommended Beatriz Chen for the position. The committee also encouraged Ms. Malconian to continue to be involved with ECR and to watch for future Board openings.

B. Vote to Install Community Representative Position

Brad Wright, chair of the Nominating Committee, introduced the candidates for the Community Representative position.

Candidate Danielle Malconian made a statement to the Board regarding her candidacy.

Candidate Beatriz Chen made a statement to the Board regarding her candidacy.

Ms. Ibach noted that she and Mr. Kofahl were on the Nominating Committee along with Mr. Wright, and she stated that the Nominating Committee is recommending Beatriz Chen for the Community Representative position.

Brad Wright made a motion to install Beatriz Chen as the Community Representative.

Linda Ibach seconded the motion.

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

Roll Call

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

C. Vote to Install Classified Representative Position

One candidate, Daniela Lopez-Vargas, ran unopposed for the Board position of Classified Representative.

Brad Wright made a motion to install Daniela Lopez-Vargas as the Classified Representative.

Steven Kofahl seconded the motion.

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

Roll Call

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

IV. Financial

A. April 2021 Financial Update

Mr. Wood reviewed the April 2021 Financial Update.

B. Discuss and Vote on 2019-2020 Tax Return

Mr. Hussey stated that the tax return was prepared by a third party accounting company, Christy White & Associates.

Brian Archibald made a motion to approve the 2019-2020 Tax Return.

Linda Ibach seconded the motion.

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

Roll Call

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

C. Review and Vote on Revised Investment Policy Statements

Mr. Wood stated that the existing Investment Policy Statements (IPS) were revised and updated by our new investment advisor, Beacon Pointe. Some of the changes were cosmetic in nature (job titles), but substantive changes included: updating the types of authorized investments; including charts on the asset classes with the target and allowable ranges; and changing the rating of allowable corporate bonds from A to BBB (there is a minimal risk involved in this change).

Brian Archibald made a motion to approve the revised Investment Policy Statements.

Scott Silverstein seconded the motion.

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

Roll Call

Brian Archibald	Aye
Jeff Davis	Absent

Roll Call

Kenneth Lee Aye
 Steven Kofahl Aye
 John Perez Aye
 Linda Ibach Aye
 Brad Wright Aye
 Beatriz Chen Aye
 Scott Silverstein Aye

V. School Business**A. Discuss and Vote on Extended Learning Opportunities Grant Plan**

Ms. Clark and Ms. Endres presented the proposed Extended Learning Opportunities Grant Plan (Plan) to the Board. This Plan provides funding for learning recovery to support students in learning loss, as well as to provide academic, social, and emotional support as needed. The Plan must be submitted to the CDE by June 1, 2021. The funds must be spent during the next school year. Highlights of the Plan include adding a second Psychiatric Social Worker (PSW), two more School Counselors, hiring additional paraprofessionals, and starting a Wellness Health Center.

Ms. Chen asked about whether the new Community Media Center was one of the capital improvement projects that was being considered; Mr. Hussey replied yes. Ms. Chen also questioned whether teachers were getting professional development on how to recognize whether students need social-emotional support; Mr. Hussey stated that the PSW had conducted training on social-emotional support, and noted it would be part of professional development going forward.

Mr. Archibald asked if there was a standard as to the number of PSWs to students. Ms. Clark replied that she had discussed this issue with Joanna Johnston the PSW; based on this, it appears that ECR was a bit behind the recommended ratio, and that other schools had a PSW before we did. Mr. Archibald expressed concern that the Plan did not appear to have any specifics. Ms. Clark noted that the Plan was not the place to include specifics, and that we had already implemented many of the programs identified in the Plan. She further stated that ECR would continue to pay attention to ways to provide specialized support to students, including during the school day as well as before and after school programs. Ms. Endres noted that ECR is looking to expand support programs that had already been started this school year, and that we were focusing on sustainability of these programs. Mr. Hussey noted that most other schools have two PSWs (though one school has three), and adding another would put ECR in line with most other schools, but if it is determined a third is needed the monies identified in the Plan could be used to add a third PSW. Mr. Wood noted that there are other CARES grants that could be accessed to also help with learning loss funding, and that this Plan is the first in terms of deadline.

Mr. Silverstein asked where the additional salaries for the additional PSW and other personnel was listed; Mr. Wood noted that the Plan is in the format required by CDE so it may not have the breakdown by salary, and that it would be reflected in a number of the expenditures identified. Mr. Silverstein if the additional expenditures would be an ongoing fixed expense. Mr. Hussey noted that the PSWs are contracted year-to-year, and that the budget will be built and adjusted on an ongoing basis to meet the needs of the students. Mr. Archibald asked that, if we do not receive the monies from this Plan, would these amounts be in our budget. Mr. Hussey replied yes, a majority of the expenditures would be in the budget.

Mr. Perez asked if these funds would be ongoing, or a one-time funding. Mr. Hussey replied they are a one-time fund. If there is no funding in the future, these

expenditures would have to be reduced, or they would have to be incorporated into the general budget.

Mr. Hussey noted that detailed information on the specific proposed expenditures can be provided and the Board requested additional detail on the expenditures if the Plan is approved.

Brad Wright made a motion to approve the Extended Learning Opportunities Grant plan.

Linda Ibach seconded the motion.

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

Roll Call

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

Mr. Silverstein asked that, in accordance with Robert's Rules of Order, that the vote tally be reported. Ms. Larew noted that, for this motion, the vote was 7 yes, 1 no, and 1 absent.

B. Discuss and Vote on Reducing Graduation Credit Requirements for Juniors/Seniors

Mr. Hussey presented the proposal to reduce graduation requirements for current 11th and 12th grade students due to the impact of Covid-19. He explained that Ms. Larew, Assistant Principal over Student Support Services, and Mr. Alba, Assistant Principal over Counseling, worked with him to develop the proposal and that it would not impact any core requirements for graduation. He reviewed the data that shows that ECR's students with disabilities, English learners, and those in the Flex Program have been disproportionately impacted by the school closure and pandemic. Mr. Wright noted that our 9th and 10th grade students have been impacted as well and asked whether this might apply to them. Mr. Hussey agreed they have been impacted and discussed that there is more opportunity to address their needs over time with additional supports through the use of learning loss funding, but that a graduation credit adjustment could come to the Board for other graduating classes as well in the future if it is ultimately needed to more effectively support students currently in lower grades.

Beatriz Chen made a motion to approve updating ECR's graduation requirements for students currently in the 11th grade (class of 2022) or 12th grade (class of 2021) by reducing the elective credit requirement by 20 credits to a total of 55 credits and reducing the total credit requirement for graduation to 210 credits.

Steven Kofahl seconded the motion.

The vote tally was 8 yes, 0 no, and 1 absent. The board **VOTED** to approve the motion.

Roll Call

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

C. Discuss Collective LAUSD SELPA Notification Letter

Mr. Hussey shared information regarding ECR's participation in LAUSD's Charter Operated Programs (COP) Special Education Local Plan Area (SELPA). There is no intent to leave the SELPA at this time; however, notification must be provided to the district at least one year and one day in advance of leaving the SELPA. Because of this requirement for significant advance notice, approximately 200 charters in the COP SELPA collectively send an annual letter to the district reserving the right to exit the SELPA. This allows ECR to maintain the option to leave the SELPA should there be any significant or concerning changes in the SELPA structure or funding model.

D. Board Review of Comparable Compensation Data for Charter School Executives

The Board again briefly reviewed the comparable compensation data for charter school executives.
The Board went into closed session at 6:44pm.

VI. Closed Session

A. Conference with Legal Counsel: Anticipated Litigation

Jeff Davis arrived.
Closed session took place.

B. Public Employment

Closed session took place.

C. Conference with Labor Negotiators

Closed session took place.

D. Conference with Labor Negotiators

Closed session took place.

VII. Reconvene to Open Session

A. Report on Actions Taken in Closed Session, If Any

Open Session reconvened at 7:39pm. Ms. Chen reported that a new Executive Director Evaluation Committee had been set up, consisting of Ms. Ibach, Mr. Archibald, and Mr. Wright.

B. Possible Board Approval of Resolution Regarding Executive Compensation for Executive Director

Steven Kofahl made a motion to approve the resolution regarding executive compensation for the Executive Director.
Brian Archibald seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

Roll Call

John Perez Aye
Brad Wright Aye

C. Possible Board Approval of Employment Agreement for Executive Director

Ms. Chen reviewed the terms of the agreement point by point, including salary and compensation paid as fringe benefits.

Steven Kofahl made a motion to approve the employment agreement for the Executive Director as presented.

Jeff Davis seconded the motion.

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

Roll Call

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

VIII. Closing Items

A. Adjourn Meeting

Brian Archibald made a motion to adjourn the meeting.

Brad Wright seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:58 PM.

Respectfully Submitted,
Emilie Larew

Cover Sheet

Review and Vote on May 2021 Check Registers

Section:	II. Consent
Item:	B. Review and Vote on May 2021 Check Registers
Purpose:	Vote
Submitted by:	
Related Material:	May 2021 Check Registers.pdf

Check Register

Account: 1761 General

El Camino Real HS

May

2021

Grand Total: \$ 382,671.80

Name	Check No.	Date	Memo	Amount
CompStar Insurance Services	210510-02	5/10/2021	05/21 Workers' Compensation Policy #CST5019550	\$ 19,563.49
PenServ Plan Services	ACH210503-01	5/27/2021	403(B) Funding	38,267.00
CompStar Insurance Services	ACH210510-01	5/10/2021	05/21 Installment Fee Workers' Comp Policy #CST5019550	30.00
PenServ Plan Services	ACH210518-01	5/18/2021	403(B) Funding	780.00
Self Insured Schools of California	ACH210519 -1	5/19/2021	21-May Employee Benefits ID# 99118	323,966.16
California Department of Tax & Fee Admin	ACH210525-01	5/25/2021	2020 -2021 Student Store Sales and Use Tax Prepayment1 Q2	65.15

California Chicken Cafe	15295	5/3/2021	5/7/21 Teacher Week PD	\$ 1,875.00
United Rentals (North America), INC	15296	5/3/2021	inv 115552 Tables Needed for Testing	350.40
Dave Berens	15297	5/4/2021	5/8/21 - JV Baseball vs Taft HS Plate	85.00
Roberto Candelario	15298	5/4/2021	5/4/21 - Girls Lacrosse vs Birmingham CCHS REF	77.00
Karl Ross	15299	5/4/2021	5/4/21 - Varsity Baseball vs Taft HS Plate	88.00
Jason Rotolo	15300	5/4/2021	5/4/21 - Varsity Baseball vs Taft HS Bases	84.00
Staples Business Advantage	15301	5/4/2021	inv 3458811823 Record Keeping supplies for records room 20-21	960.40
Fastsigns 62901	15302	5/4/2021	inv 548-27414 Updated Student Nutrition Banners	164.25
Afolabi, Muideen	15303	5/4/2021	5/4/21 - Girls Lacrosse vs Birmingham CCHS Umpire	77.00
Rahvie Pagely	15304	5/5/2021	5/8/21 - Varsity Baseball vs Malibu HS Plate	88.00
Purchase Power (Pitney Bowes)	15305	5/4/2021	04/21 Meter Rental Acct # 8000 9090 0876 5336	253.24
Spectrum 5691	15306	5/4/2021	4/22/21-5/21/21 Inv# 7785691042221 Acct# 8448 20 001 7785691 Fiber backup line	1,185.00
T-Mobile US, Inc.	15307	5/4/2021	21-May 969604280 - WiFi Student Hot Spots	400.00
William S Elkins II	15308	5/5/2021	5/8/21 - Varsity Baseball vs Taft HS Bases	84.00
Kiamanesh, Holly	15309	5/4/2021	TPT resources for Virtual Learning	22.24
Reyes, Roxanna	15310	5/4/2021	Mileage for Driving to Granada Hills Charter HS	15.56
Pratt, Lori	15311	5/4/2021	Student Instructional Supplies	60.00
Yi, Richard	15312	5/4/2021	Game - Wristbands	49.28
Larry Crino	15313	5/5/2021	5/1/21 - Varsity Baseball vs Sierra Canyon HS Plate	88.00
Mark Hayes	15314	5/5/2021	5/1/21 - Varsity Baseball vs Sierra Canyon HS Base	84.00
Abdon Rosales	15315	5/4/2021	Gardening Service for Shoup 04-2021	1,000.00
Abdon Rosales	15316	5/4/2021	Gardening Service for Shoup 03-2021	1,000.00
United Rentals (North America), INC	15317	5/5/2021	inv 115567 Mr. Bennett Tables for Testing	350.40
Kirk A West	15318	5/5/2021	5/5/21- Boys Volleyball vs Cleveland HS REF	78.00
Karl Weingartner	15319	5/5/2021	5/5/21 - Varsity Boys Volleyball vs Cleveland HS Umpire	68.00
Cameron Pirkhahkohan	15320	5/5/2021	5/6/21 - Soccer vs Birmingham CCHS REF2	127.00
Shahin Torosian	15321	5/5/2021	5/6/21 - Varsity Boys Soccer vs Birmingham CCHS REF	82.00
Nazario De Los Santos	15322	5/5/2021	5/6/21 - Boys Soccer vs Birmingham CCHS REF 1, AR1	127.00
Pacific Coast Concrete Pumping Rental	15323	5/5/2021	inv 5332 Shoup side walk concrete	410.00
Sand Materials (SM Sales)	15324	5/5/2021	inv 76810-R Shoup side walk project	1,165.23
Sand Materials (SM Sales)	15325	5/5/2021	inv 76810 shoup side walk project	770.23

SVI Construction Inc	15326	5/5/2021	Shoup Side walk	10,222.86
Vista Paint Corporation	15327	5/6/2021	Buildings and Ground Supplies Inv#2021-959312-00	586.46
Vista Paint Corporation	15328	5/6/2021	Buildings and Ground Supplies Inv#2021-909769-00	416.30
Mark Hayes	15329	5/6/2021	5/8/21 - JV Baseball vs Moorpark HS Plate	85.00
Shannon Macias	15330	5/6/2021	5/7/21 Girls Volleyball vs Cleveland HS Ump, Ref	132.00
Samantha Villapando	15331	5/6/2021	5/7/21 Girls Volleyball vs Cleveland HS REF, UMP	118.00
Robert Rosen	15332	5/6/2021	5/7/21 - Track and Field Dual Meet vs Birmingham Starter	145.00
Corr-Robinett, Scott	15333	5/6/2021	5/7/21 - Track & Field vs Birmingham CCHS. Standard HS	600.00
Vista Paint Corporation	15334	5/6/2021	Buildings and Ground Supplies Inv#2021-895376-00	417.22
Mark Arthur	15335	5/7/2021	5/7/21 Girls Volleyball vs Cleveland HS Umpire, REF Replacing Shannon Macias	132.00
BYU Continuing Education Independent Study	15336	5/7/2021	INV DCE-00008358 World Language Class	280.00
BYU Continuing Education Independent Study	15337	5/7/2021	INV DCE-00008358 World Language Class	280.00
Afolabi, Muideen	15338	5/10/2021	5/12/21 - Girls Lacrosse vs Village Christian HS Umpire-1	77.00
Brianna G DaSilveira	15339	5/10/2021	5/12/21 - Girls Lacrosse vs Village Christian HS REF	77.00
AT&T 3532	15340	5/10/2021	21-April 818 888-3532 333	469.24
Alyssa Lee	15341	5/10/2021	inv 04142021 campus tour video	1,500.00
Ahmed Ibrahim	15342	5/10/2021	4/8/21 Var Boys Soccer vs Granada Hill CHS REF, AR1	151.00
Magdy Abdalla	15343	5/10/2021	4/8/21 Var Girls Soccer vs Granada Hills AR	138.00
Alex Gorin	15344	5/10/2021	4/8/21 Var Boys Soccer vs Granada Hills CHS REF	151.00
Mutual of Omaha	15345	5/10/2021	INV 001197434583 Voluntary Disability Insurance 05/21	1,518.79
MRC Smart Technology Solutions(SoCal Office)	15346	5/11/2021	inv# IN1939682 4/22/21-5/21/21 Copies for Managed Print Service (Contract CN8006-01)	409.53
International Academy of Science	15347	5/10/2021	INV 80797 for 5 Acellus License	500.00
National Speech & Debate Association	15348	5/10/2021	INV 14530 National Competition Fees	425.00
ARC Document Solutions, LLC	15349	5/10/2021	INV 10880997 Signs Printing Services	1,549.43
The Print Spot	15350	5/10/2021	INV 3857 Replenishment of Alt Ed Cum File no longer provided by LAUSD	2,415.00
WM Corporate services, INC	15351	5/11/2021	04/21 Waste Management Services on Shoup	370.85
MRC Smart Technology Solutions(SoCal Office)	15352	5/11/2021	4/30/21-5/30/21 360 App Fee (Contract CN15953-01)	1,076.80
Ralph Walker	15353	5/11/2021	5/11/21 - Boys Lacrosse vs Ralph Walker REF	77.00

Julian Pearlman	15354	5/11/2021	5/11/21 - Boys Lacrosse vs Palisades CHS Umpire	77.00
Greg Yamin	15355	5/11/2021	5/11/21 - JV Baseball vs Chatsworth HS Plate	85.00
Jessier Tibana	15356	5/11/2021	4/30/21 - Football vs Cleveland HS Line Judge	88.00
Telvin Griffin	15357	5/11/2021	4/30/21 - Football vs Cleveland HS Back Judge	88.00
Dan Crawford	15358	5/11/2021	5/12/21 - Boys Volleyball vs Taft HS UMP	68.00
Kirk A West	15359	5/11/2021	5/12/21 - Boys Volleyball vs Taft HS REF	78.00
NASSP	15360	5/11/2021	July/1/2021-June/30/2022 Affiliation Honor Society	385.00
Golden Star Technology, Inc	15361	5/11/2021	INV IN61642 Global Protect Subscription	14,486.96
BYU Continuing Education Independent Study	15362	5/11/2021	INV DCE-00007469 World Language Class	280.00
BYU Continuing Education Independent Study	15363	5/11/2021	INV DCE-00007827 World Language Class	20.00
South Pasadena High School Tiger Booster Club	15364	5/11/2021	INV 1097110 Track and Field Invitational Fee	460.00
Corner Bakery	15365	5/11/2021	INV 1728722 PD for ALT Ed	341.03
Karl Ross	15366	5/12/2021	5/13/21 - Varsity Baseball vs Chatsworth HS Base	84.00
Roger Nelson	15367	5/12/2021	5/13/21 - Varsity Baseball vs Chatsworth HS Plate	88.00
Afolabi, Muideen	15368	5/12/2021	5/13/21 - JV Softball Game vs Granada Hills CHS JV Plate	83.00
M&M Paper Co.	15369	5/12/2021	inv IN14582 Replenishment of paper-low stock	6,230.82
U.S. Bank Equipment Finance	15370	5/12/2021	04/21 INV# 441938487 Copiers Shoup	869.65
ICON School Management	15371	5/12/2021	05/21 INV# 713 Charter School Consulting	11,500.00
The College Board	15372	5/12/2021	INV EA00005824 College Board Membership Fee 2020-2021	400.00
Temple, Bret J.	15373	5/13/2021	5/14/21 - Boys Basketball vs Windward HS Umpire 2	78.00
Robert Foster	15374	5/13/2021	5/14/21 - Boys Basketball vs Windward HS Umpire	78.00
Miro Aboolian	15375	5/13/2021	5/14/21 - Boys Basketball vs Windward HS Umpire 2	78.00
Infrared Cameras Inc	15376	5/13/2021	inv ICI-003896 Temperature measurement system	22,695.88
Robert Jiron	15377	5/13/2021	5/15/21 - FS Baseball vs St Bonaventure HS Plate	85.00
Chad Lagana	15378	5/13/2021	5/15/21 - Varsity Baseball vs Arcadia HS Plate	88.00
Daniel Olson	15379	5/13/2021	5/15/21 - Varsity Baseball vs Arcadia HS Base	84.00
LexisNexis, a division of RELX Inc.	15380	5/13/2021	3/21 INV 3093180230 Online legal research software	13.29
Brooks Transportation Inc.	15381	5/14/2021	INV 16118 Athletics Transportation	1,775.00
Brooks Transportation Inc.	15382	5/14/2021	INV 16123 Athletics Transportation	1,050.00
Los Angeles Community College District	15383	5/14/2021	INV AG-00008662 Student Textbook	4,819.80

Chris Nevil	15384	5/14/2021	5/17/21 - Boys Lacrosse vs Viewpoint HS REF	77.00
Sebastian Torres	15385	5/14/2021	5/17/21 - Boys Lacrosse vs Viewpoint HS Umpire	77.00
Carranza, Julio	15386	5/14/2021	5/14/21 - Boys Soccer vs Smidt Tech HS CIF-LA Playoffs - 1st Round REF	88.00
Gregory Turner	15387	5/14/2021	5/14/21 - Boys Soccer vs Smidt Tech HS CIF-LA Playoffs - 1st Round AR 2	77.00
Simi Valley High School	15388	5/14/2021	Track and Field Simi Valley Invitational Redux May 15, 2021	440.00
Matt Ng	15389	5/14/2021	5/14/21 - Boys Soccer vs Smidt Tech HS CIF-LA Playoffs - 1st Round AR 1	77.00
LexisNexis, a division of RELX Inc.	15390	5/14/2021	2/21 INV 3093129585 Online legal research software	412.00
Working With Autism, Inc	15391	5/14/2021	April 2021 Special Ed Services	7,119.86
LAUSD - Maintenance & Operations	15392	5/14/2021	Facilities M & O charges Approved Q1 Payment #2	16,509.24
Bob Aguirre	15393	5/14/2021	5/1/21 - Boys Lacrosse vs Village Christian HS Umpire	77.00
Joshua Lorimer	15394	5/14/2021	5/1/21 - Boys Lacrosse vs Village Christian HS Ref	77.00
U.S. Bank National Association	15395	5/14/2021	21-APR 6539 Credit Card Charges	3,978.92
White's Studios, Inc.	15396	5/14/2021	INV 573256 Pre-printed ID card blanks	871.07
CompuClaim	15397	5/14/2021	4/21 MeduClaim Procedure Code Billing(LEA)	31.74
Kampschroer-Shehab, Devin	15398	Voided 5/17/2021	VOID	88.00
Kampschroer-Shehab, Devin	15399	5/17/2021	5/18/21 - Varsity Baseball vs Birmingham CCHS Plate	88.00
Dhon Wellons	15400	5/17/2021	5/17/21 - Boys Basketball vs Granada Hills CHS REF	83.00
Miro Aboolian	15401	5/17/2021	5/17/21 - Boys Basketball vs Granada Hills CHS Umpire	83.00
Torres, Eduardo	15402	5/18/2021	4/1/21 - Varsity Boys Soccer vs Fairfax AR 1 Check Reissue	69.00
Jesus Avila	15403	5/18/2021	5/18/21 - Girls Soccer vs Hamilton HS CIF-LA Division 1 Playoffs - Quarterfinals AR1	77.00
Shaine Danbeli	15404	5/18/2021	5/18/21 - Girls Soccer vs Hamilton HS CIF-LA Division 1 Playoffs - Quarterfinals REF	88.00
Torres, Eduardo	15405	5/18/2021	5/18/21 - Girls Soccer vs Hamilton HS AR2	77.00
Russell, Richard	15406	5/18/2021	NFHS COURSE	50.00
Yi, Richard	15407	5/18/2021	Live Streaming Platform	49.99
Adams, Justin	15408	5/18/2021	Fans for Tech offices	213.42
Gruen, Anita	15409	5/18/2021	Instructional Student Supplies	35.99
Bennett, Donna	15410	5/18/2021	Safe Reopening Supplies Needed	244.88
Rich Skalma	15411	5/18/2021	5/19/21 - JV, Varsity Girls Volleyball vs Taft HS Ref, Ump	132.00

Jason Rotolo	15412	5/18/2021	5/18/21 Varsity baseball vs Birmingham Bases Replacing Kurt Kerby	84.00
Vigen Abrahamian	15413	5/18/2021	5/19/21 - JV Girls Volleyball vs Taft HS Ref, Ump	127.00
California Chicken Cafe	15414	5/18/2021	INV 07HIL052921V1 Catering for AVID	582.50
Cameron Pirkhahkohan	15415	5/18/2021	5/19/21 - Boys Soccer vs Cleveland CIF-LA Boys Soccer Division 1 Quarterfinals AR2	77.00
Savage, Adam	15416	5/18/2021	5/19/21 - Boys Soccer vs Cleveland CIF-LA Boys Soccer Division 1 Quarterfinals AR1	77.00
Michael Daniels	15417	5/18/2021	5/19/21 - Boys Soccer vs Cleveland CIF-LA Boys Soccer Division 1 Quarterfinals REF	88.00
Phase II Systems (Public Agency Retirement Services)	15418	5/18/2021	INV 47302 PARS ARS Fees Plan A5 - ARS11A 12/20	343.67
The Help Group-North Hills Prep School	15419	5/18/2021	INV ELC0221NHP Special Ed Services 02/21	3,128.37
Nick Rail Music, Inc.	15420	5/19/2021	INV# 2403502 PPE Student Equipment for Instrumental Class	1,996.51
AKD Ink/AKidzdream Inc	15421	5/19/2021	inv 33184 Graduation Tote Bags	3,695.63
Carlos Turcios	15422	5/19/2021	5/21/21 - JV Baseball vs Notre Dame HS Plate	85.00
Derrick Walker	15423	5/19/2021	5/20/21 - Boys Basketball vs Taft HS Ref	83.00
Kenny Dixon	15424	5/19/2021	5/20/21 - Boys Basketball vs Taft HS Ump	83.00
Joe Shields	15425	5/19/2021	5/20/21 - JV Baseball vs Birmingham CCHS Plate	85.00
Audio Enhancement	15426	5/19/2021	INV10176 Maintenance and replacement parts for classroom audio	15,386.63
Mehdi Eskandari	15427	5/20/2021	5/20/21 - Girls Soccer vs Granada Hills CHS REF	88.00
Magdy Abdalla	15428	5/20/2021	5/20/21 - Girls Soccer vs Granada Hills CHS AR1	77.00
Edwin Ramirez	15429	5/20/2021	5/20/21 - Girls Soccer vs Granada Hills CHS AR2	77.00
El Camino Real Charter High School 403(B) Plan	15430	5/20/2021	5/15/2021 403(B) Plan 2563-4428 Charles Schwab	150.00
Kevin Farr	15431	5/21/2021	5/24/21 - Varsity Baseball vs Poly HS Base	84.00
Larry Crino	15432	5/21/2021	5/24/21 - Varsity Baseball vs Poly HS Plate	88.00
Long Beach Woodrow Wilson High School	15433	5/21/2021	5/22/21 Track & Field California Relays	450.00
Julianna Nourayi	15434	5/21/2021	5/21/21 - Girls Lacrosse vs Birmingham CCHS Ump	91.00
Cassie Jones	15435	5/21/2021	5/21/21 - Girls Lacrosse vs Birmingham CCHS REF	91.00
Torres, Eduardo	15436	5/21/2021	5/21/21 - Boys Soccer vs Poly HS AR2	77.00

Alex Gorin	15437	5/21/2021	5/21/21 - Boys Soccer vs Poly HS REF	88.00
Ali Hacock	15438	5/21/2021	5/21/21 - Boys Soccer vs Poly HS AR1	77.00
WGY Solutions LLC	15439	5/21/2021	INV E0521 Network Engineering Services April 2021	2,400.00
Splashtop Inc.	15440	5/21/2021	INV stb210503-3 Technology Department Remote troubleshooting tool	1,635.37
Russell, Richard	15441	5/24/2021	Goalie Chest Pads	218.98
Beven Grossman	15442	5/24/2021	5/25/21 - JV Baseball vs Granada Hills CHS Plate	85.00
United Rentals (North America), INC	15443	5/24/2021	INV# 115722 - Graduation Chairs 2021	748.80
Derrick Walker	15444	5/24/2021	5/24/21 - Girls Basketball vs Granada Hills CHS Ref	83.00
Ralph Peck	15445	5/24/2021	5/25/21 - JV Softball vs Birmingham CCHS Plate	83.00
Kenny Dixon	15446	5/24/2021	5/24/21 - Girls Basketball vs Granada Hills CHS Ump	83.00
Jim Mulligan	15447	5/24/2021	5/25/21 - Varsity Softball vs Birmingham CCHS Base	78.00
Robert Hacker	15448	5/24/2021	5/01/21 vs Sierra Canyon HS JV Plate Replaced Carlos Astorga	85.00
Moore, John	15449	5/24/2021	5/25/21 - Varsity Softball vs Birmingham CCHS Plate	80.00
Thomas Gasbeck	15450	5/24/2021	5/24/21 - Wrestling Meet vs Cleveland HS Official	86.00
Hernandez, Daniela	15451	5/25/2021	Yearly Subscription Garbanzo -Extra Support for instructional use	149.00
AT&T 9132	15452	5/25/2021	3/10/21-4/9/21 Inv# 2036533500 Acct# 831-000-9132 154 5G Line	3,909.26
Chartwells Division Services	15453	5/25/2021	4/21 Cafeteria Services INV K40349052	42,595.72
AP fbo EdLogical Group Corp	15454	5/25/2021	4/21 Special Ed Services INV 91359241	13,540.28
Law Offices of Young, Minney & Corr, LLP	15455	5/25/2021	INV 70848 Legal Services Claim #19-00803409 001	1,158.50
Winter Guard Association of Southern California	15456	5/25/2021	INV 1225 Solo Events Fee	175.00
Fence Factory Rentals	15457	5/25/2021	INV 655145 Rentals for Graduation 2021	540.00
Bill Ferrell Co.	15458	5/25/2021	INV30902 - Stage for Graduation 2021	1,518.22
Ray Allen Holt	15459	5/26/2021	5/27/21 - Varsity Baseball vs Granada Hills CHS Plate	88.00
Jason Rotolo	15460	5/26/2021	5/27/21 - Varsity Baseball vs Granada Hills CHS Base	84.00
Moore, John	15461	5/27/2021	5/25/21 - Varsity Softball vs Crescenta Valley HS Plate	80.00
Danny Vargas	15462	5/27/2021	5/28/21 - Varsity Softball vs Crescenta Valley HS Bases	78.00
Beven Grossman	15463	5/27/2021	5/28/21 - Girls Volleyball vs Chatsworth HS L1	55.00
Lara Janjic	15464	5/27/2021	5/28/21 - Girls Volleyball vs Chatsworth HS L2	55.00
The Trophy Shoppe	15465	5/27/2021	Gold/Black plaques for Hallway portrait project	1,054.48
Louis Trygar	15466	5/27/2021	5/29/21 - Wrestling Meet vs Chatsworth HS Official	86.00

Colleen Garner	15467	5/27/2021	5/28/21 - Girls Volleyball vs Chatsworth HS UMP	83.00
Mark Sawyer	15468	5/27/2021	5/27/21 - Girls Basketball vs Birmingham CCHS UMP	83.00
Efren Lopez	15469	5/27/2021	5/27/21 - Girls Basketball vs Birmingham CCHS REF	83.00
Jeff Porter	15470	5/27/2021	5/28/21 - Girls Volleyball vs Chatsworth HS Ref	89.00
Mutual of Omaha	15471	5/27/2021	INV 001208236326 Voluntary Disability Insurance 5/21	1,518.79
Law Offices of Young, Minney & Corr, LLP	15472	5/27/2021	INV 70335 Claim number 19-00750102-01	1,563.50
Corr-Robinett, Scott	15473	5/28/2021	5/28/21 - Track Meets vs Cleveland HS Timer	600.00
Ralph Jordan	15474	5/28/2021	5/28/21 - Track and Field vs Cleveland Starter	143.00
Yantzer brothers heating and air inc	15475	5/28/2021	Inv 1-18-1 trouble call	210.00
Yantzer brothers heating and air inc	15476	5/28/2021	Inv 1-18-2 Services for Blow motor	1,193.59
Staples Business Advantage	32077	5/6/2021	inv 3458811824 Record Keeping supplies for records room 20-21	847.60
AT&T Business Service	32078	5/6/2021	04/21 - AN 051 933 23 40 001 LD Charges PBX REF#8188889566	42.09
AFSCME District Council 36	32079	5/6/2021	04/21 Union Dues	2,509.05
U.S Bank PARS Account #6746022400	32080	5/6/2021	#6746022400 PARS Contributions for April 2021	619.00
El Camino Real Charter High School 403(B) Plan	32081	5/6/2021	04/21 403(B) Plan 2563-4428 Charles Schwab	10,290.18
BYU Continuing Education Independent Study	32082	5/8/2021	INV DCE-00007826 World Language Class	280.00
UTLA	32083	5/8/2021	04/21 Union Dues Certificated	12,822.28
Vending Plus (Nick Nikka)	32084	5/8/2021	inv 1190 Water Bottles for the Students who forgot theirs at home	1,139.88
AT&T 1516	32085	5/8/2021	21-April 818 888-1516 256	577.91
The Help Group-North Hills Prep School	32086	5/8/2021	INV ELC0321NHP Special Ed Services 3/2021	2,973.18
Los Angeles Cable Television Access Corp.	32087	5/8/2021	INV# 2089 Livestream Student Games due to COVID-19	2,500.00
Yantzer brothers heating and air inc	32088	5/8/2021	085709 HVAC work in H-3	2,850.00
SoCalGas	32089	5/12/2021	04/21 Gas Charges for Shoup Acct 163 513 3769 2	21.77
LADWP	32090	5/12/2021	21-April 6968788886 Shoup Utilities	4,090.90
The Shredders	32091	5/12/2021	INV 346631 Shredding 4/2021	46.00
Nettime Solutions LLC	32092	5/12/2021	INV 121203 stratustime Monthly Subscription	50.00
Brooks Transportation Inc.	32093	5/12/2021	inv 16113 Transportation Week of 4/19/21	2,125.00

Cascade Athletic Supply Co Inc	32094	5/13/2021	INV 265755 Softball Case Field Paint	146.97
Sports Imports Inc	32095	5/13/2021	inv 155539 Volleyball Nets - Boys Volleyball Budget	447.58
Procopio, Cory, Hargreaves, & Savitch LLP	32096	5/13/2021	11/20 & 4/21 INV 734493 & 751004 - Legal Services Fees Revised	962.50
Yantzer brothers heating and air inc	32097	5/13/2021	INV 1-32-1 Replacing of A/C Blower Motor	875.00
Yantzer brothers heating and air inc	32098	5/13/2021	INV 1-30-1 Replacing of A/C blower Motor Z-4	300.00
Law Offices of Young, Minney & Corr, LLP	32099	5/14/2021	INV 71053 Legal Services through 4/30/2021	11,749.60
The Cruz Center	32100	5/15/2021	4/21 Special Ed Services INV 2818	593.75
Coutin School LLC	32101	5/15/2021	03/21 Special Ed Services Coutin RSY	7,123.90
Classroom Products, LLC	32102	5/15/2021	inv 31194 Shields for Classrooms	3,747.50
AT&T Business Service	32103	5/16/2021	04/21 - AN 051 933 37 92 001 LD Charges Main Fax REF#8187109023	45.17
Department of Justice (State of CA)	32104	5/18/2021	04/21 Fingerprint Apps	96.00
Canon Financial Services, Inc.	32105	5/18/2021	4/20/21-5/19/21 Equipment Leases	2,734.76
Allied Private Investigations & Security Services, LLC	32106	5/21/2021	INV ELC 1002 Security Services	2,099.38
The Padcaster, LLC	32107	5/21/2021	INV 7188 Livestreaming supplies for online recording	479.60
Allied Private Investigations & Security Services, LLC	32108	5/21/2021	INV ELC 1001 Security Services	1,200.00
Spectrum Business 1228	32109	5/21/2021	5/13/21-6/12/21 Spectrum Business Internet & Voice Account 8448 20 001 7461228 Shoup	187.96
Verizon Wireless	32110	5/22/2021	4/8/21-5/7/21 INV# 9879285532 Communication Services	468.91
AT&T 3601	32111	5/22/2021	21-May 818 999-3601 418	181.22
AT&T 4152	32112	5/22/2021	21-May 818 348-4152 036	181.22
AT&T 8815	32113	5/22/2021	21-May 818 884-8815 516	229.58
AT&T 9221	32114	5/22/2021	21-May 818 887-9221 130	360.57
AT&T 6340	32115	5/22/2021	21-May 818 888-6340 249	181.22
AT&T 3635	32116	5/22/2021	21-May 818 347-3635 849	181.22
AT&T 0810	32117	5/22/2021	21-May 818 716-0810 246	181.22
AT&T 9023	32118	5/22/2021	21-May 818 710-9023 538	181.22
AssistX Education, LLC	32119	5/24/2021	INV 20210505-1 Classroom Remote Monitoring Tool for Teachers	7,256.00
Yantzer brothers heating and air inc	32120	5/26/2021	INV 1-18-4 Labor & Parts for A/c in for RoomZ9	1,198.98

AT&T 6665	32121	5/26/2021	21-May 339 341-6665 668	188.21
Yantzer brothers heating and air inc	32122	5/26/2021	INV 1-40-1 Labor for Motor Replacement room T39	240.00
Inspirit Group, LLC	SPACH251	5/7/2021	INV 27604 Contact tracing application	2,400.00
Kelly Services, Inc.	SPACH252	5/7/2021	Substitutes through 2/16-2/19	10,316.81
Kelly Services, Inc.	SPACH253	5/8/2021	Substitutes through 3/09-3/12 Inv#415403	9,010.68
Amazon Web Services	SPACH254	5/8/2021	03/21 Amazon web services subscription inv 723299729	2,388.70
DLL Financial Services, Inc.	SPACH255	5/10/2021	INV 72274445 Copier Lease Contract 25426256	974.12
Piece of Mind Care Services	SPACH256	5/12/2021	INV 0000092 Continuation School Services 4/2021	3,705.24
Amazon Capital Services	SPACH257	5/12/2021	INV 13JD-L43H-GKD9 Office Supplies for the Main Office	214.70
Kelly Services, Inc.	SPACH258	5/12/2021	INV# 418595 Substitute Teachers Through 3/9-3/19	11,251.61
Jive Communications, Inc.	SPACH259	5/13/2021	05/21 Jive (VoIP Phone System) Monthly recurring payment	2,569.66
Amazon Web Services	SPACH260	5/13/2021	684308021 AWS upfront 3-year instance	11,983.68
Amazon Web Services	SPACH261	5/13/2021	AWS upfront 3-year instance	1,997.28
Inspire Communication, Inc	SPACH262	5/13/2021	04/21 INV# EC2021430 Speech-Language Services	20,400.00
Jive Communications, Inc.	SPACH263	5/13/2021	IN7100329197 Jive (VoIP Phone System) Monthly recurring payment	2,569.66
Amazon Web Services	SPACH264	5/13/2021	684307605 AWS upfront 3-year instance	10,748.52
PTC INC. (Onshape)	SPACH265	5/13/2021	INV00008135 Student Software for Engineering	3,000.00
Piece of Mind Care Services	SPACH266	5/13/2021	INV 0000091 Students Support Services 4/2021	59,627.39
Xerox Financial Services	SPACH267	5/18/2021	4/28/21-5/27/21 Equipment Lease-Contract 010-0077477-002	80.57
Kelly Services, Inc.	SPACH268	5/19/2021	INV#425147 Substitute Teachers Through 3/25	1,902.67
Kelly Services, Inc.	SPACH269	5/20/2021	Substitutes through 4/05-4/8 Inv#428903	11,276.21
Vista Paint Corporation	SPACH270	5/20/2021	Buildings and Ground Supplies Inv#2021-875736-00	332.87
Vista Paint Corporation	SPACH271	5/20/2021	Buildings and Ground Supplies Inv#2021-861371-00	431.27
Xerox Financial Services	SPACH272	5/21/2021	3/31-4/29, 4/30-5/30,5/31-6/29 Equipment Lease-Contract 010-0077477-001	3,174.36
Amazon Capital Services	SPACH273	5/21/2021	INV 13JD-L43H-9NMT SPED office supplies	84.55
Amazon Capital Services	SPACH274	5/21/2021	INV 13JD-L43H-CTQD 10 key pads computer related supplies	49.20
Amazon Capital Services	SPACH275	5/21/2021	INV 1MHD-1HKD-DW14 Volleyball Team (Outdoor Net System)	803.88
Spectrum Enterprise 4201	SPACH276	5/24/2021	05/21 Inv# 086084201050121 Acct#086084201 Enterprise Fiber line	899.00
Amazon Capital Services	SPACH277	5/24/2021	inv 1QVM-33V6-CXLK School reopening supplies	1,149.98
Amazon Capital Services	SPACH278	5/24/2021	INV 1QVM-33V6-7DCX Social Distancing Decals	483.13

Xerox Financial Services	SPACH279	5/25/2021	3/31/21-5/30/21 inv 2584924 Equipment Lease-Contract 010-0077477-001	2,116.24
Mixtus Inc dba Mustang Marketing	SPACH280	5/25/2021	INV 9607-0 Marketing services 5/21	2,000.00
Xerox Financial Services	SPACH281	5/26/2021	05/21 inv 2586648 Equipment Lease-Contract 010-0077477-003	90.35
Amazon Web Services	SPACH282	5/28/2021	Amazon web services subscription 2020-2021	3,676.88
Amazon Web Services	SPACH283	5/28/2021	AWS upfront 3-year instance	1,813.32
Kelly Services, Inc.	SPACH284	5/28/2021	Substitutes through 4/16 Inv#432095	14,979.33
Vista Paint Corporation	SPACH285	5/29/2021	Inv 2021-965401-00 B&G supplies	639.57

Check Register**El Camino Real HS**

Account: 1826 ASB

May 2021Grand Total: **\$ 37,012.09**

Name	Check No.	Date	Memo	Amount
Eastbay Team Sales	1596	5/3/2021	inv 1379765 Uniform Screen Printing - Softball Trust	226.12
Choi, Eric	1597	5/4/2021	Soccer Jackets	2,081.27
Sabolic, Jason	1598	5/4/2021	Ipads for Football	2,030.12
Screen Tec (James W Peire)	1599	5/6/2021	INV#18636 Boys Soccer Jackets Embroidery	620.00
Cody Taylor	1600	5/6/2021	2019-20 Refund Film Class Supplies	48.20
United Rentals (North America), INC	1601	5/7/2021	INV 192801481-001 Football Rental Equipment	663.81
Grant A. Horn	1602	5/10/2021	INV# 2 Breakout Sessions Marching Band 4/19,4/22,4/26/21	300.00
Jennifer Smith	1603	5/10/2021	INV# 1 Breakout Sessions Marching Band 4/19,4/22,4/26, 4/29/2021	400.00
Deny Sportswear	1604	5/10/2021	inv 1334 Plaques - Softball Trust	78.68
Eastbay Team Sales	1605	5/11/2021	inv 1378450 Helmets - Softball Trust	417.15
First Class Events	1606	5/10/2021	2021 Senior Prom Deposit	25,000.00
Omero Pena	1607	5/13/2021	INV 0038 Softball Custom Apparel	410.63
Deny Sportswear	1608	5/14/2021	INV 1347 Boys Soccer Jersey print	613.05
HD Print Design	1609	5/14/2021	INV 14085 Powderpuff Jerseys	714.78
U.S. Bank National Association	1610	5/14/2021	21-APR 6539 Credit Card Charges - TRUST	433.39
Temecula Valley High School	1611	5/17/2021	4th Annual Golden Bear Classic Tournament Fee	475.00
Simi Valley High School	1612	5/18/2021	7/10/21 Simi Valley Football, 2nd Annual Pioneer Challenge	300.00
Wagner, Mike	1613	5/21/2021	4/24/21 - Santa Monica vs Village Christian HS Bases	84.00
Ralph Peck	1614	5/21/2021	4/24/21 - Santa Monica vs Village Christian HS Plate	84.00
Zahur, Ziat	1615	5/24/2021	Graduation cords	425.56
Hernandez, Daniela	1616	5/24/2021	The American Association of Teachers of Spanish and Portuguese	306.00
Grant A. Horn	1617	5/25/2021	INV 4 After School instruction	300.00
Jennifer Smith	1618	5/25/2021	INV 3 After school instruction	400.00
Chad Lagana	1619	5/26/2021	5/8/21 - Arcadia HS vs Village Christian HS Bases	84.00
Diana I Lopez	1620	5/28/2021	inv 5252021 Girls Basketball Graduation Supplies -Trust	516.33

Cover Sheet

Review and Vote on May 2021 Credit Card Charges

Section:	II. Consent
Item:	C. Review and Vote on May 2021 Credit Card Charges
Purpose:	Vote
Submitted by:	
Related Material:	05.25.2021 - US Bank Credit Card Statement.pdf May 2021 - Credit Card Summary v06.14.2021.pdf



P.O. BOX 6343
FARGO ND 58125-6343



ACCOUNT NUMBER 4866 9145 5552 6539
STATEMENT DATE 05-25-2021
AMOUNT DUE \$8,574.10
NEW BALANCE \$8,574.10

PAYMENT DUE ON RECEIPT



000001289 01 SP 106481345231030 S

EL CAMINO REAL CHS
ATTN DAVID HUSSEY
5440 VALLEY CIRCLE BLVD
WOODLAND HILLS CA 91367-5949

AMOUNT ENCLOSED

\$

Please make check payable to "U.S. Bank"

U.S. BANK CORPORATE PAYMENT SYSTEMS
P.O. BOX 790428
ST. LOUIS, MO 63179-0428

4866914555526539 000857410 000857410

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY

EL CAMINO REAL CHS 4866 9145 5552 6539	Previous Balance	Purchases And Other + Charges	Cash + Advances	Cash Advance Fees	Late Payment Charges	- Credits	- Payments	New = Balance
Company Total	\$4,754.71	\$10,930.57	\$0.00	\$0.00	\$0.00	\$2,356.47	\$4,754.71	\$8,574.10

CORPORATE ACCOUNT ACTIVITY

EL CAMINO REAL CHS
4866-9145-5552-6539

TOTAL CORPORATE ACTIVITY
\$4,754.71 CR

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-29	04-27	74798261119000000000270	PAYMENT - THANK YOU 00000 C	342.40 PY
05-21	05-20	74798261141000000000025	PAYMENT - THANK YOU 00000 C	4,412.31 PY

NEW ACTIVITY

DAVID HUSSEY
4866-9137-0062-2540

CREDITS
\$2,356.47

PURCHASES
\$10,930.57

CASH ADV
\$0.00

TOTAL ACTIVITY
\$8,574.10

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-27	04-26	24692161117100560672637	PITNEYBOWESLEASEEQUIP 844-256-6444 NY	209.36
04-29	04-28	24755421118171180878269	GRAINGER 877-2022594 IL	243.10
04-29	04-28	74208471118000011827166	YOU CAN BOOK.ME BEDFORD	6.90
04-30	04-29	74208471119000012492514	YOU CAN BOOK.ME BEDFORD	6.77

CUSTOMER SERVICE CALL

800-344-5696

ACCOUNT NUMBER

4866-9145-5552-6539

ACCOUNT SUMMARY

PREVIOUS BALANCE 4,754.71
PURCHASES &
OTHER CHARGES 10,930.57

STATEMENT DATE 05/25/21
DISPUTED AMOUNT .00

CASH ADVANCES .00
CASH ADVANCE FEES .00
LATE PAYMENT
CHARGES .00

SEND BILLING INQUIRIES TO:

U.S. Bank National Association
C/O U.S. Bancorp Purchasing Card Program
P.O. Box 6335
Fargo, ND 58125-6335

AMOUNT DUE

8,574.10

CREDITS 2,356.47
PAYMENTS 4,754.71

ACCOUNT BALANCE 8,574.10



Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 05-25-2021

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-30	04-29	74208471119000013900671	YOUCANBOOK.ME BEDFORD	47.20
05-05	05-05	24431061125083062013393	TARGET.COM * 800-591-3869 MN	133.87
05-06	05-04	24137461125500866942260	OFFICE DEPOT #5125 800-463-3768 CA	40.27
05-06	05-04	24137461125500866942344	OFFICE DEPOT #5125 800-463-3768 CA	175.18
05-07	05-04	24137461126500944346491	OFFICE DEPOT #2175 800-463-3768 CA	26.74
05-07	05-04	24137461126500944346566	OFFICE DEPOT #2263 800-463-3768 CA	60.40
05-07	05-04	24137461126500944346640	OFFICE DEPOT #5125 800-463-3768 CA	558.47
05-07	05-04	24137461126500944346723	OFFICE DEPOT #5125 800-463-3768 CA	352.57
05-07	05-04	24137461126500944346806	OFFICE DEPOT #5125 800-463-3768 CA	90.09
05-11	05-10	24011341130000048814345	WRIST-BAND* CUSTOMLANY WRISTBAND.COM TX	2,136.47
05-12	05-12	24204291132000219487550	MAILCHIMP 000-0000000 GA	185.00
05-12	05-11	24692161131100210227719	AGUAVIDA PREMIUM WATER 747-444-9637 CA	219.99
05-13	05-12	24011341133000003908857	WRIST-BAND* CUSTOMLANY WRISTBAND.COM TX	220.00
05-13	05-12	24755421133731336241075	GRAINGER 877-2022594 IL	191.26
05-19	05-18	24692161139100004883349	IN *AKD AKD INK 818-3401357 CA	3,730.63
05-20	05-19	24011341139000031569139	WRIST-BAND* CUSTOMLANY WRISTBAND.COM TX	220.00 CR
05-20	05-19	24011341139000031571648	WRIST-BAND* CUSTOMLANY WRISTBAND.COM TX	2,136.47 CR
05-20	05-19	24492151140852200583491	PAYPAL *CALIFORNIAN 402-935-7733 CA	809.50
05-20	05-18	24906411138121586962675	NASSP PRODUCT & SERVICE 703-8600200 VA	531.80
05-24	05-21	24013391141003169178961	365 DISPOSAL AND RECYCLIN 888-4830836 CA	455.00
05-24	05-21	24013391141003169178979	365 DISPOSAL AND RECYCLIN 888-4830836 CA	500.00

Department: 00000 Total: \$8,574.10
 Division: 00000 Total: \$8,574.10

**ECRCHS
CREDIT CARD RECONCILIATION FORM
FOR THE PERIOD OF: 04/26/2021 - 05/25/2021 - CAL Card**

DATE	VENDOR	CARDHOLDER	REQUESTED BY	AMOUNT	RESOURCE	DESCRIPTION
4/27/2021	PITNEY BOWES	D.HUSSEY	A.DELOSSANTOS	\$ 209.36	GENERAL OPERATIONS	POSTAGE METER REFILL
4/29/2021	GRAINGER	D.HUSSEY	S.DHILLON	\$ 243.10	GENERAL OPERATIONS	DOOR ALARMS FOR SAFETY
4/29/2021	YOUCANBOOKME	D.HUSSEY	S.JAQUEZ	\$ 6.90	LCAP	SUBSCRIPTION TOOL SFTWR -ONLINE CALENDAR FOR TOURS
4/30/2021	YOUCANBOOKME	D.HUSSEY	S.JAQUEZ	\$ 6.77	LCAP	SUBSCRIPTION TOOL SFTWR -ONLINE CALENDAR FOR TOURS
4/30/2021	YOUCANBOOKME	D.HUSSEY	S.JAQUEZ	\$ 47.20	LCAP	SUBSCRIPTION TOOL SFTWR -ONLINE CALENDAR FOR TOURS
5/5/2021	TARGET	D.HUSSEY	M.CLARK	\$ 133.87	GENERAL OPERATIONS	PROFESSIONAL DEVELOPMENT REFRESHMENTS TEACHER WEEK
5/6/2021	OFFICE DEPOT	D.HUSSEY	A.DELOSSANTOS	\$ 40.27	GENERAL OPERATIONS	REPLENISHMENT OF OFFICE SUPPLIES END OF YEAR
5/6/2021	OFFICE DEPOT	D.HUSSEY	A.DELOSSANTOS	\$ 175.18	GENERAL OPERATIONS	REPLENISHMENT OF OFFICE SUPPLIES END OF YEAR
5/7/2021	OFFICE DEPOT	D.HUSSEY	A.DELOSSANTOS	\$ 26.74	GENERAL OPERATIONS	REPLENISHMENT OF OFFICE SUPPLIES END OF YEAR
5/7/2021	OFFICE DEPOT	D.HUSSEY	A.DELOSSANTOS	\$ 60.40	GENERAL OPERATIONS	REPLENISHMENT OF OFFICE SUPPLIES END OF YEAR
5/7/2021	OFFICE DEPOT	D.HUSSEY	A.DELOSSANTOS	\$ 558.47	GENERAL OPERATIONS	REPLENISHMENT OF OFFICE SUPPLIES END OF YEAR
5/7/2021	OFFICE DEPOT	D.HUSSEY	A.DELOSSANTOS	\$ 352.57	LEARNING LOSS	ONLINE CONFERENCE CALL HEADSET FOR REOPENING OF CAMPUS
5/7/2021	OFFICE DEPOT	D.HUSSEY	A.DELOSSANTOS	\$ 90.09	GENERAL OPERATIONS	REPLENISHMENT OF OFFICE SUPPLIES END OF YEAR
5/11/2021	WRIST-BAND CUSTOM LANY	D.HUSSEY	D.YEREVANIAN	\$ 2,136.47	GENERAL ACADEMICS	SENIOR AWARD NIGHT RECIPIENT SUPPLIES
5/12/2021	MAILCHIMP	D.HUSSEY	M.DOMINGUEZ	\$ 185.00	GENERAL OPERATIONS	SUBSCRIPTION TOOL SFTWR -MASS EMAIL TOOL
5/12/2021	AGUAVIDA PREMIUM WATER	D.HUSSEY	A.DELOSSANTOS	\$ 219.99	GENERAL OPERATIONS	WATER SUPPLY FOR OFFICE USE
5/13/2021	WRIST-BAND CUSTOM LANY	D.HUSSEY	D.YEREVANIAN	\$ 220.00	GENERAL ACADEMICS	SENIOR AWARD NIGHT RECIPIENT SUPPLIES
5/13/2021	GRAINGER	D.HUSSEY	D.FULLER/U.DUARTE	\$ 191.26	GENERAL OPERATIONS	COMPLETION OF TRANSPORT DRUM FROM PARTIAL ORDER
5/19/2021	IN*AKD INK	D.HUSSEY	R.YI	\$ 3,730.63	GENERAL ACADEMICS	SENIOR AWARD NIGHT RECIPIENT SUPPLIES
5/20/2021	PAYPAL* CALIFORNIA	D.HUSSEY	J.MATA	\$ 809.50	GENERAL ACADEMICS	SEAL OF BILITERACY MEDALIONS FOR STUDENT RECIPIENTS
5/24/2021	365 DISPOSAL AND RECYCLIN	D.HUSSEY	R.GUINTO	\$ 455.00	GENERAL TECHNOLOGY	DISPOSAL OF PROMETHEAN SMART PANEL BOXES
5/24/2021	366 DISPOSAL AND RECYCLIN	D.HUSSEY	R.GUINTO	\$ 500.00	GENERAL TECHNOLOGY	DISPOSAL OF PROMETHEAN SMART PANEL BOXES
5/20/2021	NASSP PRODUCT & SERVICE	D.HUSSEY	R.BERENY	\$ 531.80	ASB	GRADUATION STOLES AND CHORDS FOR HONOR STUDENTS -TRUST
5/20/2021	WRIST-BAND CUSTOM LANY	D.HUSSEY	D.YEREVANIAN	\$ (220.00)	GENERAL ACADEMICS	REFUND -SENIOR AWARD NIGHT RECIPIENT SUPPLIES
5/20/2021	WRIST-BAND CUSTOM LANY	D.HUSSEY	D.YEREVANIAN	\$ (2,136.47)	GENERAL ACADEMICS	REFUND -SENIOR AWARD NIGHT RECIPIENT SUPPLIES
				\$ 8,574.10		

**ECRCHS
CREDIT CARD RECONCILIATION FORM
FOR THE PERIOD OF: 04/26/2021 - 05/25/2021 - AMEX Card**

DATE	VENDOR	CARDHOLDER	REQUESTED BY	AMOUNT	RESOURCE	DESCRIPTION
\$ 44,341.00	MISC CREDIT	DAVID HUSSEY		\$ (25.71)		AMAZON REMAINING CREDIT TO BE REFUNDED BY CHECK
				\$ (25.71)		NO PAYMENT DUE

Cover Sheet

May 2021 Financial Update

Section: III. Financial
Item: A. May 2021 Financial Update
Purpose: Discuss
Submitted by:
Related Material: May 2021 - Financial Board Report v06.14.2021.pdf

El Camino Real Charter High School



FINANCIAL REPORT AS OF: MAY 31, 2021
PROVIDED BY: ICON School Management



BALANCE SHEET

Description	Actual May 2021	Prior* May 2020	\$ Change to Prior*	% Change
ASSETS				
Current Assets				
Cash	\$ 16,492,480	\$ 8,691,636	\$ 7,800,844	92.31%
Investments	23,680,570	19,829,786	3,850,784	58.32%
Accounts Receivable	1,215,272	2,318,241	(1,102,969)	-47.58%
State Aid Deferrals	4,460,434	-	4,460,434	N/A
Prepaid Expenditures (Expenses)	101,316	173,319	(72,003)	-41.54%
Total Current Assets	45,950,072	31,012,982	14,937,090	85.13%
Fixed Assets, Net of Depreciation	6,314,970	6,651,823	(336,853)	-5.06%
Total Assets	\$ 52,265,042	\$ 37,664,805	\$ 14,600,237	60.34%
LIABILITIES & NET ASSETS				
Current Liabilities				
Accounts Payables	\$ 110,551	\$ 471,157	\$ (360,606)	-76.54%
Accrued Liabilities	1,069,413	2,086,762	(1,017,349)	-48.75%
Deferred Revenue	623,500	1,006,779	(383,279)	-38.07%
Total Current Liabilities	1,803,464	3,564,698	(1,761,234)	-49.41%
Long-Term Debt	36,981,184	26,643,393	10,337,791	78.46%
Total Liabilities	38,784,648	30,208,091	8,576,557	51.23%
Net Assets				
Economic Uncertainty (3%)	1,142,320	1,392,266	(249,946)	-17.95%
Unrestricted	12,338,074	6,064,448	6,023,680	99.33%
Total Net Assets	13,480,394	7,456,714	5,773,734	77.43%
Total Liabilities & Net Assets	\$ 52,265,042	\$ 37,664,805	\$ 14,350,291	59.30%

* Restated to incorporate 20-21 Changes

- Cash has increased due to one-time funding of the following: PPP Funding, LLMF Funding, CARES Act, as well as reclassification of the Investment's MMA
- State Aid Deferrals - Updated through May 2021.
- 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 19-20 OPEB Actuarial Study Report, PPP Funding and Compensated Absences



CASH FLOW

Description	May 2021	May 2020
OPERATING ACTIVITIES		
Net Income	\$7,452,781.56	(\$786,755.99)
Total Adjustments to Reconcile Net Income to Net Cash provided by operations	(\$5,360,047.90)	\$570,147.46
Net Cash provided by Operating Activities	2,092,733.66	(216,608.53)
INVESTING ACTIVITIES		
Net Cash provided (used) by Investing Activities	\$349,543.67	\$522,439.93
FINANCING ACTIVITIES		
Net Cash provided by Financing Activities	\$6,784,028.00	\$3,061,270.37
NET CASH INCREASE (DECREASE) FOR PERIOD	9,226,305.33	3,367,101.77
CASH, BEGINNING	\$7,266,175.06	\$5,324,533.91
CASH, ENDING	\$ 16,492,480.39	\$ 8,691,635.68

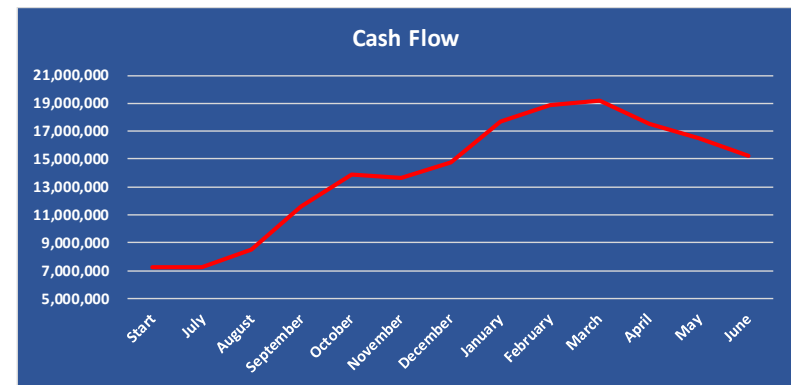
- School received one-time funding in: PPP Funding to help with Future Cash Deferrals of 35.59%
- School received FMV Adjustment in OPEB Liability causing Financing Activity to increase as well as PPP Funding which is considered LT-Debt.
- 2019-20 Beginning Cash Balance has been restated to agree to 18-19 Audit Report.



CASH ANALYSIS

- Days of Cash on Hand: 151 (Recommended: 90)

	May 2021	Apr 2021
Fundraising #1287	\$ 397.66	\$ 397.66
PPP Account #1309	3,815,993.83	3,815,853.93
General Account #1761	7,235,901.86	8,411,039.75
A/P Account #1796	347,936.65	357,415.15
ASB Trust #1826	344,824.84	369,222.79
CNB ZBA Account	(16,839.16)	(23,975.72)
Cetera MMA #3344	4,530,333.30	4,328,499.15
Cetera OPEB MMA #4925	230,816.96	247,124.13
Petty Cash	500.00	500.00
Undeposited Funds	2,614.45	288.15
Total Checking/Savings/CDs	\$ 16,492,480.39	\$ 17,506,364.99



Expected Cash Flow for 2020-2021



INVESTMENT ANALYSIS (MAY. 31)

- Charter School Investment Account
 - YTD Investment Revenue: \$91,534 (Int. & Dividends)
 - YTD Investment Fees: \$15,216
 - YTD FMV Adjustment: (\$62,956)
- Charter School OPEB Investment Account
 - YTD Investment Revenue: \$385,455.28 (Int. & Dividends)
 - YTD Investment Fees: \$259,121
 - YTD FMV Adjustment: \$4,421,095
- See further investment analysis completed by Greg Wood.



PROFIT & LOSS (SUMMARY)

	Working Budget 20-21	1st Interim Budget	2nd Interim Budget	YTD 2020-21	PYTD 2019-20
REVENUES					
LCFF	\$ 34,623,203	\$ 34,623,203	\$ 34,584,979	\$ 30,359,435	\$ 30,711,567
Federal	3,455,377	3,371,523	3,010,023	2,411,747	1,394,091
State	1,409,106	1,560,958	1,579,759	3,578,165	3,316,674
Local	3,192,091	2,809,521	2,868,733	721,402	1,773,292
FMV Adjustment	-	-	-	4,358,139	(370,377)
	42,679,777	42,365,205	42,043,494	41,428,888	36,825,247
EXPENSES					
Salaries and benefits	30,492,305	30,622,540	29,564,619	26,910,726	27,496,703
Student supplies	2,604,498	2,465,359	1,972,773	1,649,407	2,827,254
Operating Exp	6,970,529	6,704,996	5,975,849	4,937,913	6,768,805
Capital Outlay	550,254	640,020	530,216	478,062	519,240
Other Outgo	31,280	31,280	33,866	-	-
	40,648,866	40,464,195	38,077,323	33,976,108	37,612,002
NET INCOME (LOSS)	\$ 2,030,911	\$ 1,901,010	\$ 3,966,171	\$ 7,452,780	\$ (786,755)
NET INCOME BEFORE FMV ADJ.	\$ 2,030,911	\$ 1,901,010	\$ 3,966,171	\$ 3,094,641	\$ (416,378)

- \$7.4M in Net Income due to the following factors:
 - 1-Time Funding of \$1.4M in LLMF
 - FMV Adjustment of \$4.4M in Investments
 - Operational Expenses are down due to COVID-19



PROFIT & LOSS (YTD)

Description	Actual YTD May 2021	Prior YTD May 2020	\$ Change	% Change
REVENUES				
LCFF Revenues	\$ 30,359,435	\$ 30,711,567	\$ (352,132)	-1.15%
Federal Revenues	2,411,747	1,394,091	1,017,656	73.00%
State Revenues	3,578,165	3,316,674	261,491	7.88%
Local Revenues	721,402	1,773,292	(1,051,890)	-59.32%
FMV Adjustment	4,358,139	(370,377)	4,728,516	-1276.68%
Total Revenues	41,428,888	36,825,247	4,603,641	12.50%
EXPENDITURES				
Certificated Salaries	13,595,248	13,929,826	(334,578)	-2.40%
Classified Salaries	3,672,756	3,907,052	(234,296)	-6.00%
Employee Benefits	9,642,722	9,659,825	(17,103)	-0.18%
Books & Supplies	1,649,407	2,827,254	(1,177,847)	-41.66%
Services and Operations	4,937,913	6,768,805	(1,830,892)	-27.05%
Capital Outlay	478,062	519,240	(41,178)	-7.93%
Total Expenditures	33,976,108	37,612,002	(3,635,894)	-9.67%
NET INCOME (LOSS)	\$ 7,452,780	\$ (786,755)	\$ 8,239,535	-1047.28%
NET INCOME BEFORE FMV ADJ.	\$ 3,094,641	\$ (416,378)	\$ 3,511,019	-843.23%

- 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 60% of this local revenue.
- Local Revenues and Operating Expenditures affected by closing of Campus. No ASB, no tuition.
- As Stock Market fluctuates, Local Revenue will fluctuate.
- In-Person Instruction and Sport Activities will incur additional expenses with the re-opening of School

BUDGET COMPARISON (YTD)

Description	Actual May 2021	2nd Interim Budget	% Used
REVENUES			
LCFF Revenues	\$ 30,359,435	\$ 34,584,979	87.78%
Federal Revenues	2,411,747	3,010,023	80.12%
State Revenues	3,578,165	1,579,759	226.50%
Local Revenues	721,402	2,868,733	25.15%
FMV Adjustment	4,358,139	0	#DIV/0!
Total Revenues	41,428,888	42,043,494	98.54%
EXPENDITURES			
Certificated Salaries	13,595,248	15,356,725	88.53%
Classified Salaries	3,672,756	3,584,334	102.47%
Employee Benefits	9,642,722	10,623,560	90.77%
Books & Supplies	1,649,407	1,972,773	83.61%
Services and Operations	4,937,913	5,975,849	82.63%
Capital Outlay	478,062	530,216	90.16%
Other Outgo	-	33,866	0.00%
Total Expenditures	33,976,108	38,077,323	89.23%
NET INCOME (LOSS)	\$ 7,452,780	\$ 3,966,171	187.91%
NET INCOME BEFORE FMV ADJ.	\$ 3,094,641	\$ 3,966,171	78.03%



El Camino Real Charter High School Custom Comparative Balance Sheet End of May 2021

Financial Row	Amount (As of May 2021)	Comparison Amount (As of May 2020)	Variance	% Variance
ASSETS				
Current Assets				
Bank				
9120-100 - ECR Petty Cash	\$500.00	(\$213.60)	\$713.60	-334.08%
9121-1287 - CNB Checking - Fundraising #1287	\$397.66	\$0.00	\$397.66	0.00%
9121-1309 - CNB Checking - PPP Account #1309	\$3,815,993.83	\$0.00	\$3,815,993.83	0.00%
9121-1761 - CNB Checking - General Account #1761	\$7,235,901.86	\$6,658,478.67	\$577,423.19	8.67%
9121-1796 - CNB Checking - A/P Account #1796	\$347,936.65	\$314,168.25	\$33,768.40	10.75%
9122-1826 - CNB Checking - ASB Trust #1826	\$344,824.84	\$170,391.51	\$174,433.33	102.37%
9124-2717 - ECRCHS : CNB ZBA account	(\$16,839.16)	(\$22,080.70)	\$5,241.54	-23.74%
9126-2745 - Hanmi Money Market #2745	\$0.00	\$347.77	(\$347.77)	-100.00%
9135-3344 - Cetera Investments #3344	\$4,530,333.30	\$905,725.72	\$3,624,607.58	400.19%
9135-4925 - Cetera OPEB Investments #4925	\$230,816.96	\$0.00	\$230,816.96	0.00%
Total Bank	\$16,489,865.94	\$8,026,817.62	\$8,463,048.32	105.43%
Accounts Receivable				
9200 - Accounts Receivable				
9200 - Accounts Receivable	\$317,405.71	\$342,097.60	(\$24,691.89)	-7.22%
9214 - AR - Title IV	\$6,907.00	\$0.00	\$6,907.00	0.00%
9226 - AR- Child Nutrition (Federal)	\$37,185.32	\$37,656.15	(\$470.83)	-1.25%
9230 - AR - State Aid	\$850,675.00	\$1,714,609.00	(\$863,934.00)	-50.39%
9231 - AR - State Aid (Deferrals)	\$4,460,434.00	\$0.00	\$4,460,434.00	0.00%
9233 - AR - Lottery	\$0.00	\$174,200.51	(\$174,200.51)	-100.00%
9239 - AR - Special Education	\$0.03	\$0.02	\$0.01	50.00%
9246 - AR - Child Nutrition (State)	\$3,099.04	\$5,363.07	(\$2,264.03)	-42.22%
9249 - AR - Other State Grants	\$0.00	(\$0.03)	\$0.03	-100.00%
9251 - AR - Gen Purpose prior yr adjustment (Due from District)	\$0.00	\$44,315.00	(\$44,315.00)	-100.00%
9253 - AR - AR1	\$0.00	\$0.00	\$0.00	0.00%
Total - 9200 - Accounts Receivable	\$5,675,706.10	\$2,318,241.32	\$3,357,464.78	144.83%
Total Accounts Receivable	\$5,675,706.10	\$2,318,241.32	\$3,357,464.78	144.83%
Other Current Asset				
9150 - Investments	\$2,253,746.35	\$6,603,338.18	(\$4,349,591.83)	-65.87%
9151 - OPEB Investments	\$20,676,823.30	\$0.00	\$20,676,823.30	0.00%
9152 - Other Investments	\$750,000.00	\$0.00	\$750,000.00	0.00%
9330 - PrePaid Expenses	\$101,305.94	\$173,319.03	(\$72,013.09)	-41.55%
Undeposited Funds	\$2,614.45	\$423,913.30	(\$421,298.85)	-99.38%
Inventory Asset	\$10.00	\$0.00	\$10.00	0.00%
Total Other Current Asset	\$23,784,500.04	\$7,200,570.51	\$16,583,929.53	230.31%
Total Current Assets	\$45,950,072.08	\$17,545,629.45	\$28,404,442.63	161.89%
Fixed Assets				
9410 - Land	\$2,019,963.89	\$2,019,963.89	\$0.00	0.00%
9420 - Land Improvements	\$222,182.57	\$168,345.25	\$53,837.32	31.98%
9425 - Accumulated Depreciation - Land Improvements	(\$166,326.80)	(\$163,904.86)	(\$2,421.94)	1.48%
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	(\$449,054.42)	(\$363,407.45)	(\$85,646.97)	23.57%
9436 - Accumulated Depreciation - Building Improvements	(\$139,467.90)	(\$123,197.15)	(\$16,270.75)	13.21%
9440 - Equipment	\$1,766,427.32	\$1,691,746.68	\$74,680.64	4.41%
9445 - Accumulated Depreciation-Equipment	(\$1,667,473.58)	(\$1,451,098.00)	(\$216,375.58)	14.91%
9450 - Construction in Progress	\$3,200.00	\$0.00	\$3,200.00	0.00%
9460 - Fixed Asset - Leasehold Improvements	\$1,478,554.00	\$1,478,554.00	\$0.00	0.00%
9465 - Accumulated Depreciation - Leaseholds	(\$452,342.41)	(\$304,486.74)	(\$147,855.67)	48.56%
Total Fixed Assets	\$6,314,969.94	\$6,651,822.89	(\$336,852.95)	-5.06%
Total ASSETS	\$52,265,042.02	\$24,197,452.34	\$28,067,589.68	115.99%
Liabilities & Equity				
Current Liabilities				
Accounts Payable				
9500 - Accounts Payable				
9500 - Accounts Payable	\$110,550.71	\$461,039.36	(\$350,488.65)	-76.02%
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	\$110,550.71	\$470,949.39	(\$360,398.68)	-76.53%
9504 - AMEX - Accounts Payable	\$0.00	\$207.59	(\$207.59)	-100.00%
9505 - CalCard - Accounts Payable	\$0.00	\$0.00	\$0.00	0.00%
Total Accounts Payable	\$110,550.71	\$471,156.98	(\$360,606.27)	-76.54%
Credit Card				
9515-1039 - American Express - Darby	\$0.00	\$4,440.73	(\$4,440.73)	-100.00%
9515-1047 - American Express - Hussey	\$60.29	\$0.00	\$60.29	0.00%
Total Credit Card	\$60.29	\$4,440.73	(\$4,380.44)	-98.64%
Other Current Liability				
9501 - Accrued Accounts Payable	(\$46,515.92)	\$1,074,316.99	(\$1,120,832.91)	-104.33%
9530 - Garnishment/Lien Payable	(\$6,196.22)	(\$11,120.73)	\$4,924.51	-44.28%
9546 - Payroll Liability - SUI	\$0.00	(\$2,739.79)	\$2,739.79	-100.00%
9550 - Retirement Liability - PERS	\$78,526.78	\$108,162.61	(\$29,635.83)	-27.40%

**El Camino Real Charter High School
Custom Comparative Balance Sheet
End of May 2021**

Financial Row	Amount (As of May 2021)	Comparison Amount (As of May 2020)	Variance	% Variance
9552 - Sales Taxes Payable CA	\$3,333.79	\$0.00	\$3,333.79	0.00%
9555 - Retirement Liability - STRS	\$365,901.77	\$380,157.44	(\$14,255.67)	-3.75%
9558 - Retirement Liability - PARS	\$0.00	\$20,183.18	(\$20,183.18)	-100.00%
9570 - Wages Payable	\$0.00	(\$3,526.40)	\$3,526.40	-100.00%
9573 - Accrued Salaries	\$29,034.19	\$23,354.53	\$5,679.66	24.32%
9574 - Accrued Payroll Taxes	\$46.44	(\$10,917.01)	\$10,963.45	-100.43%
9580 - 403B Payable	(\$37,487.00)	\$126,070.12	(\$163,557.12)	-129.74%
9585 - Other Payroll Liabilities	\$139,586.36	\$140,608.10	(\$1,021.74)	-0.73%
9589 - OPEB Current Liability	\$25,929.50	\$0.00	\$25,929.50	0.00%
9620 - Due to Student Groups/Other Agencies				
9620 - Due to Student Groups/Other Agencies	\$500.00	\$0.00	\$500.00	0.00%
9621 - Due to (From) School 1	\$396,520.67	\$237,807.35	\$158,713.32	66.74%
Total - 9620 - Due to Student Groups/Other Agencies	\$397,020.67	\$237,807.35	\$159,213.32	66.95%
9650 - Deferred Revenue	\$623,500.00	\$1,006,779.00	(\$383,279.00)	-38.07%
9651 - Deposit	\$119,553.00	\$0.00	\$119,553.00	0.00%
Refunds Payable	\$619.00	(\$35.00)	\$654.00	-1,868.57%
Total Other Current Liability	\$1,692,852.36	\$3,089,100.39	(\$1,396,248.03)	-45.20%
Total Current Liabilities	\$1,803,463.36	\$3,564,698.10	(\$1,761,234.74)	-49.41%
Long Term Liabilities				
9664 - OPEB Liability	\$32,971,888.00	\$13,176,040.45	\$19,795,847.55	150.24%
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	\$36,981,184.42	\$13,176,040.45	\$23,805,143.97	180.67%
Equity				
9760 - Fund Balance	\$6,027,612.68	\$8,239,617.06	(\$2,212,004.38)	-26.85%
Retained Earnings	(\$0.00)	\$3,852.72	(\$3,852.72)	-100.00%
Net Income	\$7,452,781.56	(\$786,755.99)	\$8,239,537.55	-1,047.28%
Total Equity	\$13,480,394.24	\$7,456,713.79	\$6,023,680.45	80.78%
Total Liabilities & Equity	\$52,265,042.02	\$24,197,452.34	\$28,067,589.68	115.99%

El Camino Real Charter High School Comparative Income Statement From Jul 2020 to May 2021

Financial Row	Amount (Jul 2020 - May 2021)	Comparative Amount (Jul 2019 - May 2020)	Variance	% Variance
Ordinary Income/Expense				
Income				
8000 - Revenue				
8010 - Principal Apportionment				
8011 - Charter Schools General Purpose Entitlement - State Aid	\$15,881,746.00	\$17,121,620.00	(\$1,239,874.00)	-7.24%
8012 - Education Protection Account Entitlement	\$5,912,924.00	\$5,046,383.00	\$866,541.00	17.17%
8019 - State Aid - Prior Years	(\$377,386.00)	(\$3,541.00)	(\$373,845.00)	10,557.61%
8096 - Charter Schools in Lieu of Property Taxes	\$8,942,150.97	\$8,547,105.00	\$395,045.97	4.62%
Total - 8010 - Principal Apportionment	\$30,359,434.97	\$30,711,567.00	(\$352,132.03)	-1.15%
8100 - Federal Revenue				
8181 - Special Education - Entitlement	\$639,964.00	\$645,262.00	(\$5,298.00)	-0.82%
8220 - Child Nutrition Programs	\$351,884.29	\$283,897.27	\$67,987.02	23.95%
8221 - Donated Food Commodities	\$31,458.46	\$0.00	\$31,458.46	0.00%
8290 - Every Student Succeeds Act				
8291 - Title I	\$363,348.00	\$313,717.00	\$49,631.00	15.82%
8292 - Title II	\$0.00	\$41,519.00	(\$41,519.00)	-100.00%
8293 - Title III	\$0.00	\$9,140.00	(\$9,140.00)	-100.00%
8294 - Title IV	\$16,288.00	\$12,634.00	\$3,654.00	28.92%
Total - 8290 - Every Student Succeeds Act	\$379,636.00	\$377,010.00	\$2,626.00	0.70%
8295 - Federal Learning Loss Funding	\$838,744.54	\$0.00	\$838,744.54	0.00%
8296 - Other Federal Revenue				
8296 - Other Federal Revenue	\$76,935.00	\$64,071.67	\$12,863.33	20.08%
8299 - All Other Federal Revenue	\$93,124.76	\$23,850.13	\$69,274.63	290.46%
Total - 8296 - Other Federal Revenue	\$170,059.76	\$87,921.80	\$82,137.96	93.42%
Total - 8100 - Federal Revenue	\$2,411,747.05	\$1,394,091.07	\$1,017,655.98	73.00%
8300 - Other State Revenues				
8380 - Special Ed				
8381 - Special Education - Entitlement (State)	\$2,203,691.45	\$2,045,120.49	\$158,570.96	7.75%
Total - 8380 - Special Ed	\$2,203,691.45	\$2,045,120.49	\$158,570.96	7.75%
8520 - Child Nutrition - State	\$27,660.82	\$39,118.35	(\$11,457.53)	-29.29%
8550 - Mandated Cost Reimbursements	\$158,323.00	\$153,952.00	\$4,371.00	2.84%
8560 - State Lottery Revenue	\$384,017.30	\$508,668.26	(\$124,650.96)	-24.51%
8590 - All Other State Revenue	\$804,472.23	\$569,814.52	\$234,657.71	41.18%
Total - 8300 - Other State Revenues	\$3,578,164.80	\$3,316,673.62	\$261,491.18	7.88%
8600 - Other Local Revenue				
8631 - Sales				
8631 - Sales	\$0.00	\$570.61	(\$570.61)	-100.00%
8634 - Food Service Sales	(\$326.83)	\$234,940.84	(\$235,267.67)	-100.14%
Total - 8631 - Sales	(\$326.83)	\$235,511.45	(\$235,838.28)	-100.14%
8660 - Interest	\$478,932.92	\$153,836.55	\$325,096.37	211.33%
8662 - Net Increase (Decrease) in the Fair Value of Investments	\$4,358,139.01	(\$370,377.26)	\$4,728,516.27	-1,276.68%
8667 - Transfers of Apportionments from Districts	\$0.00	\$0.00	\$0.00	0.00%
8690 - Other Local Revenue				
8690 - Other Local Revenue	\$242,317.04	\$730,837.80	(\$488,520.76)	-66.84%
8699 - All Other Local Revenue	\$0.00	\$256,867.51	(\$256,867.51)	-100.00%
Total - 8690 - Other Local Revenue	\$242,317.04	\$987,705.31	(\$745,388.27)	-75.47%
Total - 8600 - Other Local Revenue	\$5,079,062.14	\$1,006,676.05	\$4,072,386.09	404.54%
8999 - Uncategorized Revenue	\$0.00	\$85.00	(\$85.00)	-100.00%
Total - 8000 - Revenue	\$41,428,408.96	\$36,429,092.74	\$4,999,316.22	13.72%
8804 - ASB Revenues	\$479.00	\$396,153.62	(\$395,674.62)	-99.88%
Total - Income	\$41,428,887.96	\$36,825,246.36	\$4,603,641.60	12.50%
Gross Profit	\$41,428,887.96	\$36,825,246.36	\$4,603,641.60	12.50%
Expense				
1000 - Certificated Salaries				
1000 - Certificated Salaries	\$0.00	(\$969.31)	\$969.31	-100.00%
1100 - Teachers Salaries	\$11,110,862.00	\$11,413,647.64	(\$302,785.64)	-2.65%
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	\$1,620,564.30	\$1,548,724.59	\$71,839.71	4.64%
1300 - Certificated Supervisor & Administrator Salaries	\$863,821.93	\$971,134.53	(\$107,312.60)	-11.05%
Total - 1000 - Certificated Salaries	\$13,595,248.23	\$13,929,825.84	(\$334,577.61)	-2.40%
2000 - Classified Salaries				
2100 - Classified Instructional Aide Salaries	\$912,293.37	\$920,703.16	(\$8,409.79)	-0.91%
2200 - Classified Support Salaries	\$1,269,916.38	\$1,322,147.45	(\$52,231.07)	-3.95%
2300 - Classified Supervisor & Administrator Salaries	\$627,620.03	\$729,602.07	(\$101,982.04)	-13.98%
2400 - Classified Clerical & Office Salaries	\$793,966.46	\$846,725.13	(\$52,758.67)	-6.23%
2900 - Classified Other Salaries	\$68,959.28	\$87,874.38	(\$18,915.10)	-21.53%
Total - 2000 - Classified Salaries	\$3,672,755.52	\$3,907,052.19	(\$234,296.67)	-6.00%
3000 - Employee Benefits				
3100 - STRS				
3101 - State Teachers Retirement System, certificated positions	\$2,004,354.71	\$2,177,246.91	(\$172,892.20)	-7.94%
3102 - State Teachers Retirement System, classified positions	\$61,822.16	\$34,038.54	\$27,783.62	81.62%
Total - 3100 - STRS	\$2,066,176.87	\$2,211,285.45	(\$145,108.58)	-6.56%
3200 - PERS				
3201 - Public Employees Retirement System, certificated positions	\$35,467.67	\$35,408.67	\$59.00	0.17%
3202 - Public Employees Retirement System, classified positions	\$614,165.38	\$598,236.83	\$15,928.55	2.66%
Total - 3200 - PERS	\$649,633.05	\$633,645.50	\$15,987.55	2.52%

El Camino Real Charter High School Comparative Income Statement From Jul 2020 to May 2021

Financial Row	Amount (Jul 2020 - May 2021)	Comparative Amount (Jul 2019 - May 2020)	Variance	% Variance
Ordinary Income/Expense				
3300 - OASDI-Medicare-Alternative				
3301 - OASDI/Alternative, certificated positions	\$184,205.64	\$219,700.50	(\$35,494.86)	-16.16%
3302 - OASDI/Alternative, classified positions	\$244,466.11	\$262,753.35	(\$18,287.24)	-6.96%
Total - 3300 - OASDI-Medicare-Alternative	\$428,671.75	\$482,453.85	(\$53,782.10)	-11.15%
3400 - Health & Welfare Benefits				
3400 - Health & Welfare Benefits	\$0.00	\$24,176.25	(\$24,176.25)	-100.00%
3401 - Health & Welfare Benefits - Certificated Positions	\$2,438,474.75	\$2,810,359.32	(\$371,884.57)	-13.23%
3402 - Health and Welfare Benefits - Classified Positions	\$919,327.05	\$620,195.52	\$299,131.53	48.23%
Total - 3400 - Health & Welfare Benefits	\$3,357,801.80	\$3,454,731.09	(\$96,929.29)	-2.81%
3500 - Unemployment Insurance				
3501 - State Unemploy. Insurance - Certificated Positions	\$8,955.35	\$24.27	\$8,931.08	36,798.85%
3502 - State Unemploy. Insurance - Classified Positions	\$2,380.54	\$581.20	\$1,799.34	309.59%
Total - 3500 - Unemployment Insurance	\$11,335.89	\$605.47	\$10,730.42	1,772.25%
3600 - Workers Comp Insurance				
3601 - Worker's Comp Insurance - Certificated Positions	\$112,745.67	\$230,182.41	(\$117,436.74)	-51.02%
3602 - Workers' Comp Insurance - Classified Positions	\$40,909.59	\$0.00	\$40,909.59	0.00%
Total - 3600 - Workers Comp Insurance	\$153,655.26	\$230,182.41	(\$76,527.15)	-33.25%
3700 - Retiree Benefits				
3701 - OPEB, Allocated, Certificated Positions	\$2,340,386.40	\$1,988,050.60	\$352,335.80	17.72%
3702 - OPEB, Allocated, Classified Positions	\$627,941.60	\$556,373.90	\$71,567.70	12.86%
Total - 3700 - Retiree Benefits	\$2,968,328.00	\$2,544,424.50	\$423,903.50	16.66%
3900 - Other Employee Benefits				
3901 - Other Benefits - Certificated Positions	\$0.00	\$92,436.05	(\$92,436.05)	-100.00%
3902 - Other Benefits - Classified Positions	\$7,119.02	\$10,060.85	(\$2,941.83)	-29.24%
Total - 3900 - Other Employee Benefits	\$7,119.02	\$102,496.90	(\$95,377.88)	-93.05%
Total - 3000 - Employee Benefits	\$9,642,721.64	\$9,659,825.17	(\$17,103.53)	-0.18%
4000 - Books & Supplies				
4100 - Approved Textbooks & Core Curricula Materials	\$123,871.83	\$271,563.94	(\$147,692.11)	-54.39%
4200 - Books & Other Reference Materials	\$39,991.43	\$79,130.75	(\$39,139.32)	-49.46%
4300 - Materials & Supplies				
4300 - Materials & Supplies	\$58,350.98	\$6,190.08	\$52,160.90	842.65%
4325 - Instructional Materials & Supplies	\$153,235.37	\$255,841.58	(\$102,606.21)	-40.11%
4330 - Office Supplies	\$52,974.55	\$84,849.51	(\$31,874.96)	-37.57%
4345 - Non Instructional Student Materials & Supplies	\$178,842.04	\$589,292.42	(\$410,450.38)	-69.65%
Total - 4300 - Materials & Supplies	\$443,402.94	\$936,173.59	(\$492,770.65)	-52.64%
4400 - Noncapitalized Equipment	\$872,476.89	\$949,241.47	(\$76,764.58)	-8.09%
4700 - Food				
4710 - Student Food Services	\$169,663.42	\$583,244.03	(\$413,580.61)	-70.91%
Total - 4700 - Food	\$169,663.42	\$583,244.03	(\$413,580.61)	-70.91%
Total - 4000 - Books & Supplies	\$1,649,406.51	\$2,819,353.78	(\$1,169,947.27)	-41.50%
5000 - Services & Other Operating Expenses				
5000 - Services & Other Operating Expenses	\$19,280.38	\$35,326.63	(\$16,046.25)	-45.42%
5100 - Subagreement for Services	\$61,726.38	\$559,901.50	(\$498,175.12)	-88.98%
5200 - Employee Travel	\$8,776.49	\$54,311.41	(\$45,534.92)	-83.84%
5210 - Conferences and Professional Development	\$14,461.59	\$0.00	\$14,461.59	0.00%
5300 - Dues & Memberships	\$167,884.43	\$422,826.80	(\$254,942.37)	-60.29%
5400 - Insurance	\$244,188.63	\$206,256.60	\$37,932.03	18.39%
5500 - Operations & Housekeeping				
5500 - Operations & Housekeeping	\$725,462.15	\$422,046.65	\$303,415.50	71.89%
5520 - Security	\$9,456.88	\$421,366.22	(\$411,909.34)	-97.76%
Total - 5500 - Operations & Housekeeping	\$734,919.03	\$843,412.87	(\$108,493.84)	-12.86%
5600 - Rentals, Leases, & Repairs				
5605 - Equipment Leases	\$99,085.60	\$648,517.01	(\$549,431.41)	-84.72%
5610 - Rent	\$574.83	\$11,021.85	(\$10,447.02)	-94.78%
5616 - Repairs and Maintenance - Computers	\$24,218.29	\$1,207.47	\$23,010.82	1,905.71%
5631 - Other Rentals, Leases and Repairs 1	\$3,075.38	\$7,094.02	(\$4,018.64)	-56.65%
Total - 5600 - Rentals, Leases, & Repairs	\$126,954.10	\$667,840.35	(\$540,886.25)	-80.99%
5800 - Other Services & Operating Expenses				
5800 - Other Services & Operating Expenses	\$35,393.74	\$44,742.00	(\$9,348.26)	-20.89%
5808 - Investment Fees	\$274,337.16	\$0.00	\$274,337.16	0.00%
5809 - Banking Fees	(\$15,036.01)	\$269,891.47	(\$284,927.48)	-105.57%
5812 - Business Services	\$0.00	\$17,364.17	(\$17,364.17)	-100.00%
5815 - Consultants - Instructional	\$1,006,164.63	\$1,022,883.56	(\$16,718.93)	-1.63%
5820 - Consultants - Non Instructional - Custom 1	\$655,738.92	\$442,809.02	\$212,929.90	48.09%
5824 - District Oversight Fees	\$319,792.30	\$312,628.22	\$7,164.08	2.29%
5830 - Field Trips Expenses	\$11,371.11	\$329,553.39	(\$318,182.28)	-96.55%
5833 - Fines and Penalties	\$31.06	\$57,832.85	(\$57,801.79)	-99.95%
5840 - Onboarding Fees	\$1,317.54	\$0.00	\$1,317.54	0.00%
5845 - Legal Fees	\$196,826.34	\$220,676.72	(\$23,850.38)	-10.81%
5848 - Licenses and Other Fees	\$3,638.94	\$56,580.06	(\$52,941.12)	-93.57%
5851 - Marketing and Student Recruiting	\$40,380.42	\$11,566.28	\$28,814.14	249.12%
5857 - Payroll Fees	\$69,342.10	\$74,015.62	(\$4,673.52)	-6.31%
5872 - Special Education Encroachment	\$614,733.08	\$535,818.88	\$78,914.20	14.73%
5884 - Substitutes	\$209,126.12	\$428,543.85	(\$219,417.73)	-51.20%
5899 - Miscellaneous Operating Expenses	\$0.00	\$138.00	(\$138.00)	-100.00%
Total - 5800 - Other Services & Operating Expenses	\$3,423,157.45	\$3,825,044.09	(\$401,886.64)	-10.51%

El Camino Real Charter High School Comparative Income Statement From Jul 2020 to May 2021

Financial Row	Amount (Jul 2020 - May 2021)	Comparative Amount (Jul 2019 - May 2020)	Variance	% Variance
Ordinary Income/Expense				
5900 - Communications	\$136,564.39	\$153,885.19	(\$17,320.80)	-11.26%
Total - 5000 - Services & Other Operating Expenses	\$4,937,912.87	\$6,768,805.44	(\$1,830,892.57)	-27.05%
6000 - Capital Outlay				
6900 - Depreciation	\$478,061.63	\$519,239.93	(\$41,178.30)	-7.93%
Total - 6000 - Capital Outlay	\$478,061.63	\$519,239.93	(\$41,178.30)	-7.93%
9455 - Alternative Education Construction Project	\$0.00	\$7,900.00	(\$7,900.00)	-100.00%
Total - Expense	\$33,976,106.40	\$37,612,002.35	(\$3,635,895.95)	-9.67%
Net Ordinary Income	\$7,452,781.56	(\$786,755.99)	\$8,239,537.55	-1,047.28%
Net Income	\$7,452,781.56	(\$786,755.99)	\$8,239,537.55	-1,047.28%

El Camino Real Charter High School Budget vs. Actual From Jul 2020 to May 2021

Financial Row	Amount	Budget Amount	Amount Over (Under) Budget	% of Budget
Ordinary Income/Expense				
Income				
8000 - Revenue				
8010 - Principal Apportionment				
8011 - Charter Schools General Purpose Entitlement - State Aid	\$15,881,746.00	\$17,098,522.00	(\$1,216,776.00)	92.88%
8012 - Education Protection Account Entitlement	\$5,912,924.00	\$7,874,712.00	(\$1,961,788.00)	75.09%
8019 - State Aid - Prior Years	(\$377,386.00)	\$0.00	(\$377,386.00)	0.00%
8096 - Charter Schools in Lieu of Property Taxes	\$8,942,150.97	\$9,611,745.00	(\$669,594.03)	93.03%
Total - 8010 - Principal Apportionment	\$30,359,434.97	\$34,584,979.00	(\$4,225,544.03)	87.78%
8100 - Federal Revenue				
8181 - Special Education - Entitlement	\$639,964.00	\$0.00	\$639,964.00	0.00%
8220 - Child Nutrition Programs	\$351,884.29	\$393,850.00	(\$41,965.71)	89.34%
8221 - Donated Food Commodities	\$31,458.46	\$0.00	\$31,458.46	0.00%
8290 - Every Student Succeeds Act				
8291 - Title I	\$363,348.00	\$363,281.00	\$67.00	100.02%
8292 - Title II	\$0.00	\$77,009.00	(\$77,009.00)	0.00%
8293 - Title III	\$0.00	\$7,665.00	(\$7,665.00)	0.00%
8294 - Title IV	\$16,288.00	\$27,850.00	(\$11,562.00)	58.48%
Total - 8290 - Every Student Succeeds Act	\$379,636.00	\$475,805.00	(\$96,169.00)	79.79%
8295 - Federal Learning Loss Funding	\$838,744.54	\$1,375,560.00	(\$536,815.46)	60.97%
8296 - Other Federal Revenue				
8296 - Other Federal Revenue	\$76,935.00	\$688,134.00	(\$611,199.00)	11.18%
8299 - All Other Federal Revenue	\$93,124.76	\$76,674.00	\$16,450.76	121.46%
Total - 8296 - Other Federal Revenue	\$170,059.76	\$764,808.00	(\$594,748.24)	22.24%
Total - 8100 - Federal Revenue	\$2,411,747.05	\$3,010,023.00	(\$598,275.95)	80.12%
8300 - Other State Revenues				
8380 - Special Ed				
8381 - Special Education - Entitlement (State)	\$2,203,691.45	\$0.00	\$2,203,691.45	0.00%
Total - 8380 - Special Ed	\$2,203,691.45	\$0.00	\$2,203,691.45	0.00%
8520 - Child Nutrition - State	\$27,660.82	\$25,812.00	\$1,848.82	107.16%
8550 - Mandated Cost Reimbursements	\$158,323.00	\$158,323.00	\$0.00	100.00%
8560 - State Lottery Revenue	\$384,017.30	\$672,190.00	(\$288,172.70)	57.13%
8590 - All Other State Revenue	\$804,472.23	\$723,434.00	\$81,038.23	111.20%
Total - 8300 - Other State Revenues	\$3,578,164.80	\$1,579,759.00	\$1,998,405.80	226.50%
8600 - Other Local Revenue				
8631 - Sales				
8634 - Food Service Sales	(\$326.83)	\$0.00	(\$326.83)	0.00%
Total - 8631 - Sales	(\$326.83)	\$0.00	(\$326.83)	0.00%
8660 - Interest	\$478,932.92	\$500,000.00	(\$21,067.08)	95.79%
8662 - Net Increase (Decrease) in the Fair Value of Investments	\$4,358,139.01	\$0.00	\$4,358,139.01	0.00%
8667 - Transfers of Apportionments from Districts	\$0.00	\$2,129,728.00	(\$2,129,728.00)	0.00%
8690 - Other Local Revenue				
8690 - Other Local Revenue	\$242,317.04	\$200,005.00	\$42,312.04	121.16%
8699 - All Other Local Revenue	\$0.00	\$39,000.00	(\$39,000.00)	0.00%
Total - 8690 - Other Local Revenue	\$242,317.04	\$239,005.00	\$3,312.04	101.39%
Total - 8600 - Other Local Revenue	\$5,079,062.14	\$2,868,733.00	\$2,210,329.14	177.05%
Total - 8000 - Revenue	\$41,428,408.96	\$42,043,494.00	(\$615,085.04)	98.54%
8804 - ASB Revenues	\$479.00	\$0.00	\$479.00	0.00%
Total - Income	\$41,428,887.96	\$42,043,494.00	(\$614,606.04)	98.54%
Gross Profit	\$41,428,887.96	\$42,043,494.00	(\$614,606.04)	98.54%
Expense				
1000 - Certificated Salaries				
1100 - Teachers Salaries	\$11,110,862.00	\$12,745,236.00	(\$1,634,374.00)	87.18%
1101 - Teacher - Stipends	\$0.00	\$1,632,765.00	(\$1,632,765.00)	0.00%
1200 - Certificated Pupil Support Salaries	\$1,620,564.30	\$0.00	\$1,620,564.30	0.00%
1300 - Certificated Supervisor & Administrator Salaries	\$863,821.93	\$978,724.00	(\$114,902.07)	88.26%
Total - 1000 - Certificated Salaries	\$13,595,248.23	\$15,356,725.00	(\$1,761,476.77)	88.53%
2000 - Classified Salaries				

**El Camino Real Charter High School
Budget vs. Actual
From Jul 2020 to May 2021**

Financial Row	Amount	Budget Amount	Amount Over (Under) Budget	% of Budget
2100 - Classified Instructional Aide Salaries	\$912,293.37	\$844,077.00	\$68,216.37	108.08%
2200 - Classified Support Salaries	\$1,269,916.38	\$1,128,989.00	\$140,927.38	112.48%
2300 - Classified Supervisor & Administrator Salaries	\$627,620.03	\$699,326.00	(\$71,705.97)	89.75%
2400 - Classified Clerical & Office Salaries	\$793,966.46	\$823,164.00	(\$29,197.54)	96.45%
2900 - Classified Other Salaries	\$68,959.28	\$88,778.00	(\$19,818.72)	77.68%
Total - 2000 - Classified Salaries	\$3,672,755.52	\$3,584,334.00	\$88,421.52	102.47%
3000 - Employee Benefits				
3100 - STRS				
3101 - State Teachers Retirement System, certificated positions	\$2,004,354.71	\$2,177,866.00	(\$173,511.29)	92.03%
3102 - State Teachers Retirement System, classified positions	\$61,822.16	\$57,749.00	\$4,073.16	107.05%
Total - 3100 - STRS	\$2,066,176.87	\$2,235,615.00	(\$169,438.13)	92.42%
3200 - PERS				
3201 - Public Employees Retirement System, certificated positions	\$35,467.67	\$33,885.00	\$1,582.67	104.67%
3202 - Public Employees Retirement System, classified positions	\$614,165.38	\$613,354.00	\$811.38	100.13%
Total - 3200 - PERS	\$649,633.05	\$647,239.00	\$2,394.05	100.37%
3300 - OASDI-Medicare-Alternative				
3301 - OASDI/Alternative, certificated positions	\$184,205.64	\$200,625.00	(\$16,419.36)	91.82%
3302 - OASDI/Alternative, classified positions	\$244,466.11	\$276,209.00	(\$31,742.89)	88.51%
Total - 3300 - OASDI-Medicare-Alternative	\$428,671.75	\$476,834.00	(\$48,162.25)	89.90%
3400 - Health & Welfare Benefits				
3401 - Health & Welfare Benefits - Certificated Positions	\$2,438,474.75	\$2,729,520.00	(\$291,045.25)	89.34%
3402 - Health and Welfare Benefits - Classified Positions	\$919,327.05	\$1,007,797.00	(\$88,469.95)	91.22%
Total - 3400 - Health & Welfare Benefits	\$3,357,801.80	\$3,737,317.00	(\$379,515.20)	89.85%
3500 - Unemployment Insurance				
3501 - State Unemploy. Insurance - Certificated Positions	\$8,955.35	\$12,652.00	(\$3,696.65)	70.78%
3502 - State Unemploy. Insurance - Classified Positions	\$2,380.54	\$3,035.00	(\$654.46)	78.44%
Total - 3500 - Unemployment Insurance	\$11,335.89	\$15,687.00	(\$4,351.11)	72.26%
3600 - Workers Comp Insurance				
3601 - Worker's Comp Insurance - Certificated Positions	\$112,745.67	\$181,447.00	(\$68,701.33)	62.14%
3602 - Workers' Comp Insurance - Classified Positions	\$40,909.59	\$42,942.00	(\$2,032.41)	95.27%
Total - 3600 - Workers Comp Insurance	\$153,655.26	\$224,389.00	(\$70,733.74)	68.48%
3700 - Retiree Benefits				
3701 - OPEB, Allocated, Certificated Positions	\$2,340,386.40	\$2,598,387.00	(\$258,000.60)	90.07%
3702 - OPEB, Allocated, Classified Positions	\$627,941.60	\$663,315.00	(\$35,373.40)	94.67%
Total - 3700 - Retiree Benefits	\$2,968,328.00	\$3,261,702.00	(\$293,374.00)	91.01%
3900 - Other Employee Benefits				
3901 - Other Benefits - Certificated Positions	\$0.00	\$17,355.00	(\$17,355.00)	0.00%
3902 - Other Benefits - Classified Positions	\$7,119.02	\$7,422.00	(\$302.98)	95.92%
Total - 3900 - Other Employee Benefits	\$7,119.02	\$24,777.00	(\$17,657.98)	28.73%
Total - 3000 - Employee Benefits	\$9,642,721.64	\$10,623,560.00	(\$980,838.36)	90.77%
4000 - Books & Supplies				
4100 - Approved Textbooks & Core Curricula Materials	\$123,871.83	\$138,928.00	(\$15,056.17)	89.16%
4200 - Books & Other Reference Materials	\$39,991.43	\$79,057.00	(\$39,065.57)	50.59%
4300 - Materials & Supplies				
4300 - Materials & Supplies	\$58,350.98	\$55,141.00	\$3,209.98	105.82%
4325 - Instructional Materials & Supplies	\$153,235.37	\$275,142.00	(\$121,906.63)	55.69%
4330 - Office Supplies	\$52,974.55	\$55,469.00	(\$2,494.45)	95.50%
4345 - Non Instructional Student Materials & Supplies	\$178,842.04	\$306,737.00	(\$127,894.96)	58.30%
Total - 4300 - Materials & Supplies	\$443,402.94	\$692,489.00	(\$249,086.06)	64.03%
4400 - Noncapitalized Equipment	\$872,476.89	\$901,574.00	(\$29,097.11)	96.77%
4700 - Food				
4710 - Student Food Services	\$169,663.42	\$160,725.00	\$8,938.42	105.56%
Total - 4700 - Food	\$169,663.42	\$160,725.00	\$8,938.42	105.56%
Total - 4000 - Books & Supplies	\$1,649,406.51	\$1,972,773.00	(\$323,366.49)	83.61%
5000 - Services & Other Operating Expenses				
5000 - Services & Other Operating Expenses	\$19,280.38	\$32,325.00	(\$13,044.62)	59.65%
5100 - Subagreement for Services	\$61,726.38	\$382,350.00	(\$320,623.62)	16.14%
5200 - Employee Travel	\$8,776.49	\$26,650.00	(\$17,873.51)	32.93%

**El Camino Real Charter High School
Budget vs. Actual
From Jul 2020 to May 2021**

Financial Row	Amount	Budget Amount	Amount Over (Under) Budget	% of Budget
5210 - Conferences and Professional Development	\$14,461.59	\$0.00	\$14,461.59	0.00%
5300 - Dues & Memberships	\$167,884.43	\$218,500.00	(\$50,615.57)	76.83%
5400 - Insurance	\$244,188.63	\$247,873.00	(\$3,684.37)	98.51%
5500 - Operations & Housekeeping				
5500 - Operations & Housekeeping	\$725,462.15	\$1,010,578.00	(\$285,115.85)	71.79%
5520 - Security	\$9,456.88	\$0.00	\$9,456.88	0.00%
Total - 5500 - Operations & Housekeeping	\$734,919.03	\$1,010,578.00	(\$275,658.97)	72.72%
5600 - Rentals, Leases, & Repairs				
5605 - Equipment Leases	\$99,085.60	\$190,216.00	(\$91,130.40)	52.09%
5610 - Rent	\$574.83	\$5,500.00	(\$4,925.17)	10.45%
5616 - Repairs and Maintenance - Computers	\$24,218.29	\$13,699.00	\$10,519.29	176.79%
5631 - Other Rentals, Leases and Repairs 1	\$3,075.38	\$4,000.00	(\$924.62)	76.88%
Total - 5600 - Rentals, Leases, & Repairs	\$126,954.10	\$213,415.00	(\$86,460.90)	59.49%
5800 - Other Services & Operating Expenses				
5800 - Other Services & Operating Expenses	\$35,393.74	\$41,675.00	(\$6,281.26)	84.93%
5808 - Investment Fees	\$274,337.16	\$320,000.00	(\$45,662.84)	85.73%
5809 - Banking Fees	(\$15,036.01)	\$4,000.00	(\$19,036.01)	-375.90%
5815 - Consultants - Instructional	\$1,006,164.63	\$1,129,954.00	(\$123,789.37)	89.04%
5820 - Consultants - Non Instructional - Custom 1	\$655,738.92	\$565,255.00	\$90,483.92	116.01%
5824 - District Oversight Fees	\$319,792.30	\$345,850.00	(\$26,057.70)	92.47%
5830 - Field Trips Expenses	\$11,371.11	\$5,000.00	\$6,371.11	227.42%
5833 - Fines and Penalties	\$31.06	\$500.00	(\$468.94)	6.21%
5840 - Onboarding Fees	\$1,317.54	\$56,000.00	(\$54,682.46)	2.35%
5845 - Legal Fees	\$196,826.34	\$266,771.00	(\$69,944.66)	73.78%
5848 - Licenses and Other Fees	\$3,638.94	\$15,000.00	(\$11,361.06)	24.26%
5851 - Marketing and Student Recruiting	\$40,380.42	\$41,090.00	(\$709.58)	98.27%
5857 - Payroll Fees	\$69,342.10	\$74,214.00	(\$4,871.90)	93.44%
5872 - Special Education Encroachment	\$614,733.08	\$649,907.00	(\$35,173.92)	94.59%
5884 - Substitutes	\$209,126.12	\$152,292.00	\$56,834.12	137.32%
Total - 5800 - Other Services & Operating Expenses	\$3,423,157.45	\$3,667,508.00	(\$244,350.55)	93.34%
5900 - Communications	\$136,564.39	\$176,650.00	(\$40,085.61)	77.31%
Total - 5000 - Services & Other Operating Expenses	\$4,937,912.87	\$5,975,849.00	(\$1,037,936.13)	82.63%
6000 - Capital Outlay				
6900 - Depreciation	\$478,061.63	\$530,216.00	(\$52,154.37)	90.16%
Total - 6000 - Capital Outlay	\$478,061.63	\$530,216.00	(\$52,154.37)	90.16%
7000 - Other Outflows				
7000 - Other Outflows	\$0.00	\$33,866.00	(\$33,866.00)	0.00%
Total - 7000 - Other Outflows	\$0.00	\$33,866.00	(\$33,866.00)	0.00%
Total - Expense	\$33,976,106.40	\$38,077,323.00	(\$4,101,216.60)	89.23%
Net Ordinary Income	\$7,452,781.56	\$3,966,171.00	\$3,486,610.56	187.91%
Net Income	\$7,452,781.56	\$3,966,171.00	\$3,486,610.56	187.91%

**El Camino Real Charter High School
Parent Company
Cash Flow Statement
Jul 2020 through May 2021**

Financial Row	2021	2020
Operating Activities		
Net Income	\$7,452,781.56	(\$786,755.99)
Adjustments to Net Income		
Accounts Receivable	(\$1,333,276.25)	\$1,295,226.01
Inventory Asset	(\$10.00)	\$0.00
Other Current Asset	(\$2,982,761.44)	(\$1,163,289.88)
Accounts Payable	\$18,632.90	\$451,059.01
Sales Tax Payable	\$3,333.79	\$0.00
Other Current Liabilities	(\$1,065,966.90)	(\$12,847.68)
Total Adjustments to Net Income	(\$5,360,047.90)	\$570,147.46
Total Operating Activities	\$2,092,733.66	(\$216,608.53)
Investing Activities		
Fixed Asset	\$349,543.67	\$522,439.93
Total Investing Activities	\$349,543.67	\$522,439.93
Financing Activities		
Long Term Liabilities	\$6,784,028.00	\$2,540,459.95
Other Equity	\$0.00	\$520,810.42
Total Financing Activities	\$6,784,028.00	\$3,061,270.37
Net Change in Cash for Period	\$9,226,305.33	\$3,367,101.77
Cash at Beginning of Period	\$7,266,175.06	\$5,324,533.91
Cash at End of Period	\$16,492,480.39	\$8,691,635.68

Cover Sheet

Review and Vote on Resolution Re: Education Protection Account

Section:	III. Financial
Item:	B. Review and Vote on Resolution Re: Education Protection Account
Purpose:	Vote
Submitted by:	
Related Material:	Resolution Re Education Protection Account.pdf May 2021 Investment Portfolio Update.pdf

**EL CAMINO REAL CHS
INVESTMENTS REVIEW
FISCAL YEAR 2020-2021**

		Year End												Executive Summary-OPEB					
		Jun-19	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21					
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	\$ 17,915,123	\$ 17,972,773	\$ 18,653,477	\$ 19,547,756	\$ 20,412,398	\$ 20,907,640	\$ 11,406,219	Beginning Balance at 07/01/19		
		Contributions		\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 220,000	\$ 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		
																\$ 2,640,000	YTD Contributions		
																\$ 4,327,429	Gains/Losses	31.0%	
																\$ 20,907,640	Current Ending	50.0%	
																		Total Change	
x33344	El Camino Real CHS	General			\$ 7,522,875	\$ 7,151,128	\$ 6,778,012	\$ 6,770,636	\$ 6,767,836	\$ 6,779,721	\$ 6,787,436	\$ 6,787,331	\$ 6,789,034	\$ 6,785,792	\$ 6,784,080				
	Annuity	Midland	3 Yr. (8/23)Fixed @ 2.40%		\$ 375,000	\$ 375,000	\$ 376,636	\$ 377,321	\$ 377,837	\$ 378,870	\$ 379,387	\$ 380,251	\$ 381,117	\$ 381,811					
	Annuity	Athene	3 Yr. (9/23)Fixed @ 1.95%			\$ 375,000	\$ 376,113	\$ 376,650	\$ 377,329	\$ 378,908	\$ 378,468	\$ 379,110	\$ 379,732	\$ 380,295					
			Combined		\$ 7,522,875	\$ 7,526,128	\$ 7,528,012	\$ 7,523,385	\$ 7,521,807	\$ 7,534,887	\$ 7,544,214	\$ 7,545,186	\$ 7,548,394	\$ 7,546,641	\$ 7,546,185			0.31%	
														Total Portfolio	\$ 28,453,825				

**BOARD OF DIRECTORS
EL CAMINO REAL ALLIANCE**

**RESOLUTION
RE: EDUCATION PROTECTION ACCOUNT**

The Board of Directors (“Board”) of El Camino Real Alliance (“ECRA”), a tax exempt, California nonprofit public benefit corporation doing business as El Camino Real Charter High School, does hereby adopt the following resolution regarding the Education Protection Account.

WHEREAS, Proposition 30 was approved on November 6, 2012; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and

WHEREAS, Proposition 55 was approved on November 8, 2016, and extended the provisions of Proposition 30; and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the State General Fund an Education Protection Account (“EPA”) to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, California’s Finance Director shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the EPA during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the EPA within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the EPA are continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

WHEREAS, monies deposited in the EPA are not to be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school are to have the sole authority to determine how the monies received from the EPA are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing Board shall make the spending determinations with respect to monies received from the EPA in open session of a public meeting of the Board; and

WHEREAS, the monies received from the EPA shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the EPA and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the EPA and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 of the California Constitution, and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing Board of ECRA;

2. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing Board of ECRA has determined to spend the monies received from the EPA as attached.

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

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by vote at a regular Board meeting this 24th day of June, 2021.

By: _____
Dr. Jeff Davis, Secretary

EXHIBIT A

**2021-22 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail**

**El Camino Real Charter High
Expenditures through: June 30, 2022
For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	7,990,169.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		7,990,169.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	Function Codes	
Instruction	1000-1999	7,990,169.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		7,990,169.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Notes to user:

- The amount should not be entered for Federal Revenue, Other State Revenue, Other Local Revenue, and Deferred Revenue.
- Objects 8091 and 8099 (Revenue Limit Transfers) - available for county offices only.
- Expenditures are not allowed for the following functions: 2100-2150, 2200, 2700, 6000-6999, and 7000-7999.
- Account codes in this example are applicable for K-12 districts, charters and RCOE. Community colleges should use their account classification.

Cover Sheet

Review and Vote on Chartwells Food Service Contract

Section: III. Financial
Item: C. Review and Vote on Chartwells Food Service Contract
Purpose: Vote
Submitted by:
Related Material:
CDE_Approved_Food_Service_2021-2022_Contract_-_WAIVER_71.pdf

Exhibit 1: Model Fixed-Price Contract
FOOD SERVICE MANAGEMENT COMPANY

El Camino Real Charter High School
FOOD SERVICE PROGRAM

5440 Valley Circle Blvd
Woodland Hills, CA 91367
(818) 595-7500

Model Fixed-Price Contract

Table of Contents

CONTRACT SUMMARY.....	2
MODEL FIXED-PRICE CONTRACT.....	3
I. INTRODUCTION.....	3
II. GENERAL TERMS AND CONDITIONS.....	3
III. RELATIONSHIP OF THE PARTIES.....	10
IV. FOOD SERVICE PROGRAM	11
V. BUY AMERICAN REQUIREMENTS.....	13
VI. U.S. DEPARTMENT OF AGRICULTURE FOODS.....	14
VII. MEAL RESPONSIBILITIES.....	17
VIII. FOOD SERVICE MANAGEMENT COMPANY EMPLOYEES.....	17
IX. BOOKS AND RECORDS	18
X. MONITORING AND COMPLIANCE	19
XI. EQUIPMENT, FACILITIES, INVENTORY, AND STORAGE	19
XII. CERTIFICATIONS	20
XIII. INSURANCE.....	21
XIV. TERMINATION	22
SCOPE OF WORK	<u>234</u>
SCHEDULE OF FEES	<u>289</u>
<u>STAFFING SCHEDULE.....</u>	<u>30</u>

CONTRACT SUMMARY

FOOD SERVICES CONTRACT		CONTRACT NUMBER ECR 2021-01	
		REGISTRATION NUMBER	
1	This contract is entered into between the school food authority and the food service management company named below:		
	SCHOOL FOOD AUTHORITY NAME El Camino Real Charter High School		
	FOOD SERVICE MANAGEMENT COMPANY NAME Compass Group USA, INC		
2	The term of this Contract is for one year, commencing on	July 1, 2021	and ending on June 30, 2022
3	The maximum dollar amount of this Contract is equal to the fixed price per meal multiplied by the number of meals served	\$910,222.00	
4	The parties herein agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Contract.		
	Request for Proposal Released	N/A	
	Contractor Proposal Received	Enter page(s)N/A	
	Attached Terms and Conditions	Pg 3	
	Exhibit A: Scope of Work	Pg 24	
	Exhibit B: Schedule of Fees	Pg 29	
	Exhibit C: Schedule of Staffing	Pg.30	
IN WITNESS WHEREOF, the parties hereto have executed this Contract.			
FOOD SERVICE MANAGEMENT COMPANY		<i>California Department of Education Use Only</i>	
NAME of FSMC (if other than an individual, state whether a corporation, partnership, etc.)			
Compass Group USA, INC			
BY (Authorized Signature) 		DATE SIGNED (do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING			
Belinda Oakley, CEO, Chartwells K-12			
ADDRESS			
2 International Drive, Rye Brook, NY 10573			
SCHOOL FOOD AUTHORITY			
NAME of SFA			
El Camino Real Charter High School			
BY (Authorized Signature) 		DATE SIGNED (do not type)	
PRINTED NAME AND TITLE OF PERSON SIGNING			
David Hussey-Executive Director			
		<input type="checkbox"/> Exempt per:	

Model Fixed-Price Contract

I. Introduction

The El Camino Real Charter High School, hereinafter referred to as the school food authority (SFA), enters into this Contract with **Compass Group USA, INC**, hereinafter referred to as the FSMC to provide food service management assistance for the SFA’s food service program, hereinafter referred to as “Services.” **During the term of this Contract, the FSMC will provide services to the SFA as described in the Scope of Work (Exhibit A) of this Contract.**

II. General Terms and Conditions

A. Term

The term of this contract is one year. The FSMC shall commence providing Services under the Contract on **July 1, 2021** and continue through **June 30, 2022**. Execution of all contracts and amendments is contingent on approval by the California Department of Education (CDE). The SFA may cancel this Contract upon notification from the CDE that it or any part of the bidding process has been determined noncompliant with state and federal laws and regulations (Title 7. Code of Federal Regulations (7 *CFR*), Section 210.16[d]).

B. Designated Contract Liaisons

SFA Liaison for Services		FSMC Liaison for Services	
Name: Gregory Wood		Name: Rafael Negro	
Title: CBO		Title: District Manager-California	
Phone: 818-595-7500 ext. 7590	Cell Phone:	Phone: (626) 627-3186	Cell Phone:
Fax: 818-595-7501	E-mail: G.Wood@ecrchs.net	Fax:	E-mail: Rafael.Negroe@compass- usa.com

Respondents shall serve or deliver by postal mail all legal notices to:

SFA	FSMC
Name: David Hussey	Name: Rafael Negro
Title: Executive Director	Title: District Manager
Address: 5440 Valley Circle Blvd Woodland Hills, CA 91367	Address: 332 S. Fairvale Ave. Azusa CA 91702

C. Fees

1. Fixed-price Contracts

The SFA will pay the FSMC at a fixed rate per meal. The fixed rate per meal includes all fees and charges indicated in the Schedule of Fees (Exhibit B) of this Contract. The SFA must determine, and the FSMC shall credit the SFA for, the full value of U.S. Department of Agriculture (USDA) Foods. The FSMC's fixed-price invoice will be fully compliant with procurement requirements for the National School Lunch, School Breakfast, and Special Milk Programs, set forth in 7 *CFR*, parts 210, 215, and 220, and the USDA Food and Nutrition Service (FNS) Final Rule issued Wednesday, October 31, 2007. The FSMC shall take discounts, rebates, and other credits into account when formulating their prices for this fixed-price contract (Title 2, Code of Federal Regulations (2 *CFR*), Section 200.406[a]).

2. Payment Terms

The FSMC shall submit **monthly** invoices by **the 10th** of the following month that reflect all activity for the previous **calendar month**. The FSMC must submit detailed cost documentation **monthly** to support all charges to the SFA. Charges and expenses are included in the Schedule of Fees (Exhibit B). All costs, charges, and expenses must be mutually agreeable to the SFA and the FSMC, and must be allowable costs consistent with the cost principles in 2 *CFR*, Part 200, as applicable. The SFA will pay invoices submitted by the FSMC within **30** days of the invoice date. The SFA will pay invoices received by its accounting department within 30 days if the invoices pass the SFA's audit. The SFA will notify the FSMC of invoices that do not pass audit, which the SFA will not pay until the invoices have passed audit, with no penalty accruing to the SFA.

3. Interest, Fines, Penalties, Finance Charges, Income and Expenses

Interest, fines, penalties, finance charges, income and expenses that may accrue under this contract are not allowable expenses to the nonprofit school food service (cafeteria fund) (2 *CFR*, Section 200.441). The SFA is prohibited from paying unallowable expenses from the SFA's cafeteria fund.

4. Spoiled or Unwholesome Food, Food Not Meeting Detailed Food Component Specifications or Contract Requirements.

The SFA shall make no payment to the FSMC for food that, in the SFA's determination, is spoiled or unwholesome at the time of delivery, does not meet detailed food component specifications as developed by the SFA for the meal pattern, or does not otherwise meet the requirements of this Contract (7 *CFR*, Section 210.16[c][3]).

The SFA shall make no payment to the FSMC for meals that, in the SFA's determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by the SFA for the meal pattern, or do not otherwise meet the requirements of this Contract (7 CFR, Section 210.16[c][3]).

D. Contract Cost Adjustment

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home [[CPI regional index](#): Los Angeles (CPI)]. The March CPI value will be used as a representation of the change in CPI. Such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. \ Of note, the CPI fee increases should be applied to individual meal or unit costs.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

E. Availability of Funds

Every payment obligation of the SFA under this Contract is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. The SFA may terminate this Contract at the end of the period for which funds are available if funds are not allocated and available for the continuance of this Contract. In the event the SFA exercises this provision, no liability shall accrue to the SFA and the SFA shall not be obligated or liable for any future payments or for any damages resulting from termination under this provision.

F. Timeliness

Time is of the essence in this Contract.

G. Approval

This Contract has no force or effect until it is signed by both parties and is approved by the CDE (7 *CFR*, Section 210.19[a][5]).

H. Amendment

No amendment or variation of the terms of this Contract shall be valid unless made in writing, signed by both parties, and approved by the CDE. Any oral understanding or agreement not incorporated into the Contract in writing and approved by the CDE is not binding on either party (7 *CFR*, Section 210.19[a][5]).

I. Substantive Changes to Contract

Any change to this Contract that results in a material change, at the determination of the CDE, either void this Contract or require the SFA to rebid the Contract. Following are examples of substantive changes that could require the SFA to rebid the Contract:

- The addition of a program
- A major shift in responsibilities for FSMC or SFA staff

J. Subcontract/Assignment

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

K. Written Commitments

Any written commitment by the FSMC relative to the services herein shall be binding upon the FSMC. Failure of the FSMC to fulfill any such commitment shall render the FSMC liable for damages due to the SFA. Such written commitments include, but are not limited to:

- Any warranty or representation made by the FSMC in any publication, drawing, or specifications accompanying or referred to in the proposal pertaining to the responsiveness of the proposal
- Any written notifications, affirmations, or representations made by the FSMC in, or during the course of, negotiations that are incorporated into a formal amendment to the proposal

L. Trade Secrets/Copyrights

The FSMC and SFA shall designate any information they consider confidential or proprietary—including recipes, surveys and studies, management guidelines, operational manuals, and similar documents—that the SFA and FSMC regularly use in the operation of their business or that they develop independently during the

course of this Contract. Information so designated and identified shall be treated as confidential by the FSMC and the SFA, and the FSMC and the SFA shall exercise the same level of care in maintaining the confidences of the other party as they would employ in maintaining their own confidences, unless disclosure is otherwise required under the law. All such materials shall remain the exclusive property of the party that developed them and shall be returned to that party immediately upon termination of this Contract. Notwithstanding, the federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use the work for federal purposes (7 *CFR*, Section 200.315[b]).

M. Severability

Should any provision(s) of this Contract be declared or found to be illegal, unenforceable, ineffective, and/or void, then each party shall be relieved of any obligations arising from such provision(s). The balance of this Contract, if capable of performance, shall remain and continue in full force and effect.

N. Counterparts

This Contract may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

O. Silence/Absence/Omission

Any silence, absence, or omission from the Contract specifications concerning any point shall mean that only the best commercial practices are to prevail. Only those materials (e.g., food, supplies, etc.) and workmanship of a quality that would normally be specified by the SFA are to be used.

P. Indemnification

The FSMC shall indemnify and hold harmless the SFA, or any employee, director, agent, or Board Member of the SFA, from and against all claims, damages, losses, and expenses (including attorney's fees and court costs incurred to defend litigation), and decrees or judgments whatsoever arising from any and all injuries, including death or damages to or destruction of property resulting from the FSMC's acts or omissions, willful misconduct, negligence, or breach of the FSMC's obligations under this Contract by the FSMC, its agents, employees, or other persons under its supervision and direction.

The FSMC shall not be required to indemnify or hold harmless the SFA from any liability or damages arising from the SFA's sole acts or omissions.

Q. Sanctions

If the FSMC fails to perform the contract terms, the following penalties may be imposed:

- FSMC will be required to provide in writing to the SFA how they will ensure future contract compliance
- Continued nonperformance will result in termination of this contract
- FSMC may be prohibited from bidding on future contracts with the SFA
- SFA non-payment of contract amounts to directly offset damages actually incurred by FSA.

List other sanctions that the SFA and their legal counsel deem appropriate.

R. Breach of Contract

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

S. Penalties

Cost resulting from the SFA's violations, alleged violations of, or failure to comply with federal, state, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency (2 *CFR*, Section 200.441).

T. Force Majeure

1. Neither party shall be liable to the other for delay in, or failure of, performance nor shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. Force majeure means an occurrence that is beyond the control of the party affected and occurs without its fault or negligence. Force majeure may include, but is not restricted to, acts of God, the public enemy, acts of the state in its sovereign capacity, fires, floods, power failure, disabling strikes, epidemics, pandemics, quarantine restrictions, and freight embargoes.
2. Force majeure does not include any of the following occurrences:

- Late delivery of equipment or materials caused by congestion at a manufacturer's plant or elsewhere, or an oversold condition of the market
 - Late performance by a subcontractor, unless the delay arises out of a force majeure occurrence
 - Inability of either the FSMC or any of its subcontractors to acquire or maintain any required insurance, bonds, licenses, or permits
3. If either party is delayed at any time in the progress of work by force majeure, the delayed party shall notify the other party in writing of such delay, as soon as practicable and no later than the following work day or the commencement thereof, and shall specify the causes of such delay. Such notice shall be delivered by hand or sent by postal mail with a certified return receipt requested and shall make a specific reference to this article, thereby invoking its provisions. The delayed party shall cause such delay to cease as soon as practicable and shall notify the other party in writing when it has done so. The time for completion shall be extended by contract amendment, as long as the amended period does not violate 7 *CFR*, Section 210.16(d).
 4. Any delay or failure in performance by either party caused by force majeure shall not constitute default, nor give rise to any claim for damages or loss of anticipated profits.

U. Nondiscrimination

Both the SFA and FSMC agree that no child who participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP) will be discriminated against on the basis of race, color, national origin, age, sex, or disability. State agencies and SFAs shall comply with the requirements of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Department of Agriculture regulations on nondiscrimination (7 *CFR*, parts 15, 15a, and 15b); and FNS Instruction 113-1 (7 *CFR*, Section 210.23[b]).

V. Compliance with the Law

The FSMC shall comply with all laws, ordinances, rules, and regulations of all applicable federal, state, county, and city governments, bureaus, and agencies regarding purchasing, sanitation, health, and safety for the food service operations and shall procure and maintain all necessary licenses and permits. The SFA shall cooperate, as necessary, in the FSMC's compliance efforts.

The FSMC shall comply with all applicable federal regulations in 2 *CFR*, parts 200 and 400 and 7 *CFR*, parts 210 (NSLP), 220 (SBP), 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools) as applicable, 250 (Donation of Foods for Use in the United States, its Territories and Possessions and Areas Under its Jurisdiction), USDA FNS Instructions and policy, federal laws and regulations, California *Education Code (EC)*, and California laws and regulations, where applicable.

W. Choice of Law

This Contract shall be construed under the laws of the state of California, where applicable, without giving effect to the principles of conflict of laws. Any action or proceeding arising out of this Contract shall be heard in the appropriate courts in California.

X. Advice of Counsel

Each party acknowledges that, in executing this Contract, such party has had the opportunity to seek the advice of independent legal counsel and has read and understood all of the terms and provisions of this Contract.

Y. Relationship of the Parties

- A.** The FSMC's relationship with the SFA will be that of an independent contractor and not that of an employee of or supervisor for the SFA. The FSMC will not be eligible for any employee benefits, nor will the SFA make deductions from payments made to the FSMC for taxes, all of which will be the FSMC's responsibility. The FSMC agrees to indemnify and hold the SFA harmless from any liability for, or assessment of, any such taxes imposed on the SFA by relevant taxing authorities. The FSMC will have no authority to enter into contracts that bind the SFA or create obligations on the part of the SFA.
- B.** When the SFA is a public school district or program operated by the county Office of Education, the FSMC, as an independent contractor, shall have no authority to supervise food service classified personnel operating the NSLP, SBP, or Afterschool Meal Supplements (AMS) under the NSLP (*EC Section 45103.5*).

- C. All services to be performed by the FSMC will be as agreed between the FSMC and the SFA. The FSMC will be required to report to the SFA concerning the services performed under this Contract. The SFA shall determine the nature and frequency of these reports.
- D. The SFA is the responsible authority, without recourse to USDA or CDE, for the settlement and satisfaction of all contractual and administrative issues arising in any way from this Contract. Such authority includes, but is not limited to, source evaluation, protests, disputes, claims, or other matters of a contractual nature.

IV. Food Service Program

A. Food Service Management Company Responsibilities

1. The SFA will provide the FSMC with an electronic Point of Service (POS) meal/milk counting system. Such meal/milk counting system must eliminate any potential for the overt identification of free and reduced-price eligible students under 7 *CFR* Section 245.8. This POS system will be used for the duration of this Contract.
2. The FSMC will not directly or indirectly restrict the sale or marketing of fluid milk at any time or in any place on school premises or at any school-sponsored event (7 *CFR*, Section 210.21[e]).
3. The FSMC shall have state or local health certification for any facility outside the school in which it proposes to prepare meals and the FSMC shall maintain this health certification for the duration of the contract (7 *CFR*, Section 210.16[c][2]).

B. School Food Authority Responsibilities

1. The SFA shall ensure that the food service operation is in conformance with the SFA's Permanent Single Agreement with the CDE and will monitor the food service operation through periodic on-site visits (7 *CFR*, sections 210.16[a][2] and 210.16[a][3]).
2. The SFA retains control of the quality, extent, and the general nature of its food service; the prices children are charged for meals (7 *CFR*, Section 210.16[a][4]), and a la carte prices. The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced-price, and paid reimbursable lunches to all eligible children (7 *CFR*, Section 210.16[a]).
3. SFAs with more than one school shall perform no less than one on-site review of the lunch counting and claiming system employed by each school under its jurisdiction. The on-site review shall take place prior to

February 1 of each school year. Further, if the review discloses problems with a school's meal counting or claiming procedures, the SFA shall ensure that the school implements corrective action and, within 45 days of the review, conduct a follow-up on-site review to determine that the corrective action resolved the problem. Each on-site review shall ensure that the school's claim is based on the counting system authorized by the CDE under 7 *CFR*, Section 210.7(c) and that the counting system, as implemented, yields the actual number of reimbursable free, reduced-price, and paid lunches respectively, served for each day of operation (7 *CFR*, Section 210.8[a][1]).

4. The SFA shall retain responsibility for developing the meal pattern for students with disabilities, when their disability restricts their diet, and for those students without disabilities who are unable to consume the regular lunch because of medical or other special dietary needs (7 *CFR*, Section 210.10[m]).
5. The SFA shall retain signature authority for the food services application, agreements, Free and Reduced-Price Policy Statement, monthly Claim for Reimbursement, reports, the verification of applications, letters to households, and all correspondence to the CDE relating to the food service program (7 *CFR*, Section 210.16[a][5]).
6. The SFA shall retain signature authority and be responsible for all contractual agreements entered into in connection with the food service program (7 *CFR*, Section 210.21).
7. The SFA shall be responsible for the establishment and maintenance of the free and reduced-price meals eligibility roster (*EC* Section 49558).
8. The SFA shall be responsible for the development, distribution, and collection of the letter to households and Application for Free and Reduced-Price Meals and/or Free Milk (7 *CFR*, Section 245.6).
9. If the SFA uses direct certification of eligibility, the SFA shall be responsible for obtaining the direct certification list at least three times annually.
10. The SFA shall be responsible for the determination of eligibility for free and reduced-price meals and shall disclose the eligibility status of individual students or confidential information provided on the application for free or reduced-price meals to the FSMC, to the extent that such information is necessary for the FSMC to fulfill its obligations under this Contract. The FSMC will not disclose the eligibility status of individual students or confidential information provided (*EC* Section 49558).

11. The SFA shall be responsible for conducting any hearings related to determinations regarding free and reduced-price meal eligibility (7 *CFR*, Section 245.7).
12. The SFA shall be responsible for verifying applications for free and reduced-price meals as required by federal regulations (7 *CFR*, sections 245.6 and 245.6[a]).
13. The SFA shall establish and maintain an advisory board composed of parents, teachers, and students to assist with menu planning (7 *CFR*, Section 210.16[a][8]).
14. The SFA shall maintain applicable health certification and ensure that all state and local regulations are being met **by the FSMC preparing or serving meals on-site** at an SFA facility (7 *CFR*, Section 210.16[a][7]).

V. Buy American Requirements

A. Food Service Management Company Responsibilities

1. The FSMC must submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume (USDA Policy Memo [SP 38-2017](#)).
2. The FSMC must notify the SFA in writing at least 10 days **prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes for the SFA to consider and provide an explanation for the following:
 - a) Why the domestic product is not produced or manufactured in sufficient and reasonably available quantities of a satisfactory quality; and/or
 - b) Why competitive bids reveal the cost of the domestic product is significantly higher [**this must be defined by the SFA**] than the nondomestic product
3. The FSMC will provide certification of domestic origin for products which do not have country of origin labels.

B. School Food Authority Responsibilities

1. The SFA shall maintain documentation outlining the justification for supporting their use of an exception to the Buy American Provision requirement **prior** to accepting nondomestic agricultural commodities or products. This documentation will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an on site administrative review and an off site procurement review.
2. The SFA shall monitor the contract to ensure that the correct domestic food components contracted for are delivered as required by 2 *CFR*, Section 200.318(b) unless the FSMC has received prior approval from the SFA for nondomestic agricultural commodity or product.
3. The SFA must ensure FSMC compliance with the Buy American Provision in accordance with their procurement procedures. These procedures, at a minimum, must include the requirement to include Buy American Provision language in solicitations and contracts as well as the process for requiring FSMCs to certify the domestic percentage of the agricultural food component of products.

VI. U.S. Department of Agriculture Foods

C. Food Service Management Company Responsibilities

1. The FSMC shall fully use, to the maximum extent possible, donated foods made available by the SFA solely for the purpose of providing benefits for the SFA's nonprofit school food program (7 *CFR*, Section 210.16[a][6]).
2. In accordance with 7 *CFR*, Section 250.53, the FSMC shall comply with the following provisions relating to the use of donated foods, as applicable:
 - a) The FSMC must credit the SFA for the value of all donated foods (including both entitlement and bonus foods) received for use in the SFA's meal service in the school year or fiscal year. The credit must include the value of donated foods contained in processed end products if the FSMC procures processed end products on behalf of the SFA, or acts as an intermediary in passing on the donated foods value of processed end products to the SFA (7 *CFR*, Section 250.51[a]).

- b) The FSMC shall account for the full value of donated foods (7 *CFR*, Section 250.51) by:
 - i) Subtracting the value of all donated foods received for use in the SFA's food service from the SFA's (monthly/quarterly) invoice, and
 - ii) Using the Average Price File for the school year in which the donated foods are received by the SFA. This listing is available from the USDA Food Distribution web page at <http://www.fns.usda.gov/fdd/processor-pricing-reports>.
3. The FSMC will be responsible for any activities relating to donated foods in accordance with 7 *CFR*, Section 250.50(d), as applicable, and will ensure that such activities are performed in accordance with the applicable requirements in 7 *CFR*, Part 250.
4. The FSMC shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to donated foods.
5. The FSMC must use all donated beef, pork, and all processed end products, in the recipient agency's food service, and must use all other donated foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used) (7 *CFR*, Section 250.51[d]).
6. The FSMC shall ensure that the processing agreement's value will be used in crediting the SFA for the value of donated foods contained in end products (7 *CFR*, Section 250.53[a][7]).
7. The method and frequency of crediting donated foods will be in accordance with 7 *CFR*, Section 250.51(b). The FSMC must ensure that it follows the negotiated method and frequency of crediting agreed upon by the parties.
8. The FSMC will provide assurance that it will not itself enter into the processing agreement with the processor required in subpart C of 7 *CFR*, Part 250 (7 *CFR*, Section 250.53[a][8]).
9. The FSMC will provide assurance that it will comply with the storage and inventory requirements for donated foods (7 *CFR*, Section 250.53[a][9]).

10. The FSMC will maintain records to document its compliance with requirements relating to donated foods, in accordance with 7 *CFR*, Section 250.54(b).

D. School Food Authority Responsibilities

1. The SFA shall retain title to all donated foods and ensure that all donated foods received by the SFA and made available to the FSMC accrue only for the benefit of the SFA's nonprofit school food service and are fully used therein (7 *CFR*, Section 210.16[a][6]).
2. The SFA shall accept and use, in as large quantities as may be efficiently used in its nonprofit food service program, such foods as may be offered as a donation by USDA (7 *CFR*, Section 210.9[b][15]).
3. The SFA will maintain records to document its compliance with requirements relating to donated foods and conduct reconciliation (at least annually and upon termination of the Contract) to ensure that the FSMC has credited the value of all donated foods in accordance with 7 *CFR*, sections 250.54(a) and (c).

VII. Meal Responsibilities

A. The FSMC shall:

1. Serve meals on such days and at such times as requested by the SFA.
2. Offer free, reduced-price, and paid reimbursable meals to all eligible children through the SFA's food service program.
3. Provide meals through the SFA's food service program that meet the requirements as established in 7 *CFR*, parts 210 and 220, as applicable.

VIII. Food Service Management Company Employees

- A. The FSMC shall only place employees for work at the SFA that meet the minimum professional standards outlined in 7 *CFR*, Section 210.30 which can be viewed at the following web page: [School Nutrition Program Professional Standards](#).

The SFA shall ensure that all employees the FSMC proposes for placement meet the minimum professional standards. The FSMC shall ensure their employees take the required annual training as outlined in the professional standards. The FSMC shall track the trainings completed by each employee and maintain documentation to validate that training was completed. The FSMC shall remove from the SFA premises any employee who fails to take the required training.

The FSMC shall provide the SFA with a list of employees and evidence that they meet the professional standards.

- B. The SFA reserves the right to interview and approve the on-site food service consultant(s)/employee(s).
- C. The FSMC shall provide the SFA with a schedule of employees, positions, assigned locations, salaries, and work hours. The FSMC will provide specific locations and assignments to the SFA 4 calendar weeks prior to the commencement of operation.
- D. The FSMC shall comply with all wage and hours of employment requirements of federal and state laws. The FSMC will be responsible for supervising and training their personnel.

- E.** The FSMC agrees to assume full responsibility for the payment of all contributions and assessments, both state and federal, for all of its employees engaged in the performance of this Contract.
- F.** The FSMC agrees to furnish the SFA, upon request, a certificate or other evidence of compliance with state and federal laws regarding contributions, taxes, and assessments on payroll.
- G.** The FSMC will be solely responsible for all personnel actions regarding employees on its respective payroll. The FSMC shall withhold and/or pay all applicable federal, state, and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation costs, and shall file all required documents and forms. The FSMC shall indemnify, defend, and hold the SFA harmless from and against any and all claims, liabilities, and expenses related to, or arising out of, the indemnifying party's responsibilities set forth herein.

IX. Books and Records

- A.** The SFA and the FSMC must provide all documents as necessary for an independent auditor to conduct the SFA's single audit. The FSMC shall maintain such records as the SFA will need to support its Claims for Reimbursement. Such records shall be made available to the SFA upon request and shall be retained in accordance with 7 *CFR*, Section 210.16(c)(1).
- B.** The SFA and the FSMC shall, upon request, make all accounts and records pertaining to the nonprofit food service program available to the CDE, USDA FNS and Office of Inspector General of the United States for audit or review at a reasonable time and place. Each party to this Contract shall retain such records for a period of three (3) years after the date of the final Claim for Reimbursement for the fiscal year in which this Contract is terminated, unless any audit findings have not been resolved. If audit findings have not been resolved, then records shall be retained beyond the three-year period as long as required for resolution of issues raised by the audit (7 *CFR*, Section 210.9[b][17]).
- C.** The FSMC shall not remove state or federally required records from the SFA premises upon contract termination.
- D.** The USDA, Inspector General, the Comptroller of the United States, and the CDE, or any of their duly authorized representatives must have the right of access to any documents, papers, or other records of the FSMC and the SFA which are pertinent to the federal award, in

order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the FSMC and SFA's personnel for the purpose of interview and discussion related to such documents (2 *CFR*, Section 200.336[a]).

- E. The distributing agency/CDE, recipient agency/SFA, the Comptroller General, the USDA, or their duly authorized representatives, may perform on-site reviews of the FSMC's food service operation, including the review of records, to ensure compliance with requirements for management and use of donated foods (7 *CFR*, Section 250.53[a][10]).

X. Monitoring and Compliance

- A. The FSMC shall monitor the food service operation of the SFA through periodic on-site visits in order to develop recommendations for improvement of the food service program.
- B. The FSMC warrants and certifies that in the performance of this Contract it will comply with all applicable statutes, rules, regulations, and orders of the United States and the state of California.
- C. The SFA shall establish internal controls that ensure the accuracy of lunch counts prior to the submission of the monthly Claim for Reimbursement in accordance with 7 *CFR*, Section 210.8(a). At a minimum, these internal controls shall include all of the following:
 - An on-site review of the lunch counting and claiming system employed by each school within the jurisdiction of the SFA (7 *CFR*, Section 210.8[a][1])
 - Comparisons of daily free, reduced-price, and paid lunch counts against data that will assist with the identification of lunch counts in excess of the number of free, reduced-price, and paid lunches served each day to children eligible for such lunches
 - A system for following up on lunch counts that suggest the likelihood of lunch counting problems

XI. Equipment, Facilities, Inventory, and Storage

- A. The SFA will make available to the FSMC, without any cost or charge, area(s) of the premises agreeable to both parties in which the FSMC shall render its services. The SFA shall provide the FSMC with local telephone

service. The SFA shall not be responsible for loss or damage to equipment owned by the FSMC and located on the SFA's premises.

- B.** The FSMC shall notify the SFA of any equipment belonging to the FSMC on the SFA's premises within 10 days of its placement on the SFA's premises.
- C.** The SFA shall have access, with or without notice, to all of the SFA's facilities used by the FSMC for purposes of inspection and audit.
- D.** Ownership of the beginning inventory of food and supplies shall remain with the SFA.
- E.** Ownership of all nonexpendable supplies and capital equipment shall remain with the SFA. However, the FSMC must take such measures as may be reasonably required by the SFA for protection against loss, pilferage, and/or destruction.

XII. Certifications

- A.** The FSMC warrants and certifies that in the performance of this Contract, it will comply with the rules and regulations of the CDE and the USDA, and any additions or amendments thereto, including but not limited to 2 *CFR*, parts 200 and 400, and 7 *CFR*, parts 210, 215, 220, 245, 250, and USDA FNS Instruction and policy, as applicable. The FSMC agrees to indemnify the SFA and the CDE against any loss, cost, damage, or liability by reason of the FSMC's violation of this provision.
- B.** The FSMC shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; and any additions or amendments to any of these regulations, and statutes.
- C.** The SFA and FSMC shall comply with all applicable standards, orders, or regulations issued.

For contracts in excess of \$150,000, the SFA and FSMC shall comply with the Clean Air Act (42 U.S.C. sections 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. Section 1251) as amended (Appendix II to 2 *CFR*, Part 200).

- D.** Debarment and Suspension

The parties shall not enter into contracts with parties listed on the General Services Administration's List of Parties Excluded from Federal

Procurement or Nonprocurement programs (Executive Orders 12549 and 12689 and 2 *CFR*, Part 200, Appendix II).

E. Lobbying

The updated Certification Regarding Lobbying and a Disclosure of Lobbying Activities form (2 *CFR*, Section 418) must be collected from the FSMC. Contract renewals that do not include this certification will not be accepted for consideration (Appendix II to 2 *CFR* Part 200 Section [I]: Byrd Anti-Lobbying [31 U.S.C 1352]).

XIII. Insurance

The parties shall maintain the following insurances:

A. Workers' Compensation Insurance

Each party shall maintain Workers' Compensation Insurance coverage as required by state law, and Employers' Liability in the amount of one million dollars (\$1,000,000.00) for each accident covering all employees employed in connection with child nutrition program operations.

B. Comprehensive or Commercial Insurance

The FSMC shall maintain during the term of this Contract, for protection of the SFA and the FSMC, Comprehensive or Commercial General Bodily Injury and Property Damage Liability Insurance with a Combined Single Limit of not less than five million dollars (\$5,000,000.00) for each occurrence, including, but not limited to, Personal Injury Liability, Broad Form Property Damage Liability on the FSMC-owned property, Blanket Contractual Liability, and Products Liability, covering only the operations and activities of the FSMC under the Contract and, upon request, shall provide the SFA with a certificate evidencing such policies. The insurance policies shall contain covenants by the issuing company that the policies shall not be canceled without 30 days prior written notice of cancellation to the SFA. With the exception of Workers' Compensation Insurance, the SFA shall be named as an additional insured under the FSMC's policies of insurance to the extent the SFA is indemnified pursuant to this Contract.

C. Property Insurance

The SFA shall maintain, or cause to be maintained, a system of coverage either through purchased insurance, self-insurance, or a combination thereof to keep the buildings, including the premises, and all property contained

therein insured against loss or damage by fire, explosion, or other cause normally covered by standard broad form property insurance.

XIV. Termination

Either party may cancel for cause with a 60-day notification if either party breaches a provision of this Contract (7 *CFR*, sections 210.16[d] and 250.12[f][9]). The nonbreaching party shall give the other party notice of such cause. If the cause is not remedied within 10 days, the nonbreaching party shall give a 60-day notice to the breaching party of their intent to terminate this Contract upon expiration of the 60-day period. This Contract may be terminated, in whole or in part, for convenience by the SFA with the consent of the FSMC, in which case the two parties shall agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated (2 *CFR*, Section 200.339[a][3]). The Contract may also be terminated, in whole or in part, by the FSMC upon written notification to the SFA, setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, in the case of a partial termination, if the SFA determines that the remaining portion of the Contract will not accomplish the purposes for which the Contract was made, the SFA may terminate the Contract in its entirety (2 *CFR*, Section 200.339[a][4]). The rights of termination referred to in this Contract are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

Scope of Work

1. Overview of El Camino Real Charter High School Food Service Program

- A. **Scale.** The SFA employs 0 persons who provide food service to approximately 3,700 children at one site. The food service prepares approximately 68,000 Breakfasts and 173,000 Lunches annually.
- B. **Financial Goals.** The FSMC is to manage all food waste, and invoice the SFA each month for the number of meals served.
- C. **Management Goals.** The FSMC is expected to properly manage all aspects of the NSLP, SBP in accordance with USDA and CDE regulations. Daily meal production records, daily temperatures are to be recorded and maintained on site. These records are to be kept for 3 years. All meals served are to contain all components using Offer vs Serve, to create a reimbursable meal. All meals are to follow the USDA meal pattern. FSMC staff is to treat all students with respect and maintain all confidentiality when serving meals.
- D. **Food Service Office and Staff.** The food service staff is provided by the FSMC. The FSMC should analyze the meals needed and determine how many staff is appropriate to properly serve this site.
- E. **National School Lunch Program and School Breakfast Program.**

Participation

PROGRAM	GRADES	MAX ENROLLMENT*	AVERAGE DAILY PARTICIPATION	FULL PAY*	FREE*	REDUCED*
National School Lunch (NSLP)	9-12	3,700	727	246	365	116
let's School Breakfast Program (SBP)	9-12	3,700	483	123	273	87

2. Description of FSMC Responsibilities

General: Under the direction of the SFA's Operations Director, the FSMC selected pursuant to this RFP will provide the following: **The FSMC is expected to properly manage all aspects of the NSLP, SBP, USDA FDP, in accordance with USDA and CDE regulations. Daily meal production records, daily temperatures are to be recorded and maintained on site. These records are to be kept for 3 years. All meals served are to contain all components using Offer vs Serve, to create a reimbursable meal. All meals are to follow the USDA meal pattern. FSMC staff is to treat all students with respect and maintain all confidentiality when serving meals. Assist the SFA in student meal collections. In addition, the FSMC will employ qualified professionals to cook, prepare, serve and count all meals.**

A. Purchasing of Supplies for the Food Service Program

Recommend (or be responsible for) purchasing standards and specifications that will result in the best quality of products and services at the lowest price for the food service program.

All transactions shall be conducted in a manner so as to provide maximum open and free competition as provided by statute and regulation.

The grade, purchase unit, style, weight, ingredients, formulation, etc., shall be in compliance with applicable statutes and regulations.

Purchase food and/or supplies (if applicable); if authorized by the SFA, the FSMC shall purchase food used by the food service operation and the purchasing of food shall not displace SFA staff or delegate responsibilities of the SFA to the FSMC.

Recommend new or improved procedures for the requisition, receipt, and verification of all supplies used by the food service operation

B. Contracting With Small, and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The FSMC shall comply with 2 *CFR*, Section 200.321 (as applicable).

C. Buy American

The SFA participates in meal programs that require the use of nonprofit school food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U. S. substantially (51 percent or more by weight or volume) using

agricultural commodities that are produced in the U. S. as provided in 7 *CFR*, sections 210.21(d) and 220.16(d). The FSMC must:

1. **Submit certification statements for all processed agricultural products.** The FSMC must provide written documentation to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

OR:

2. **Request SFA approval prior to delivering a nondomestic agricultural commodity or product.** If the FSMC cannot comply with #1 above, the FSMC must notify the SFA in writing 10 days prior to delivering a nondomestic agricultural commodity or product. This written notification must include the following:
 - a) Whether the request to deliver a nondomestic food is because the product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality, or competitive bids reveal the costs of a domestic product are significantly higher than the nondomestic product
 - b) The pricing of both domestic and nondomestic products and/or availability data to justify the use of one of the two allowable exceptions
 - c) A list of alternative domestic substitutes for the SFA to consider for delivery instead of the nondomestic agricultural product

D. Facility or Site Operations

The FSMC shall recommend:

- Safety programs for employees
- Sanitation standards for housekeeping, preparation, storage, and equipment
- Adjustments to practices and operation of equipment as required
- A Food Safety Plan and participate in the development, implementation, and maintenance of said plan
- Methods to increase participation at all levels of the SFA's food service programs, improve food quality, and upgrade equipment and facilities

- Hours and number of positions at each site to meet food service operational needs

E. Menus

Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval (7 *CFR*, sections 210.10, 210.16[b][1] and 220.8, if applicable).

Provide recommendations for menu development that will result in the best quality of products and services at the lowest price for the food service program.

Seek student and parent input on successful menu variation and planning.

Provide, upon request by the SFA, recommended menus to assure compliance with all applicable statutes and regulations; include menu recommendations to meet the needs of students with special dietary needs or disabilities.

F. Quality Control

Recommend or establish a formal structure to routinely and continuously gather input from students, staff, and parents about food services.

Recommend or establish a structure or process to routinely and continuously gather input from food service employees to ensure the most effective and efficient operation possible.

G. Staff

Recommend management staff and structure that will enhance the SFA's food service programs and ensure that the SFA's food service programs are of consistent top quality and held in positive regard by students, staff, and the public.

Recommend or establish and conduct management and staff training programs that will ensure staff development, proper supervision, professional and health certifications, and consistent quality control both in production and service.

H. Records

Maintain full and complete financial and inventory records sufficient to meet federal and state requirements and that are in accordance with generally accepted accounting procedures.

Maintain employment records that show FSMC staff have all professional and health certifications as required by federal or state law and the SFA.

I. Education

Recommend actions or events to promote the nutrition education aspects of the food service program, and recommend or cooperate with efforts to merge these actions or events with classroom instruction; the FSMC will work in partnership with the SFA to educate students, parents, teachers, and the community about efforts to promote better nutrition and health.

Coordinate meeting times with the Food Service Director, other SFA staff, and parents or students to discuss ideas to improve the food service program; arrange meetings between an acceptable management representative of the FSMC and the Food Service Director, other SFA staff, and the school board, upon request.

J. Reports

Collect and provide, in the required format, information necessary for school food service claims for reimbursement from state and federal agencies and maintain records of past information; at the end of each month the number of meals to be claimed will be submitted to the SFA contact by the FSMC consultant/representative on or before the **10th** of each month (7 *CFR*, 210.16[c][1]).

Provide the SFA with monthly operating statements and other information determined by the SFA regarding the food service programs.

K. Point of Service

Provide and/or implement an accurate point of service meal and milk count; such meal and milk counting system must eliminate the potential for the overt identification of free and reduced-price eligible students under 7 *CFR*, Section 245.8.

3. Specific FSMC Tasks

Staff Training. All FSMC staff must receive their food handlers certificate, and submit proof of the required training prior to school start. All FSMC must also have all background checks conducted prior to school start, July 1, 2021.

Exhibit B

Schedule of Fees

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 *CFR*, Part 200.

All costs are based on the average daily participation of 605 students in the district and 180 school days.

Cost per Meal

Note: Prices must **not** include values for donated foods,
and must include all meal programs.

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	87,027	\$2.480	\$215,827
Lunch	130,840	\$4.057	\$535,766
Snacks	36,381	\$3.630	\$132,063
Seamless Summer Feeding Option – Brkfst	2500	\$2.480	\$6,200
Seamless Summer Feeding Option- Lunch	3500	\$4.057	\$14,199
Nonreimbursable Meals	1,520	\$4.057	\$6,167
TOTAL	255,768	\$	\$910,222

*Units to be provided by SFA – based on 18-19 SY counts

**Exhibit C
FSMC
STAFFING SCHEDULE**

<u>Position</u>	<u>Hours</u>
FSW/Cashier	6:00 AM - 2:30 PM
FSW/Cashier	9:30 AM - 2:30 PM
Cook/Server	7:30 AM - 1:30 PM
FSW/Cashier	8:30 AM - 2:30 PM
FSW/Cashier	8:30 AM - 2:30 PM
FSW/Cashier--LEAD	6:00 AM - 2:30 PM
FSW/Cashier	8:30 AM - 2:30 PM
FSW/Cashier	8:30 AM - 2:30 PM
FSW/Faculty Lounge Cashier	8:30 AM - 2:30 PM
FSW--Cart	9:00 AM -2:30 PM
Supervisor	6:00 AM - 2:30 PM

The parties agree and acknowledge that the Staffing Schedule is a projected schedule and could fluctuate occasionally do to various circumstances including, but not limited to volume of service, FSW illness, etc. No change, fluctuation, modification to the Staffing Schedule shall result in any financial credit to the SFA or relieve the SFA from paying the Cost Per Meal rates in Exhibit B.

Cover Sheet

Review and Vote on ICON School Management Contract

Section: III. Financial
Item: D. Review and Vote on ICON School Management Contract
Purpose: Vote
Submitted by:
Related Material:
ICON & El Camino Real- Master Service Agreement (2021-22).pdf



16959 Bernardo Center Dr, Ste 201
San Diego, CA 92128

18000 Studebaker Rd, Ste 700
Cerritos, CA 90703

P 323.457.0499
F 323.457.0814

Master Services Agreement
El Camino Real Charter High School
June 15, 2021

MASTER SERVICES AGREEMENT TERMS AND CONDITIONS

THIS AGREEMENT is made this 15th day of June, 2021 ("Effective Date") by and between ICON School Management, a California corporation, having its principal office and place of business at 16959 Bernardo Center Drive, Suite 201, San Diego, CA 92128 USA ("ICON"), and El Camino Real Charter High School, a California not-for-profit corporation, having its principal office and place of business at 5440 Valley Circle Blvd, Woodland Hills, CA 91367("Client").

SECTION 1. SERVICES

- 1.1 **Engagement.** ICON agrees to perform the services ("Services") described in one or more Statements of Performance (each a "SOP") as may be entered into from time to time by Client and ICON, in accordance with the applicable SOP and these Terms and Conditions. Client agrees to engage ICON to perform the Services in accordance with the applicable SOP and these Terms and Conditions. This Master Services Agreement and all SOP are collectively referred to as this "Agreement."
- 1.2 **Client Responsibilities.** Client will provide safe and adequate working space and facilities, equipment and supplies, system access, and information (including all data, files, documentation, or other information necessary or appropriate for ICON's performance of Services). Client will also fulfill any additional obligations as defined in any applicable SOP. Client will be responsible for the collection and accuracy of all data necessary or appropriate for ICON to render the Services in any applicable SOP. Client understands that ICON's performance is dependent and conditioned upon Client's timely and effective performance of all responsibilities under this paragraph. Client's failure to fulfill any obligations under this paragraph will not relieve Client of any obligations to pay ICON under Section 3 of this Agreement or any other equivalent provisions of any SOP. ICON is entitled to rely on all information, decisions, and approvals provided by Client.
- 1.3 **Independent Contractor Status.** ICON is an independent contractor under this Agreement, and nothing herein will be construed to create a partnership, joint venture, agency or employment relationship between ICON and Client. Neither party will have authority to enter into agreements of any kind on behalf the other party, or otherwise bind or obligate the other party in any manner to any third party, by virtue of the relationship contemplated by this Agreement.
- 1.4 **Method of Performance.** Except as otherwise provided in the applicable SOP, ICON will have the right to determine the method and means of performing the Services.
- 1.5 **Taxes.** Client will be responsible for all applicable state and local sales, service and use taxes incurred during the performance of any Services.

SECTION 2. STATEMENTS OF PERFORMANCE

- 2.1 **Generally.** Client and ICON will, from time to time, enter into a SOP during the term of this Agreement, and each SOP will be effective only when signed and delivered by authorized representatives of Client and ICON and will become effective as of the latter of the parties' signature dates on the SOP. Each SOP will be subject to all provisions of these Terms and Conditions. If any provision contained in a SOP conflicts with any provision contained in these Terms and Conditions, the provision contained in the SOP will govern.
- 2.2 **Changes.** Client may from time to time propose changes in the Services to be performed pursuant to a SOP. Any material change to a SOP, including changes that will affect the compensation payable to ICON, will be made by an amendment to the SOP agreed by both parties in accordance with Section 9.6 of these Terms and Conditions.

- 2.3 Termination. A SOP will terminate upon completion of the Services unless earlier terminated at any time upon mutual written agreement of both parties. In addition, all SOP will terminate upon termination of this Agreement in accordance with Section 5.

SECTION 3. COMPENSATION, EXPENSES AND PAYMENT

- 3.1 Compensation. In consideration of the Services performed, Client will pay ICON compensation in the amount, and payable at the times and in the manner, set forth in this Agreement and the applicable SOP.
- 3.2 Invoices. ICON will submit to Client invoices for Services rendered on a periodic basis as set forth in the applicable SOP. If the SOP does not provide a schedule for the submission of invoices by ICON, invoices will be submitted monthly. The invoices will describe the Services rendered and will list all reimbursable charges, expenses and costs. Client will pay all invoices within 30 days. Invoices not paid within 30 days of receipt are subject to the lesser of 1.5% interest or the highest rate allowed by law.
- 3.3 Flat Fee. ICON is responsible for any costs that may be related to travel, hotel, car, meals, and any other unforeseen expenses. The Client will not see any charges from ICON that exceeds the agreed upon Monthly Cost as outlined in the Compensation section.

SECTION 4. TERM

This Agreement is effective commencing July 1, 2021 and shall expire on June 30, 2022 (the "Term"), unless terminated pursuant to Section 5 below. The Parties may agree, in a written and fully executed Addendum, to extend to Term.

SECTION 5. TERMINATION OF AGREEMENT

- 5.1 Termination. This Agreement may be terminated at any time by either party upon 30 days' prior written notice to the other party. In the event of termination of this Agreement, any executory obligations arising under a SOP shall be subject to the Terms and Conditions of this Agreement until completion. This Agreement will automatically terminate without notice one year after the termination of the last SOP.
- 5.2 Termination upon Breach. Notwithstanding Section 5.1, this Agreement may be terminated by either party upon written notice to the other party, in the event the other party materially breaches any obligation hereunder and the breaching party fails to cure within 30 days after written notice of the breach.
- 5.3 Termination upon Insolvency. This agreement will automatically terminate if Client ceases doing business as a going concern, is insolvent, makes an assignment for the benefit of creditors, and fails to pay its debts as they become due, offers a settlement to creditors or calls a meeting of creditors for any such purpose, files a voluntary petition for bankruptcy, is subject to an involuntary petition for bankruptcy, is adjudicated bankrupt or insolvent, or has filed against it a petition seeking reorganization, arrangement or composition under any law or regulation.
- 5.4 Effect of Termination. Except for a SOP currently in effect under paragraph 5.1, upon any termination of this Agreement, any and all rights and obligations of the parties under this Agreement will terminate, provided that all rights or obligations for payment of compensation earned and unpaid prior to termination, or reimbursement of reimbursable charges, expenses and costs incurred prior to termination, and that Sections 3, 5, 6, 7, 8 and 9, and any other right or obligation which by its nature or express duration extends beyond the termination of this Agreement, will survive termination and continue in effect indefinitely. The provisions of this Agreement that do not survive termination will nonetheless be controlling on, and will be used in construing and interpreting the rights and obligations of the parties with regard to any dispute, controversy or claim which may arise under, out of, in connection with, or relating to this Agreement.

SECTION 6. REPRESENTATIONS, WARRANTIES, AND COVENANTS

Parties represent, warrant, and covenant as follows:

- 6.1 Performance. All Services performed by ICON will be performed in a reasonable, workmanlike manner and shall adhere to the 2017 Fiscal Crisis & Management Assistance Team's "*Charter School Accounting and Best Practices Manual*". **EXCEPT AS EXPRESSLY SET FORTH HEREIN, ICON MAKES NO OTHER REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, WITH REGARD TO THE PERFORMANCE OF THE SERVICES HEREUNDER, OR THE MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OF ANY DELIVERABLES PRODUCED BY ICON. NOTWITHSTANDING THE FOREGOING, ICON SHALL NOT BE LIABLE TO COMPANY OR ANY THIRD PARTY FOR ANY INCIDENTAL, CONSEQUENTIAL, PUNITIVE, EXEMPLARY, OR SPECIAL DAMAGES; IN NO EVENT, SHALL ICON'S ENTIRE LIABILITY EXCEED THE AMOUNT OF THE AVERAGE OF THE LAST THREE MONTH'S FEES ACTUALLY RECEIVED FOR THE SERVICES PERFORMED HEREUNDER WHETHER SUCH CLAIM IS MADE IN TORT (INCLUDING NEGLIGENCE OR STRICT LIABILITY), CONTRACT, OR ANY OTHERWISE.**
- 6.2 Remedy for Non-performance. In the event that ICON's performance does not conform to paragraph 6.1, and upon notice consistent with this paragraph and paragraph 9.4, ICON will have the opportunity to re-perform any non-conforming Services or, in ICON's sole discretion, refund the fees allocable to the non-conforming Services. Any notice of non-performance must describe the nature of the non-performance with sufficient particularity for ICON to remedy the non-performance. Any claim of non-conformity must be noticed to ICON within 45 days of the completion of the non-conforming Service, except that if such non-performance was not reasonably discoverable, Client will have the lesser of 30 days from the date of discovery or 120 days from completion of the non-conforming Service. **THIS REMEDY REPRESENTS CLIENTS SOLE REMEDY AND ICON'S SOLE LIABILITY IN CONNECTION WITH NON-PERFORMANCE OF ANY SERVICES UNDER THIS AGREEMENT OR ANY APPLICABLE**
- 6.3 Deliverables. ICON hereby grants perpetual, non-exclusive, non-assignable, non-transferable, royalty-free license to use, reproduce and distribute for internal purposes only all documents resulting or derived from, or made in the course of performance of the Services, including any written material, whether or not reduced to tangible form ("Deliverables"). All rights in and to ICON's existing intellectual property as defined in paragraph 6.4 and any modifications or derivatives of such property will remain the property of ICON, except to the extent that such property is included with or incorporated into the Deliverables, Client is hereby granted a perpetual, non-exclusive, non-assignable, non-transferable, royalty-free license to use the same for internal purposes only.
- 6.4 Other Party's Intellectual Property. Each of the parties own intellectual property which includes trademarks, patents, copyrights, and trade secrets ("Intellectual Property"). Except as provided for under paragraphs 6.3 and 9.12, neither party shall have any right in or to the Intellectual Property of the other party.
- 6.5 Non-Solicitation. During the term of this Agreement and for a period of one (1) year thereafter, neither ICON nor Client will directly solicit the employment of the other's employees who have been directly associated with the Services covered by this Agreement. In the event of any breach of this provision, the breaching party shall pay the non-breaching party a sum equal to 50% of the annual compensation of the solicited employee.

SECTION 7. INDEMNITY

- 7.1 Indemnification by ICON. ICON will indemnify, hold harmless and defend Client and its affiliates, and their respective officers, directors, employees, agents and advisors, from and against, and will reimburse such indemnified parties with respect to, any and all claims, demands, causes of action,

proceedings, losses, damages, debts, expenses, liabilities, fines, penalties, deficiencies, judgments or costs, including reasonable attorney fees, court costs, amounts paid in settlement and costs and expenses of investigations, at any time and from time to time asserted against or incurred by any such indemnified party arising out of, in connection with, resulting from or by reason of (a) any failure by ICON to perform any obligations of this Agreement, or (b) any negligent or willful act or omission of ICON.

- 7.2 Indemnification by Client. Client will indemnify, hold harmless and defend ICON and its affiliates and their officers, directors, employees, agents and advisors from and against, and will reimburse such indemnified parties with respect to, any and all claims, demands, causes of action, proceedings, losses, damages, debts, expenses, liabilities, fines, penalties, deficiencies, judgments or costs, including reasonable attorney fees, court costs, amounts paid in settlement and costs and expenses of investigations, at any time and from time to time asserted against or incurred by any such indemnified party arising out of, in connection with, resulting from or by reason of (a) any failure by Client to perform any obligations of this Agreement, or (b) any negligent or willful act or omission of Client.

SECTION 8. CONFIDENTIALITY

- 8.1 Definition. "Confidential Information" means any documentation containing technical, financial, or other business information that the provider considers competitively sensitive, proprietary or confidential and is marked "Confidential Information" or, if disclosed orally or visually, is confirmed in writing and marked "Confidential Information" within thirty (30) days of the date of first disclosure
- 8.2 Each party acknowledges that Confidential Information may be disclosed to the other party during the course of this Agreement. Each party will protect the other party's Confidential Information by using the same degree of care, but no less than a reasonable degree of care, to prevent the unauthorized disclosure of such Confidential Information as the receiving party uses to protect its own confidential or proprietary information. The receiving party will not use the other party's Confidential Information for any purpose other than in pursuit of the business relationship contemplated by this Agreement. The receiving party will neither disclose nor copy the other party's Confidential Information except as necessary for its employees, agents or contractors with a need to know.
- 8.3 The receiving party's obligations under this Section will not apply, or will cease to apply, to that Confidential Information that the receiving party can establish: (i) is or hereafter becomes generally known or available to the public or interested persons through no breach of this Section by the receiving party; (ii) is rightfully known to the receiving party without restriction on disclosure at the time of its receipt from the disclosing party; (iii) is rightfully furnished to the receiving party by a third party without breach of an obligation of confidentiality; (iv) is independently developed by the receiving party without use or reference to the Confidential Information; (v) is required to be disclosed by applicable law or pursuant to the order of a court, administrative agency or other governmental body (provided that the receiving party shall give the disclosing party reasonable notice prior to such disclosure and shall comply with any applicable protective order or equivalent); or (vi) is approved for release by written authorization of the disclosing party.

SECTION 9. GENERAL PROVISIONS

- 9.1 Binding Nature of Agreement; Assignment. All the terms and provisions of this Agreement will be binding upon and will inure to the benefit of the parties and their respective successors, assigns, heirs and personal representatives. Client may not assign, delegate or transfer to third parties its rights or obligations hereunder without the prior written consent of ICON. Any such transfer without ICON's written consent will be null and void.
- 9.2 No Third-Party Beneficiaries. The terms and provisions of this Agreement are intended solely for the benefit of each party and their respective successors, assigns, heirs and personal representatives and it is not the intention of the parties to confer third-party beneficiary rights upon any other individual or entity.

- 9.3 Governing Law; Venue. This Agreement will be governed by and will be construed, interpreted, and enforced in accordance with the laws of the State of California, without reference to principles of conflicts of law. All disputes arising out of or relating to this Agreement, or the breach or default of this Agreement, will be determined solely by a state or federal trial court located in Los Angeles County, California, and the parties hereby consent to the jurisdiction of such courts. In the event legal action is necessary to interpret or enforce the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees and costs incurred in such an action.
- 9.4 Notices; Electronic Communications. All notices or other communications required or permitted under this Agreement will be in writing and will be deemed duly given either (a) when delivered in person to the recipient party, or (b) 3 business days after being mailed by either registered or certified U.S. mail, return receipt requested, postage prepaid to the recipient party at the mailing address designated for the recipient party in the recipient party's contact information above. The parties may use and rely upon electronic records and signatures for all agreements, undertakings, notices, disclosures, and other documents, communications or information of any type sent or received in accordance with this Agreement.
- 9.5 Entire Agreement. This Agreement, including the SOP, if any, contain the entire agreement among the parties with respect to the subject matter hereof, and supersede all prior and contemporaneous agreements and understandings, inducements or conditions, express or implied, oral or written. The express terms hereof control and supersede any course of performance or usage of the trade inconsistent with any of the terms hereof.
- 9.6 Amendment. Except as otherwise provided herein, this Agreement, including any SOP, may not be modified or amended other than by an agreement in writing signed by duly authorized representatives of each of the parties.
- 9.7 No Waiver. No failure or delay by any party in exercising any right, power, or privilege hereunder will operate as a waiver of any right, power, or privilege hereunder. No waiver of any default on any one occasion will constitute a waiver of any subsequent or other default. No single or partial exercise of any right, power, or privilege will preclude the further or full exercise thereof.
- 9.8 Severability. The provisions of this Agreement will be deemed severable, and the invalidity or unenforceability of any one or more of the provisions hereof will not affect the validity and enforceability of the other provisions. If any part of this Agreement is held unenforceable, the rest of this Agreement will continue in effect.
- 9.9 Remedies. Except as limited by paragraph 6.2, the rights and remedies of the parties with respect to failure of a party to comply with the terms of this Agreement are not exclusive, the exercise thereof will not constitute an election of remedies and the aggrieved parties will in all events be entitled to seek whatever additional remedies may be available in law or in equity.
- 9.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original but all of which will constitute one and the same instrument. The parties agree that this Agreement may be executed by any party by electronic signature.
- 9.11 Headings. The headings of this Agreement are for purposes of reference only and will not limit or otherwise affect the meaning hereof.
- 9.12 Publicity. ICON may use the name of Client in any publicity releases, advertising or other promotional activities without the prior written consent of Client.
- 9.13 Force Majeure. Any delay in the performance of ICON's obligations hereunder will not be considered a breach of this Agreement if such delay is caused by Acts of God, natural disaster, war, terrorism, national emergency, labor disputes, shortage of material, fire, earthquake, flood or any other event beyond the reasonable control of ICON provided that ICON uses reasonable efforts under the circumstances to notify Client of the circumstances causing such delay and to resume performance as soon as possible.

STATEMENT OF PERFORMANCE

Overall Service Delivery

The overall ICON service delivery is proactive, forward-looking and brings our deep charter operations expertise to bear on behalf of our school partners.

- Cash flow projections that are updated monthly
- Budget forecasts that are updated monthly
- ICON provides expert budget and actuals interpretation - flagging necessary changes
- Further, ICON takes its responsibility seriously as a trusted service provider to the adjusting assumptions and forecasts throughout the year, and warning about potential future cash flow issues.
- We will be actively engaged in seeking existing and new funding sources to ensure that all possible grants that are open to E are carefully considered and utilized.

A. *Budget Development, Accounting & Finance*

ICON School Management provides unparalleled and the most comprehensive back-office support for charter schools. Team of experts in financials, accounting, and charter operations management will ensure accurate budget development and budget forecasts tailored for the unique needs of your charter organization. In addition, ICON School Management does the leg-work in evaluating funding programs to ensure our partner schools are knowledgeable on and participating in all eligible funding opportunities.

- Budgeting:
 - a. Preliminary/Adopted Budget – Prepare, analyze, discuss and file the preliminary budget report in District/County/State required format by July 1st (present to school leaders and board members well in advance of the due date for analysis, discussion, and possible revision).
 - b. Interim financial reports – Prepare, analyze, discuss and file the two interim financial reports (1st Interim and 2nd Interim) in District/County/State required format to the authorizer by or prior to the December 15 and March 15 deadlines.
 - c. Unaudited/Audited financial reports – Prepare and file the unaudited financial report by September 15 and the final audited report (from the auditor) by December 15.
 - d. Budget revisions (as needed, on demand) – Revise budgets in between the required interim reports for special project analysis, anticipated funding changes, and for various circumstances or scenarios as requested by the school.
- Financial Statements:
 - a. Monthly year-to-date financial statements – Prepare YTD financials compared to budget
 - b. Monthly cash flow projections – Monitor the school's cash position and anticipate cash shortfalls in future months so the school can adjust spending accordingly or secure cash flow loans
 - c. Financial statements analysis – Provide a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school
 - d. Updated monthly budget forecasts – Track budget to actuals and update the budget forecast on a monthly basis.
- Accounting:
 - a. Setup of school's SACS-compliant chart of accounts and general ledger – ICON team sets up and maintains the school's chart of accounts, based on ICON School Management's standard structure compliant with SACS

- b. Fund accounting – ICON team can track revenue and expenditures by fund, e.g., implementation grant funds and expenses or Title I expenditures.
- c. Transaction recording – ICON team with work with Client’s staff to record in detail all transactions in a SACS-compliant, computerized accounting system.
- d. Journal entries and account maintenance – ICON team prepares and records journal entries and maintains the general ledger according to generally accepted accounting standards
- e. Bank reconciliation – ICON team reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- f. Cash in County Treasury reconciliation – ICON team will reconcile the Cash in County Treasury account to NetSuite.
- g. General financial reports monthly – ICON team can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by ICON team); revenues; all general ledger account balances
- h. Accounts Receivable: Revenue verification - ICON team verifies that the school is receiving the correct amount of funds in a timely fashion

B. Payroll

- Payroll record maintenance – downloading all payroll reports to shared drive.
- Payroll journal entries – creating and uploading payroll journal entries from Paycom to NetSuite.

C. Board Presentation and Support

- Financial Analysis Presentation: We develop a thorough Financial Analysis presentation for each Board Meeting that supplements the monthly financial reports and that informs and facilitates senior-level decision making. We are committed to attending all regular Board Meetings and special board meeting as needed.

D. Compliance, Grant Administration & Reporting Support

- Financial Reports – ICON prepares customized financial reports for grant purposes.
- Fund Accounting - ICON sets up fund accounting to track direct and allocated costs to grants.

E. Comprehensive Financial Audit Support

ICON has an impeccable record of delivering smooth and clean audits for our school partners since we have been charter school auditors for the past 10 years. ICON does the “heavy lifting” on behalf of your organization that minimizes school leadership and staff time in the process.

- Audit Support: ICON will help to prepare the financial documents for the audit and works side-by-side with the auditing firm’s personnel at the school’s location.
- Single Audit Act of 1984: ICON provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- IRS Form 990 Support: ICON supports the school and auditor in preparing Form 990 tax-exempt organization annual filing

F. Management Staffing for El Camino Real Charter High School

We are the primary and regular contact for the school leaders and are responsible for the management service delivery to the school and the Board. We manage the client relationship, are responsible for client satisfaction, and for delivering ICON’s highest level of customer service.

COMPENSATION

- A. Contract Term: July 1, 2021, through June 30, 2022 (12 months)
 - o The contract term between ICON School Management and El Camino Real will be for 12 months.
- B. ICON is offering El Camino Real Charter High School a substantially discounted fee structure from the standard management pricing model:
 - o \$96,000 for the fiscal year, paid in equal monthly installments equal to \$8,000 per month.

Thank you for allowing ICON School Management the opportunity to continue these services to El Camino Real Charter High School.

ICON School Management
16959 Bernardo Center Drive, Suite 201
San Diego, CA 92128

By: _____

Name: Daniel J. Lee

Title: Chief Executive Officer

Date: _____

El Camino Real Charter High School
5440 Valley Circle Blvd.
Woodland Hills, CA 91367

By: _____

Name: David Hussey

Title: Executive Director

Date: _____

Cover Sheet

Discuss and Vote on Instructure (Canvas) Learning Management System

Section: IV. School Business
Item: A. Discuss and Vote on Instructure (Canvas) Learning Management System
Purpose: Vote
Submitted by:
Related Material: Canvas Quote.pdf



Services Order Form

Order #: Q-207784-1
 Date: 2021-04-15
 Offer Valid Through: 2021-06-30

6330 South 3000 East, Suite 700, Salt Lake City, UT 84121, United States

Order Form For EI Camino Real Charter HS

Address: 5440 Valley Circle Blvd
 City: Woodland Hills
 State/Province: California
 Zip/Postal Code: 91367
 Country: United States

Order Information
 Billing Frequency: Annual Upfront
 Payment Terms: Net 30

Billing Contact

Name: David Hussey
 Email: d.hussey@ecrchs.net
 Phone: (818) 595-7500

Primary Contact

Name: Ryan Guinto
 Email: r.guinto@ecrchs.net
 Phone:

In Process

Billing Frequency Term:

Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Year 1						
Description	Start Date	End Date	Metric	Qty	Price	Amount
Canvas Cloud Subscription	2021-07-01	2022-06-30	User	4,000	USD 5.52	USD 22,080.00
24x7 Support	2021-07-01	2022-06-30	20% of Subscription (Minimums Apply)	1	USD 4,416.00	USD 4,416.00
Recurring Sub-Total						USD 26,496.00
Year 1 Total						USD 26,496.00

Year 2						
Description	Start Date	End Date	Metric	Qty	Price	Amount
Canvas Cloud Subscription	2022-07-01	2023-06-30	User	4,000	USD 5.80	USD 23,200.00
24x7 Support	2022-07-01	2023-06-30	20% of Subscription (Minimums Apply)	1	USD 4,640.00	USD 4,640.00

Description	Start Date	End Date	Metric	Qty	Price	Amount
Recurring Sub-Total						USD 27,840.00
Year 2 Total						USD 27,840.00

Year 3						
Description	Start Date	End Date	Metric	Qty	Price	Amount
Canvas Cloud Subscription	2023-07-01	2024-06-30	User	4,000	USD 6.09	USD 24,360.00
24x7 Support	2023-07-01	2024-06-30	20% of Subscription (Minimums Apply)	1	USD 4,872.00	USD 4,872.00
Recurring Sub-Total						USD 29,232.00
Year 3 Total						USD 29,232.00
Grand Total:						USD 83,568.00

Deliverable	Description	Expiration
Canvas Cloud Subscription	<p>User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.</p> <p>In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days' of receipt.</p>	N/A
24x7 Support	24x7 support per year (20% of subscription - minimums apply)	N/A

The items above must be completed during the time period beginning on the later of the Effective Date or the initial Start Date specified in this Order Form and ending pursuant to the time frame set forth in the Expiration column above.

Metric	Description
User	<p>User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.</p> <p>In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days' of receipt.</p>

Duration: The Services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related Services prior to the first year Start Date at its sole discretion.

Miscellaneous: Instructure’s support terms are available as follows:
 Canvas & Catalog: <https://www.canvaslms.com/policies/support-terms>
 Portfolium: <https://portfolium.com/support-terms>
 MasteryConnect: <https://www.masteryconnect.com/support/>

As part of our commitment to provide the most innovative and trusted products in the industry, at times we must increase our renewal rates to cover additional expenses associated with advancing our products. If you have concerns with any increases, please reach out to your account representative.

Terms and Conditions
 This Order Form shall be governed by the Master Terms and Conditions which can be found here:
<https://www.instructure.com/master-terms-conditions>

In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No): _____ If yes, please enter PO Number: _____	Check here if your company is exempt from US state sales tax : _____ <i>Please email all US state sales tax exemption certifications to ar@instructure.com</i>

By executing this Order Form, each party agrees to be legally bound by this Order Form.

El Camino Real Charter HS

Signature:	_____
Name:	David Hussey
Title:	Executive Director
Date:	_____

Instructure, Inc.

Signature:	_____
Name:	_____
Title:	_____
Date:	_____

Cover Sheet

Review of Charter Schools Division Oversight Report

Section: IV. School Business
Item: B. Review of Charter Schools Division Oversight Report
Purpose: Discuss
Submitted by:
Related Material:
ELCMNO 8617 Annual Performance-Based Oversight Visit Report 20-21.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* **2020-2021 SCHOOL YEAR (REMOTE VERSION)**** FOR

EL CAMINO REAL CHARTER HIGH - 8617

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

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

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

**** In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Charter School Name:		El Camino Real Charter High (ECRCH)		Location Code:	8617
Current Address:		City:	ZIP Code:	Phone:	Fax:
5440 Valley Circle Blvd.		Woodland Hills	91367	818-595-7500	818-710-9023
Current Term of Charter:			LAUSD Board District:	LAUSD Local District:	
July 1, 2016 to June 30, 2021			3	Northwest	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 170	
3630	3800				
Grades Currently Served	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 4.47%	
9-12	9-12				
Norm Enrollment Number:		3652			
Total Number of Staff Members:	280	Certificated:	160	Classified:	120
Charter School's Leadership Team Members:		David Hussey, Executive Director; Juan Alba, AP; Dean Bennett, AP; Jason Camp, AP; Minita Clark, AP; Emily Larew, AP; Fernando Delgado, Chief Information Officer; and Gregory Wood, Chief Business Officer			
Charter School's Contact for Special Education:		Emily Larew			
CSD Assigned Administrator:	Imelda Phillips		CSD Fiscal Services Manager:	Lourdes Ramirez	
Other School/CSD Team Members:	N/A				
REMOTE Oversight Visit Date(s):	4/14/2021		Fiscal Review Date (if different):	4/22/2021	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes; Sole Occupancy Agreement		LAUSD Co-Location Campus(es) (if applicable):	N/A	
			Date of Co-Location meeting with Operations Team:	N/A	

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/14/2021

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) – The Governing Board has fully implemented the organizational structure set forth in the approved charter, including any mandated committees/councils, and a system for the evaluation of the school leaders. The Governing Board consists of nine Board members. Board meeting agendas and minutes were provided. There is documented evidence of mandated school committees; School Site Council (SSC) and English Learner Advisory Committee (ELAC). The charter school provided agendas and minutes of both SSC and ELAC meetings. • G2: BROWN ACT – The Governing Board complies with all material provisions of the Brown Act. Based on review of board meeting agendas and minutes in the last twelve months, current board members have all been Brown Act trained. The Governing Board holds regular meetings and complies with the 72-hour notice requirements. The Governing Board posts the meeting dates, times and locations on the charter school’s website. The agendas include a time for public comment, discussion, sufficient description of action items, and a provision that informs the public that reasonable accommodations will be provided, if needed. • G5: DATA-INFORMED DECISION-MAKING – Based on review of board agendas, board meeting minutes, and discussion with school leadership, the Governing Board regularly monitors school performance and other internal data to inform decision-making covering a range of topics including LCFF/LCP, student engagement, academics, and fiscal matters. <p><u>Areas Noted for Further Growth and/or Improvement</u> None.</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p> <p>Notes: N/A</p> <p>*NOTE: <i>If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.</i></p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

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

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Evidence of SB 126 implementation (B1.8b) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	--

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input checked="" type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

<p><i>The Governing Board has a system in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals) 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.

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

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>	
<ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 	
Performance	Sources of Evidence
<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):	
N/A	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR – The 2019 schoolwide Graduation Rate Indicator color is green with a rate of 93.6%, which is higher than the state average of 85.9%. A8: DASHBOARD SUBGROUP ELA – The majority of the charter school's numerically significant subgroups (Black or African American, Filipino, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) have Distance from Standard (DFS) scores above the statewide averages in ELA. School leadership shared that the charter focused on parent outreach and education, cultural proficiency professional development, and expanded the Intervention Team. A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) – The majority of the charter school's numerically significant subgroups (Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races) have DFS scores above the state averages. A11: ENGLISH LEARNER RECLASSIFICATION – The charter school reclassifies English Learners at a rate higher than the state average. The school's 2019-2020 reclassification rate is 52.6%, which is higher than the state's rate of 13.8%. School leadership shared that the charter school gives tutoring priority to English Learners and provides peer mentoring. <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <ul style="list-style-type: none"> A1: DASHBOARD SCHOOLWIDE ELA INDICATOR – The 2019 schoolwide Dashboard ELA Indicator color is yellow with a Distance from Standard (DFS) of -20.4, which is higher than the state average of -2.5. To improve academic achievement in ELA, school leadership shared that the charter school will have literacy coaches and department chairs monitor regular examination of student work against common core rubrics/criteria during teacher collaboration and establish a common scope and sequence to ensure that Common Formative Assessments (CFA) exist in each academic course to measure student mastery of standards that embody Common Core State Standards (CCSS) focus on Depth of Knowledge and priority standards. A2: DASHBOARD SCHOOLWIDE MATH INDICATOR – The 2019 schoolwide Dashboard Math Indicator color is yellow with a DFS of -35.1, which is lower than the state average of -33.5. To improve academic achievement in Math, school leadership shared that the charter school will expand the summer bridge program to focus on Math skills for incoming freshmen, prepare and increase the number of students that take higher level Math class, and implement Interim Assessment Blocks (IAB) as part of the Math curriculum every semester. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/14/2021

- **A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI)** – The 2019 schoolwide Dashboard College/Career Indicator is yellow with a rate of 50.2%, which is higher than the state average of 44.1%.
- **A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR** – The 2019 schoolwide Dashboard Suspension Rate Indicator color is orange with a rate of 2.4%, which is lower than the state average of 3.4%. The charter school has implemented several behavior interventions, which include conflict resolutions led by the Deans, individual counseling, alternative programming, behavioral contracts, referral to the Peer Active Listener group (PALs), referral to drug education/counseling, and reintegration plans for students who were victims of verbal and/or physical altercations.
- **A9: DASHBOARD SUBGROUP MATH** – Less than the majority of the charter school’s numerically significant subgroups have DFS scores above the statewide averages in Math. The Asian subgroup has a DFS score of -37.5, which is lower than the state average of -59.8; the Black or African American subgroup has a DFS score of -102.4, which is lower than the state average of -87.9; the English Learner subgroup has a DFS score of -96.1, which is lower than the state average of -68.6; the Students with Disabilities subgroup has a DFS score of -166.0, which is lower than the state average of -119.4, the Two or More Races subgroup has a DFS score or -42.1, which is lower than the state average of 2.5; and the White subgroup has a DFS score of -28.6, which is lower than the state average of 2.7. To improve academic achievement in Math, school leadership shared that the charter school will continue to use the MAP assessment process to help guide instruction. In addition, school leadership shared that the charter school will continue to utilize the newly structured Student Success and Progress Team (SSPT) to monitor student progress, set goals, and train the staff on the Multi-Tiered Systems of Support and carry forward early intervention.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

- The charter school’s 2019-2020 At-Risk percentage is 1.1% which is lower than the state at 5.7%, and the Long-term English Learner rate is 4.4% which is lower than the state at 8.9%.
- The charter school uses the LAUSD English Learner Master Plan.
- **Reclassification Criteria:**
 - Students must earn an overall score of 4 on the Summative ELPAC assessment.
 - Students must earn a C or better in their English or ELD class.
 - Students must earn a score of Basic or better on the Reading Inventory assessment.
- The charter school will also consider the following during the reclassification process:
 1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test.
 2. Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery.
 3. Parental opinion and consultation.
 4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- **Graduation Requirement:** To earn a diploma at El Camino Real Charter High, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning and Career Pathway requirements. The curriculum or course of study is designed to meet A-G requirements.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/14/2021

- **Charter Renewal Benchmarks:** On December 8, 2020, the Los Angeles Unified School District (LAUSD) Board of Education voted to approve with benchmarks the charter renewal petition of El Camino Real Charter High. El Camino Real Charter High must meet the following benchmarks during the 2021-2026 charter term demonstrating its progress related to the following:
 1. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.
 2. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.

****NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a "low-performing" charter school based on the state's published annual list.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is green <input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow <input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard CCI color is blue <input type="checkbox"/> The schoolwide Dashboard CCI color is green <input checked="" type="checkbox"/> The schoolwide Dashboard CCI color is yellow <input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange <input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 	
Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	---	---

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) 		
	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input checked="" type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	---	---

A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10

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

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> N/A - No assessment of performance for this indicator <input type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
--------------------	--	---

A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2019-2020 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set (B2.1) <input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “At Risk” ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4) <input checked="" type="checkbox"/> Rate of “LTELs” in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within “Notes” section above) (B2.4)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

***INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.

A12: VERIFIED DATA/INTERNAL ASSESSMENTS (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:

- The school’s “Verified Data”/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and “strong postsecondary outcome” data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 “Verified Data” questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

****NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school’s submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school’s submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school’s scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
Perfor man	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and	<input type="checkbox"/> “Verified Data”/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
--	--

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)

The CSD reviewed the Learning Continuity and Attendance Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings <ul style="list-style-type: none"> Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: <ul style="list-style-type: none"> Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss <ul style="list-style-type: none"> Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> • 07: SCHOOL CLIMATE AND STUDENT DISCIPLINE – The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. For the 2019-2020 school year, the school had a 0.48% in-and-out of school suspension event rate. The charter school has implemented a Student Support and Referral Flowchart for distance learning, which includes a plan to address academic concerns, social emotional concerns, crisis counseling and attendance/behavioral concerns. In addition, the charter school has a Schoolwide Positive Behavior Support System, which includes incentives such as lunch passes, sending words of encouragement to each other (teachers and students), certificates for good behavior, and end of semester assemblies celebrating attendance, academics, and citizenship. • 08: PROFESSIONAL DEVELOPMENT - The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. School leadership shared that the charter school staff meets every Monday afternoon for one hour of professional development totaling 34 meetings per year. This year’s topics include staff and student mental health, engaging all students in distance learning, discussing/addressing difficult topics in the classroom, technology, and professional learning communities. Multiple multi-day professional developments were also attended during the Summer such as the ISTE Summer Learning Academy and PDs held by the charter school’s Tech Committee. Additionally, over 40 different conferences have been attended by school staff over the past year and a half such as UC High School Counselor Conference, Project Lead the Way Summit, California Mathematics Council, AP Summer Institute, EL Master Plan Workshop, and Southern Section CIF Athletic Administrators Summit to name a few. • 09: STAKEHOLDER COMMUNICATION AND INVOLVEMENT: The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns as evidenced by the documentation of electronic notifications sent to parents, the school’s website where the charter and other school information is shared, and stakeholder consultation for the LCAP. • 010: TRANSPARENCY FOR STAKEHOLDERS – The school has a highly developed system to share information with stakeholders that is easily accessible via documents available both manually, electronically, and on the school’s website. The following information was provided and available on the school’s website: UCP Procedures and Forms, complaint forms, Financial Audit, Student Achievement Information, LCAP, and Title IX information. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p>	
<p>None.</p>	
<p><u>Corrective Action Required</u></p>	
<p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p>	
<ul style="list-style-type: none"> • Review of the ESSA Grid provided on June 11, 2021 shows that the charter school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law. Documentation provided shows that the charter school currently operates with one custodian of records. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
--------	---------------------



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1b) <input type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.4) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	---



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input type="checkbox"/> Evidence of student immunization (B3.2b) <input type="checkbox"/> Evidence of health screening (B3.2b) <input type="checkbox"/> Evidence of Epi-pen (B3.2c) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Evidence of SB 972 (B3.2f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) <i>*new schools only</i> <input checked="" type="checkbox"/> WASC documentation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:

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

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP/Learning Continuity and Attendance Plan (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3.3j) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3j) <input checked="" type="checkbox"/> Evidence of implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.6) <input checked="" type="checkbox"/> Virtual Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program in alignment with the school's charter (B3.3k) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<i>The school has a system in place to ensure that the school:</i>		
<ul style="list-style-type: none"> • Provides special education programs and services in accordance with students' IEPs • Provides special education training for staff • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Virtual classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality (B2.1) <input checked="" type="checkbox"/> Suspension rates, and disproportionality rates <input checked="" type="checkbox"/> Evidence of implementation of AB 2291 (B3.4c) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:		
<ul style="list-style-type: none"> Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs Provides faculty and other instructional staff with professional development opportunities to improve instructional practice Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

<p>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</p> <ul style="list-style-type: none"> Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP/Learning Continuity and Attendance Plan Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources
--



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)**

**required on website

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • UCP Procedure and Forms • Complaint Forms • SB 1375 Information • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information <input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

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

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC. The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students 		
Performance	Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Performance	<input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.5) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	---	---

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **El Camino Real Charter High**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

8617	2017-2018					2018-2019					2019-2020				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
El Camino Real Charter High															
Cash and Cash Equivalents		4,766,573	5,132,306	15,493,140	15,493,140		0	5,937,923	11,855,284	11,855,286		12,528,799	12,729,061	27,178,283	13,282,107
Current Assets		15,550,545	16,016,709	16,854,572	16,854,572		0	9,693,992	16,371,596	16,371,598		15,972,807	16,173,069	31,770,424	18,467,508
Fixed and Other Assets		7,286,213	7,497,859	6,875,226	6,875,225		0	13,930,645	7,174,263	7,174,262		7,171,062	7,171,062	7,143,296	6,664,512
Total Assets		22,836,759	23,514,568	23,729,798	23,729,797		0	23,624,637	23,545,859	23,545,860		23,143,869	23,344,131	38,913,720	25,132,020
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		1,331,418	1,331,418	2,767,197	2,767,197		0	2,396,323	3,123,519	3,126,484		2,430,130	2,430,130	2,827,354	2,716,644
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	193,596	0
Unfunded OPEB Liabilities/Deferred Inflow		25,423,800	25,423,800	8,995,650	8,995,650		0	8,995,650	12,696,714	12,696,714		12,535,595	12,535,595	30,003,560	16,387,765
Total Liabilities		26,755,218	26,755,218	11,762,847	11,762,847		0	11,391,973	15,820,233	15,823,198		14,965,725	14,965,725	33,024,510	19,104,409
Net Assets		(3,918,460)	(3,240,650)	11,966,951	11,966,950		12,668,620	12,232,664	7,725,626	7,722,662		8,178,144	8,378,406	5,889,210	6,027,611
Total Revenues	37,414,568	38,406,322	38,573,287	38,574,376	38,574,376	40,095,918	39,996,880	39,854,880	41,020,721	41,020,640	40,240,990	40,675,142	41,199,091	42,804,025	44,713,827
Total Expenditures	35,936,620	39,123,764	38,904,084	39,894,357	39,894,354	39,943,857	39,295,212	39,589,168	40,078,285	40,081,168	40,053,513	40,222,624	40,543,347	44,637,477	46,408,878
Net Income / (Loss)	1,477,948	(717,442)	(330,797)	(1,319,981)	(1,319,978)	152,061	701,668	265,712	942,436	939,472	187,477	452,518	655,744	(1,833,452)	(1,695,051)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	(5,183,762)	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	1,477,948	(717,442)	(330,797)	(1,319,981)	(1,319,978)	152,061	701,668	265,712	(4,241,326)	939,472	187,477	452,518	655,744	(1,833,452)	(1,695,051)
Net Assets, Beginning	21,027,952	(3,201,018)	(3,201,018)	(3,201,018)	(2,909,853)	(3,240,650)	11,966,952	11,966,952	11,966,952	11,966,950	12,232,664	7,725,626	7,725,626	7,725,626	7,722,662
Adj. for restatement / Prior Yr Adj	0	0	291,165	16,487,950	16,196,781	0	0	0	0	(5,183,760)	0	0	(2,964)	(2,964)	0
Net Assets, Beginning, Adjusted	21,027,952	(3,201,018)	(2,909,853)	13,286,932	13,286,928	(3,240,650)	11,966,952	11,966,952	11,966,952	6,783,190	12,232,664	7,725,626	7,722,662	7,722,662	7,722,662
Net Assets, End	22,505,900	(3,918,460)	(3,240,650)	11,966,951	11,966,950	(3,088,590)	12,668,620	12,232,664	7,725,626	7,722,662	12,420,141	8,178,144	8,378,406	5,889,210	6,027,611

8617	Audited Financials					2020-2021				
El Camino Real Charter High	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	17,050,166	15,493,140	11,855,286	13,282,107	0		28,320,081	30,832,911	0	0
Current Assets	19,392,788	16,854,572	16,371,598	18,467,508	0		36,797,191	40,130,973	0	0
Fixed and Other Assets	4,504,739	6,875,225	7,174,262	6,664,512	0		6,965,458	6,937,306	0	0
Total Assets	23,897,527	23,729,797	23,545,860	25,132,020	0		43,762,649	47,068,279	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	2,487,206	2,767,197	3,126,484	2,716,644	0		619,128	1,156,375	0	0
Other Long Term Liabilities	0	0	0	0	0		4,009,296	4,009,296	0	0
Unfunded OPEB Liabilities/Deferred Inflow	24,320,174	8,995,650	12,696,714	16,387,765	0		31,344,005	32,037,227	0	0
Total Liabilities	26,807,380	11,762,847	15,823,198	19,104,409	0		35,972,429	37,202,898	0	0
Net Assets	(2,909,853)	11,966,950	7,722,662	6,027,611	0		7,790,220	9,865,381	0	0
Total Revenues	37,405,478	38,574,376	41,020,640	44,713,827	0	36,391,318	42,355,205	42,043,494	0	0
Total Expenditures	34,359,706	39,894,354	40,081,168	46,408,878	0	36,112,422	40,464,195	38,077,323	0	0
Net Income / (Loss)	3,045,772	(1,319,978)	939,472	(1,695,051)	0	278,896	1,891,010	3,966,171	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	10,000	10,000	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	3,045,772	(1,319,978)	939,472	(1,695,051)	0	278,896	1,901,010	3,976,171	0	0
Net Assets, Beginning	18,157,363	(2,909,853)	11,966,950	7,722,662	0	8,378,406	5,889,210	5,889,210	0	0
Adj. for restatement / Prior Yr Adj	(24,112,988)	16,196,781	(5,183,760)	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	(5,955,625)	13,286,928	6,783,190	7,722,662	0	8,378,406	5,889,210	5,889,210	0	0
Net Assets, End	(2,909,853)	11,966,950	7,722,662	6,027,611	0	8,657,302	7,790,220	9,865,381	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

FISCAL OPERATIONS						RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i> .						3
Other circumstances and information could influence the rating and are noted in this evaluation.						
<p>ECRCH's fiscal condition is positive and the school has had positive operational net assets since the 2016-2017 fiscal year. According to the 2019-2020 independent audit report, the school had positive net assets of \$6,027,611 and a net loss of (\$1,695,051) when factoring in the school's obligation for Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). When excluding the school's actuarial OPEB liability and related expenses, the school had positive operational net assets of \$22,415,376* and net income of \$1,076,360*. The 2019-2020 Second Interim projected positive net assets of \$9,865,381 and net income of \$3,966,171, including the accrued OPEB obligation and related expenses. When excluding the OPEB liability and related expenses, the school projects positive operational net assets of \$23,249,131 and net income of \$7,227,873.</p>						
<p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school's fiscal condition is positive.</p>						
	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Second Interim)	
Net Assets	\$21,410,321*	\$20,962,600*	\$20,419,376*	\$22,415,376*	\$23,249,131*	
Net Income/Loss	\$5,712,994*	\$2,735,461*	\$2,112,275*	\$1,076,360*	\$7,227,873*	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$16,196,781**	(\$5,183,760)***	\$0	\$0	
<p>*The Net Asset and Net Income figures represent the school's financial condition excluding its actuarial OPEB liability and related expenses, respectively. According to the latest ASC 715 Report or Actuarial Valuation Report as of June 30, 2020 (issued by a certified actuary on July 14, 2020), and the 2019-2020 independent audit report, as of June 30, 2020, the school's unfunded accumulated post-retirement benefit obligation is estimated at \$16,387,765. Per the Financial Accounting Standards Board (FASB, ASC 715), this long-term obligation is required to be reported as a liability on the school's balance sheet (beginning Fiscal Year 2016-2017). Per ECRCH, the school's accrued OPEB expenses were \$4,055,439, \$1,172,803 and \$2,771,411 for Fiscal Years 2017-2018, 2018-2019, and 2019-2020 respectively.</p>						



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

Per ECRCH, the school made annual contributions to its OPEB in the amount of \$2,640,000, during Fiscal Years 2018-2019 and 2019-2020, for each year. As of April 30, 2021, the market value of ECRCH's plan assets pertaining to its OPEB funds on deposit with its third party administrator was reported at \$18.6M, which exceeds the projected post-retirement costs under the school's OPEB plan over the next 10 years. Based on the June 30, 2020 ASC 715 Report and the 2019-2020 independent audit report, the expected retiree payments (mainly the actual pay-as-you-go costs) were estimated at \$4.4M over the next 10 years (i.e., from June 30, 2021 through June 30, 2030).

Please see Item 29 in the Notes section for further details regarding** and ***.

2. ECRCH and El Camino Real Alliance (ECRA, the charter operator) have made progress to meet the October 2016 LAUSD Board of Education-approved Memorandum of Understanding (MOU) for the school's 2016-2021 charter term. Please refer to the school's progress in the "Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS" section below.

Areas Noted for Further Growth and/or Improvement:

1. Late Payments (Recurring):

Based on the CSD's review of the school's check register for the period spanning from January 2020 through January 2021, a sample of 23 transactions and 12 electronic credit/debit transactions were selected for further review. Based on the CSD's review of a sample of the school's invoices, checks, etc., the CSD noted that three invoices provided by the school referenced past due amounts. These past due amounts, as reflected on the invoices, are summarized below. This is a recurring issue cited in the school's 2019-2020 Annual Performance-Based Oversight Visit Report.

Item #	Check Number	Check Issuance Date	Vendor/Payee	Check Amount	Late Fee (or Finance Charges)	CSD's Comments
1	1485	5/18/2020	Long Distance Runners - Cross Country Trust Invoice # 908282190	\$1,987.25	N/A	The invoice due date was 2/14/2020, but it was paid on 5/18/2020.
2	1550	9/17/2020	Eastbay Team Sales	\$1,042.06	N/A	The invoice due date was 8/30/2020, but it was paid on 9/17/2020.
3	SPACH149	10/7/2020	Charter School Tech Inc.	\$42,750.00	N/A	The invoice due date was 9/18/2020, but it was paid on 10/7/2020.
			Total	\$45,779.31		



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Page 36 of ECRCH's 2020-2021 Fiscal Policies and Procedures Handbook (FPP, dated September 24, 2020) stipulates: "Payment of all invoices should, whenever possible, be made in a timely manner to avoid the imposition of late fees or other penalties by the vendor."

In response to the CSD's observations above, ECRCH's Chief Business Officer (CBO) stated: "During the 2020-2021 School Year, the Remote working conditions of both ECR personnel & the Vendors we use required ECR to re-evaluate our process on payments. Approvals on invoices were sometimes delayed awaiting remote staff approval and vendor payments were often not posted either correctly or timely by the vendor. To better differentiate potential delayed payment issues, ECR Finance staff has recently trained to utilize Dashboards. Dashboards will be implemented for Accounts Payable staff, and establish recurring reminders within NetSuite for upcoming payments due."

The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures regarding payments to vendors. The CSD also recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring late fees and/or finance charges in the future.

2. Checks Outstanding for 90 Days or More (Recurring):

Based on the CSD's review and analysis of a sample of the school's Bank Reconciliation Reports for the period from August 2020 through January 2021, the CSD noted 24 checks totaling \$6,781.38 in the aggregate drawn on ECRCH's Operating Account Ending in X1796 that, as of January 31, 2021, had been outstanding for 90 days or more. Details regarding these checks are summarized below. This is a recurring issue cited in the school's 2019-2020 Annual Performance-Based Oversight Visit Report.

Item #	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 1/31/2021)	Transaction Description
1	14070	6/15/2020	Student	\$25.00	230	6/11/20 Student Meal Refund
2	14106	6/24/2020	Student	\$150.00	221	7/30/19 Textbook Fine Refund
3	14132	7/2/2020	Employee	\$202.66	213	Berkeley Speech Competition
4	14241	7/30/2020	Student	\$5.00	185	AP Test Refund
5	14239	7/30/2020	Student	\$5.00	185	AP Test Refund



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

6	14264	8/6/2020	3350 Rogue Fitness	\$3,186.67	178	INV#6456690 Adjustable Bench/Student Supplies
7	14351	8/20/2020	3828 AT & T 9023	\$157.01	164	20-Aug 818 710-9023 538
8	14399	9/2/2020	The Help Group-North Hills Prep School	\$2,841.04	151	July 2020 Special Ed Services
9	14448	9/15/2020	Student/Parent	\$5.00	138	117216 AP Test Refund
10	14447	9/15/2020	Student/Parent	\$10.00	138	117027 AP Test Refund
11	14446	9/15/2020	Student/Parent	\$5.00	138	117473 AP Test Refund
12	14474	9/17/2020	Student/Parent	\$5.00	136	120420 AP Test Refund
13	14472	9/17/2020	Student/Parent	\$5.00	136	118908 AP Test Refund
14	14502	9/18/2020	Student/Parent	\$25.00	135	117276 AP Test Refund
15	14500	9/18/2020	Student/Parent	\$10.00	135	117784 AP Test Refund
16	14496	9/18/2020	Student/Parent	\$5.00	135	117233 AP Test Refund
17	14487	9/18/2020	Student/Parent	\$5.00	135	121680 AP Test Refund
18	14485	9/18/2020	Student/Parent	\$5.00	135	121404 AP Test Refund
19	14490	9/21/2020	Student/Parent	\$94.00	132	117313 AP Test Refund
20	14521	9/22/2020	Student/Parent	\$5.00	131	119885 AP Test Refund
21	14504	9/24/2020	Student/Parent	\$10.00	129	117617 AP Test Refund
22	14528	9/24/2020	Student/Parent	\$5.00	129	118340 AP Test Refund
23	14525	9/24/2020	Student/Parent	\$5.00	129	118650 AP Test Refund
24	14529	9/24/2020	Student/Parent	\$10.00	129	117229 AP Test Refund
			TOTAL	\$6,781.38		

Page 37 of ECRA’s fiscal policies and procedures states: “Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.”

In response to the CSD’s observations above, ECRCH’s Executive Director stated: “The stale dated check process was previously identified by the new CBO and is being addressed with both the Back Office provider and on-site staff. As of the March 2021 Bank Reconciliations, stale dated payments are being checked on a monthly basis investigated and resolved/cancelled.” The CSD noted that 18 outstanding checks listed above pertained to AP test refunds due to the COVID-19 pandemic.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

<p>The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.</p> <p>The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next governing board meeting, but, in any event, no later than 90 days following the school's receipt of this report. After the school's next board meeting, it is the school's responsibility to provide the CSD with its approved board meeting minutes regarding its action plans/steps, and/or proof of implementation of the mitigating actions taken by the school. The CSD will continue to monitor these issues through oversight.</p>	
<p>Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices)</p> <p>None noted.</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns in this report.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/14/2021**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported.
 - d. Going concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. Evidence of ECRCH offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$13,282,107 and total expenditures equal \$46,408,878. Therefore, the school's cash reserve level is 28.62%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities, which may have decision-making authority over the school, was provided.
13. ECRCH disclosed that it has a revolving line of credit with a third-party lender, City National Bank. According to the school, this credit line allows the school to borrow up to \$5,000,000 [with an index rate equal to the greater of (a) 2.5% per year, or (b) the "Prime Rate" of CNB****], with a maturity date of February 28, 2022. According to ECRCH's Executive Director, this line of credit was obtained for operating purposes. The supporting documentation provided to the CSD consists of: 1) The executed Security Agreement from City National Bank; and 2) The November 19, 2019 ECRA Board of Directors meeting minutes. The CSD was advised that, as of the date of this report, the school had made no draws against this credit line. **** In this instance, the "Prime Rate" refers to the most recently rate announced by CNB at its principal office in Los Angeles, California.
14. Reviewed the following 23 checks (and 12 electronic credit/debit transactions). Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. Check numbers (City National Bank Operating Account Ending in X1796 and City National Bank ASB Trust Account Ending in X1826): 1485, 1547, 1550, 14005, 14080, 14157, 14262, 14285, 14587, 14686, 14759, 14785, 14838, 14859, 14885, 14895, 14944, 14949, 14950, 14958, 31861, SPACH149, and SPACH184.
 - b. Reviewed 12 credit/ (debit) transactions [transaction dates and amounts] (City National Bank - Operating Account Ending in X1796 and City National Bank - ASB Trust Account Ending in X1826) for the months of September 2020 through January 2021 for sample testing. The transaction descriptions are: (1) 9/22/2020 – (\$37.72); (2) 9/24/2020 – \$1,100.00; (3) 9/30/2020 – (\$3,854.93); (4) 10/13/2020 – \$500,000.00; (5) 10/29/2020



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

- \$4.85; (6) 10/29/2020 - \$5.00; (7) 10/30/2020 – (\$650.00); (8) 11/2/2020 - \$5,100.00; (9) 11/5/2020 – (\$31.04); (10) 12/14/2020 – \$11,500.00; (11) 12/29/2020 – (\$180.70); and (12) 1/4/2021 – 125.00;
15. Reviewed credit card statements from September 2020 through February 2021. Selected the months of November 2020 and February 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1047 (Executive Director)
 - b. American Express Credit Card Ending in X1005 (Executive Director)
 16. Reviewed bank statements and bank reconciliations from August 2020 through January 2021. Selected the months of August 2020 through January 2021 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
 - a. City National Bank Checking Account Ending in X1287 (Fundraising Account)
 - b. City National Bank Checking Account Ending in X1295 (LAUSD Payment Reserve)
 - c. City National Bank Checking Account Ending in X1309 (PPP Funds)
 - d. City National Bank Checking Account Ending in X1761 (Main Deposit Account)
 - e. City National Bank Checking Account Ending in X1796 (Operating Account)
 - f. City National Bank Checking Account Ending in X1826 (ASB Trust Account)
 - g. City National Bank Checking Account Ending in X2717 (Payroll Clearing Account)
 17. A Segregation of Duties (SOD) review was conducted remotely at El Camino Real Charter High via videoconference. No discrepancies were noted
 18. Equipment inventory was provided.
 19. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
 20. The most current Audited Financial Statements are posted on the charter school's website.
 21. The 2020-2021 Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
 22. The most current Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
 23. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided
 24. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided
 25. Pursuant to AB 1871, a signed written statement that indicates that ECRCH is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
 26. ECRCH disclosed one civil suit filed by a former administrator on or about November 20, 2019 alleging unlawful discrimination based on race, gender, age, and hostile work environment/harassment (with the Los Angeles Superior Court). As of the date of this report, the CSD was advised that the financial matter has been resolved and that there were no financial consequences to report.
 27. The 2019-2020 audited and unaudited actuals do not mirror each other. ECRCH provided the following explanations for the significant variances between its Unaudited Actuals and Audited Actuals:
 - a. A variance of (\$13,896,176) in Cash and Cash Equivalents was primarily due to the adjustment by the auditors who netted the OPEB Obligation against the OPEB Investment for the Generally Accepted Accounting Principles (GAAP) purposes, where ECRCH did not.
 - b. A variance of (\$13,302,916) in Current Assets was primarily due to the change in Cash and Cash Equivalents discussed above.
 - c. A variance of (\$478,784) in Fixed and Other Assets was primarily due to the adjustment by the auditors relating to depreciation expenses as well as the correction of the Fixed Assets Accumulated Depreciation and Depreciable Assets



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

- d. A variance of **(\$13,781,700)** in Total Assets was primarily due to the variances mentioned above under Current Assets and Fixed and Other Assets.
 - e. A variance of **(\$110,710)** in Current Liabilities was primarily due to ECRCH writing off some unreconciled liabilities with some audit adjustments to clean up the books.
 - f. A variance of **(\$13,615,795)** in Unfunded OPEB Liabilities was primarily due to the adjustment by the auditors who netted the OPEB Obligation against the OPEB Investment for GAAP purposes, where ECRCH did not.
 - g. A variance of **(\$193,596)** in Long-Term Liabilities was primarily due to the Compensated Absences reclassification from Current Liabilities.
 - h. A variance of **(\$13,920,101)** in Total Liabilities was primarily due to the variances mentioned above under Current Liabilities, Unfunded OPEB Liabilities and Long-Term Liabilities.
 - i. A variance of \$1,909,802 in Total Revenues was primarily due to additional accruals after the UAR's and STRS-related contributions recognized in the audited financials (offset with the related increased expenses).
 - j. A variance of \$1,771,401 in Total Expenditures was primarily due to the STRS "on-behalf contributions" (per the school's 2019-2020 audit).
 - k. A variance of \$138,401 in Net Income was primarily due to the variances mentioned above under Total Revenues and Total Expenditures.
28. As of the date of this report, the charter school is current on payments to LAUSD's Maintenance & Operations (M&O) services per its Sole Occupant Agreement with the District. Per ECRCH's CBO, on 2/10/2021, ECRCH issued Check #1004, in the amount of \$43,123.65, which represented the full and final amount per the Settlement Agreement signed between LAUSD and ECRCHS dated February 26, 2021.
29. Per ECRCH, and per the school's 2017-2018 independent audit report, the \$16,196,781 prior-year adjustments reflected in the school's 2017-2018 audit report (** as summarized in the financial table under Areas of Demonstrated Strength and/or Progress above), was primarily due to a significant decrease in the school's unfunded Other Post-Employment Benefits (OPEB) liability (as a result of Post-65 Retirees being required to enroll in Medicare Advantage, as per the 2017-2018 independent audit report).

Per ECRCH's actuary, the (\$5,183,760) in prior-year adjustments reflected in the school's 2018-2019 audit report (***) as summarized in the financial table under Areas of Demonstrated Strength and/or Progress above) is primarily due to the increase in the Accumulated Post-Employment Benefit Obligation of \$5,182,848, and the components of the actuarial loss consist of the following factors:

- Economic conditions that were less favorable than expected on June 30, 2019, leading to a decrease in the discount rate (from to 3.65% from 4.1%);
- An increase in the number of retirees receiving benefits and the number of actively-employed participants potentially eligible for future benefits; and
- Updated mortality and trend rates.

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

During the 2015-2016 oversight visit, the CSD noted that the school did not follow all of its board-approved fiscal policies and procedures, and significant discrepancies were noted in the sample of school credit cards and checks reviewed. Various notices were issued by the CSD/LAUSD, including a Notice of Violation in August 2016. On or about October 18, 2016, El Camino Real Charter Alliance entered into a Memorandum of Understanding (MOU) with LAUSD to set aside the revocation proceedings in 2016 and address substantial fiscal and governance issues.

One of the requirements to fulfill the MOU with LAUSD was the requirement for ECRCH to enter into a new Study Agreement with FCMAT, to review ECRCH's operations and procedures. FCMAT's Study Agreement indicated that it would provide follow-up technical assistance by meeting with the school quarterly through June 2018. Following the final visit, FCMAT would provide a management letter documenting that the requested services were completed. FCMAT performed its



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: **4/14/2021**

final visit on June 29, 2018. FCMAT issued three management letters to the school, which were dated October 2, 2017, February 14, 2018, and September 17, 2018 (the Final Management Letter), respectively, referencing FCMAT's findings and recommendations. FCMAT's Final Management Letter referenced the school's implementation of many of its prior recommendations.

The school has sufficiently addressed all items in the MOU, including, but not limited to, the following:

- The removal of the former Executive Director (effective October 26, 2016);
- Completion of the employment contract for the new Executive Director of ECRCH (effective 10-26-16 through 06-30-17, which was further renewed through 06-30-20);
- The removal of the former Chief Business Officer (CBO) (effective December 31, 2016);
- The removal of certain former governing board members and the installation of new board members, including an LAUSD-appointed representative;
- Significant changes to ECRCH's bank and investment accounts;
- Appropriate changes to the school's fiscal policies and procedures, which were adopted by the school's governing board on December 14, 2016 (and other subsequent dates);
- Training on the revised Fiscal Policies and Procedures for both existing and new governing board members on December 14, 2016 (and other subsequent dates);
- The hiring of a new Chief Compliance Officer (effective February 1, 2017). (This position has been vacant, effective 4/30/2021. On May 22, 2021, the CSD was advised that this position has been posted on EdJoin and Indeed, and that ECRA is in the process of vetting the candidates and would begin the interview process within the next two weeks. The CSD was further advised that the school plans to have this position filed by July 1, 2021);
- The hiring of a new CBO (effective April 25, 2017, and the subsequent appointment of a different COB (effective August 10, 2020));
- A new Study Agreement between ECRCH and FCMAT (entered into on July 6, 2017) for FCMAT to review the charter school's operations and procedures; and
- The completion of FCMAT's final visit in June 2018, followed by FCMAT's final management letter referencing the school's implementation of many of FCMAT's prior recommendations.

In summary, ECRCH continues to make progress toward its implementation of all actions required by the aforementioned MOU. The CSD will continue to monitor the school's progress and compliance with these MOU provisions above through the remainder of the school's 2016-2021 charter term.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s). 	<ol style="list-style-type: none"> 13. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies; 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Fiscal policies and procedures manual 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum four of the following fiscal items: <ul style="list-style-type: none"> o Most current financial reports presented to the governing board o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Fiscal policies and procedures manual



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871)); 	<p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a <i>feasible</i> financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

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

7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

SUPPLEMENTAL CRITERIA

1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;
4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
5. Current audit shows no material weaknesses, deficiencies and/or findings;
6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
7. There is no apparent conflict of interest; and
8. Governing board approves any amendment(s) to the charter school’s budget.

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

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/14/2021

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement; 4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 6. As a practice, the governing board receives and reviews the charter school’s financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871); 8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school’s website; and 9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies. 	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/14/2021**

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

Cover Sheet

Discuss and Vote on Local Control Accountability Plan

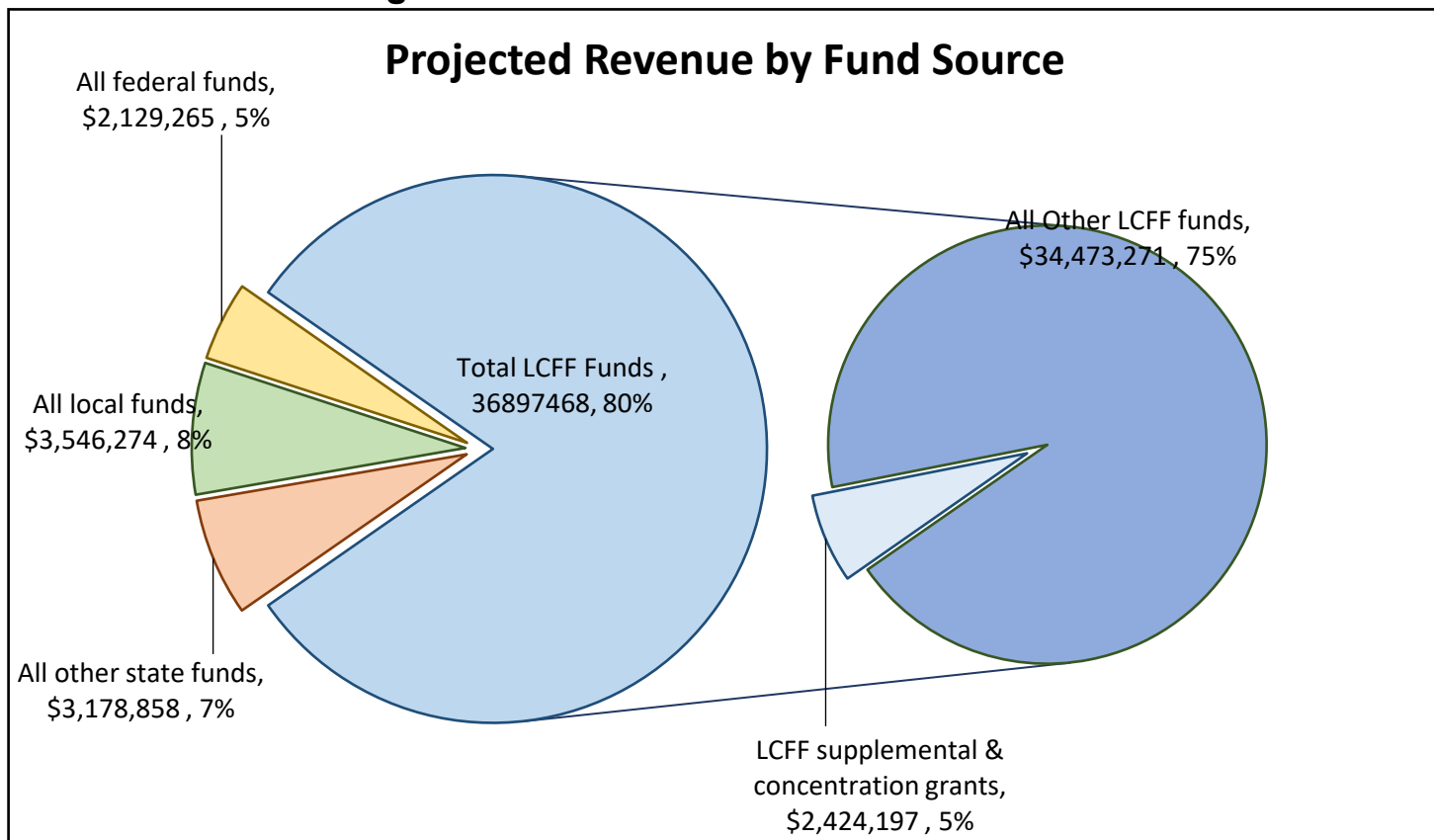
Section:	IV. School Business
Item:	C. Discuss and Vote on Local Control Accountability Plan
Purpose:	Vote
Submitted by:	
Related Material:	Local Control and Accountability Plan (redlined).pdf Combined LCAP - FINAL.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Camino Real Charter HS
 CDS Code: 19647331932623
 School Year: 2021 – 22
 LEA contact information: David Hussey 818-595-7500 d.hussey@ecrchs.net

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

Budget Overview for the 2021 – 22 School Year

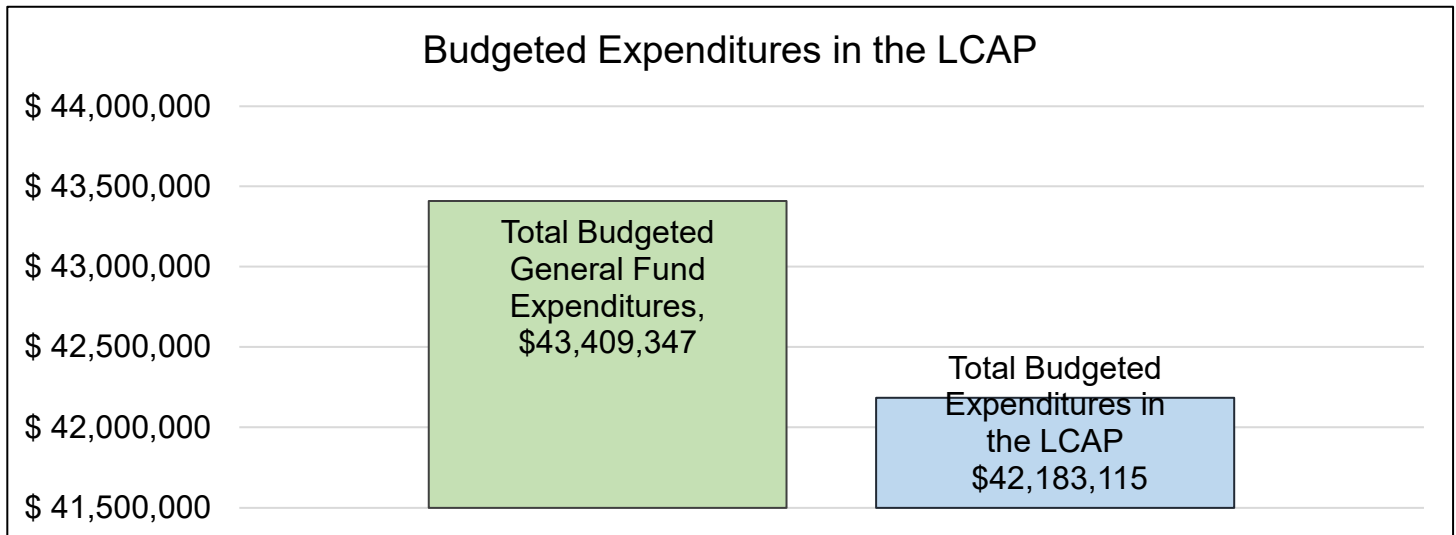


This chart shows the total general purpose revenue El Camino Real Charter HS expects to receive in the coming year from all sources.

The total revenue projected for El Camino Real Charter HS is \$45,751,865.00, of which \$36,897,468.00 is Local Control Funding Formula (LCFF), \$3,178,858.00 is other state funds, \$3,546,274.00 is local funds, and \$2,129,265.00 is federal funds. Of the \$36,897,468.00 in LCFF Funds, \$2,424,197.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much El Camino Real Charter HS plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

El Camino Real Charter HS plans to spend \$43,409,347.00 for the 2021 – 22 school year. Of that amount, \$42,183,115.40 is tied to actions/services in the LCAP and \$1,226,231.60 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

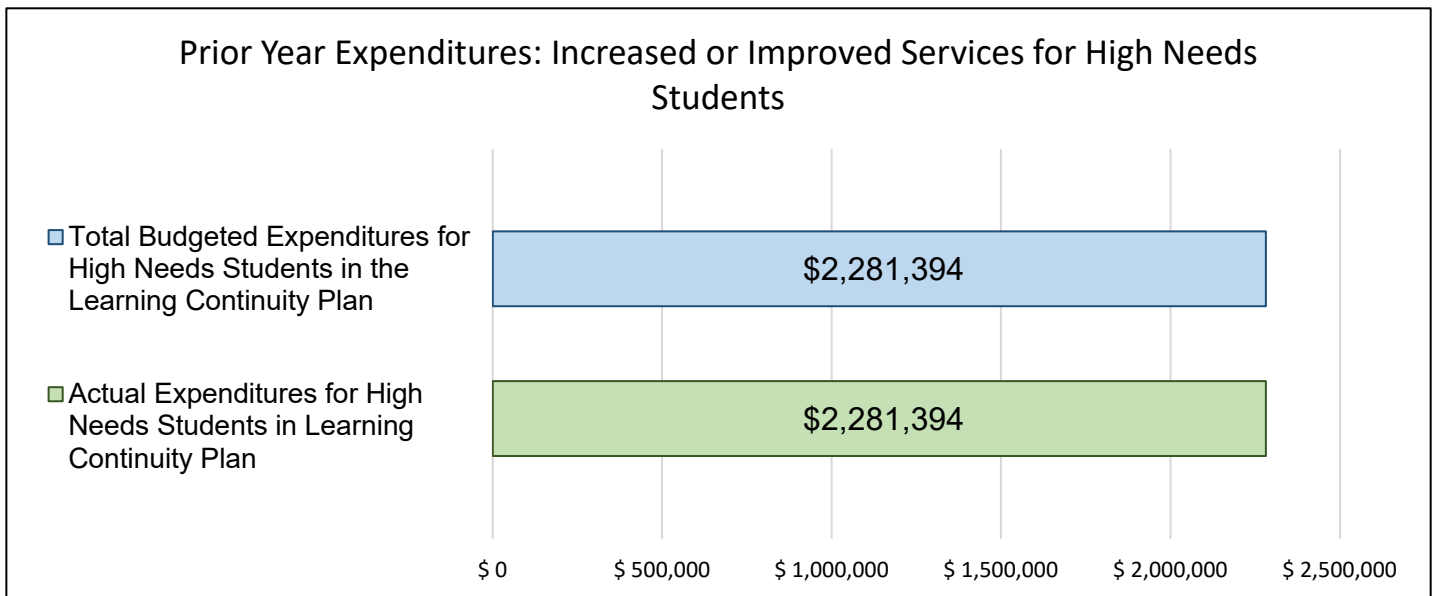
[Respond to prompt here.]

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, El Camino Real Charter HS is projecting it will receive \$2,424,197.00 based on the enrollment of foster youth, English learner, and low-income students. El Camino Real Charter HS must describe how it intends to increase or improve services for high needs students in the LCAP. El Camino Real Charter HS plans to spend \$2,424,197.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what El Camino Real Charter HS budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what El Camino Real Charter HS estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, El Camino Real Charter HS's Learning Continuity Plan budgeted \$2,281,394.00 for planned actions to increase or improve services for high needs students. El Camino Real Charter HS actually spent \$2,281,394.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey, Executive Director Minita Clark, Administrative Director	d.hussey@ecrchs.net , 818-595-7500 m.clark@ecrchs.net , 818-595-7500

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Goal 1

Ensure implementation of academic content standards for all core subjects as they are adopted

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 4, 5]

Local Priorities: Access to a Broad Course of Study

Annual Measurable Outcomes

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>% of grade 11 students scoring “Exceeded” and “Met” standard in ELA on SBAC</p>	<p>61% (2015-16)</p>	<p>Not Met - 59%. Target: 2% above baseline</p>	<p>Not Met 59.46% Target: 4% above baseline (Goal: 64%)</p>	<p>7% above baseline COVID 19 Cancelled testing</p>

% of grade 11 students scoring “Exceeded” and “Met” standard in Math on SBAC	40% (2015-16)	Not Met - 41%. 2% above baseline	Not Met 41.18%. 5% above baseline (Goal: 42%)	8% above baseline COVID 19 Cancelled testing
school-wide four-year cohort graduation rate	89.9% (2015-16)	90.4% in 2018. Not Met. Target: 95.0%	93.5% 4 year cohort not available yet One year from Aeries is 96%	≥95.0% Not available yet
four-year cohort dropout rate	7.3% (2015-16)	Target: 2.5% Actual 5.7%	Target: 2.4% Data still not available from CDE (5/20)	Target: 2.3% Data available from CDE

% of parents returning the annual survey agree or strongly agree that, “The school provides high quality instruction to my child”	76%	Not Met. 69.6% 1% above baseline	2% above baseline MET. 80% as of May 20th.	3% above baseline
% of 9th and 10th grade students on pace in the spring semester to earn a 3 or 4 on the SBAC in ELA (using NWEA MAP cut scores) **	N/A	N/A	55.8% - Baseline year	2% above baseline
% of 9th and 10th grade students on pace in the spring semester to earn a 3 or 4 on the SBAC in ELA (using NWEA MAP cut scores) in math **	N/A	N/A	43.1% - Baseline year	2% above baseline
% of teachers using of research based classroom strategies as evidenced by observations	N/A	N/A	Baseline year	5% above baseline
# of school wide PD minutes dedicated to instruction	N/A	600	Met. 660 minutes. 11 late start CPD meetings. Target: 650	Target:700 800 Met

# of common formative assessments given among all course alike	N/A	4 (on per quarter)	MET New Program: On pace (2 in the spring with revamped Write to Learn program)	4 (one per quarter)
% of academic courses adopt curriculum maps in order to support the development of intradepartmental common formative assessment	N/A	90%	95% MET	100%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide EL support to core academic teachers to help EL students' access CCSS and ELD standards	Provide EL support to core academic teachers to help EL students' access CCSS and ELD standards	\$34,257	\$4,215.06

Describe the overall implementation of the actions/services to achieve the articulated goal.

The EL coordinator attended a series of trainings and worked with departments to support implementation of ELD standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The EL coordinator reclassified 30% of EL students and developed an Advanced ELD class for all EL students. Using this metric the program has achieved immense success. COVID 19 stopped remaining EL students to be tested and possibly reclassified.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to time constraints, there were no Common Planning Days, CPD, dedicated to this action step. The alternative was to have the Department Chairs, and Instructional Coaches who attend LAT meetings bring the EL information and literacy strategies to their departments. The money spent was on trainings for the EL coordinator.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Given the success achieved, there are no anticipated changes. Continued professional development within departments by the EL coordinator will continue.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training on analyzing and using both summative (namely SBAC) and formative assessment data including assessment resources and tools	Provide training on analyzing and using both summative (namely SBAC) and formative assessment data including assessment resources and tools	27,095	\$23,572.08

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers received some training on SBAC test administration and reviewed score data. Different academic departments have varying levels of comfort and expertise. When working in departments, it is essential to identify those faculty members that have a facility with data collection and basic analysis to assist the whole department. Meeting as a large group presents its own challenges. The staff attempted to circumvent these by making the presentations interactive, providing staff with access to the presentation, and engaging them during the process. This is part of a multiyear effort to embed MAP assessments and train the community on the benefits and usefulness of MAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Spent: \$23,572.08, Budgeted: \$27,095

This year, 2 after school faculty meetings were focused on SBAC data analysis, and only 2 CPS. \$1018.08 was spent in teacher OT for training on data analysis for their departments.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The desired outcome of this Action Step remains the same, however, it has been determined that faculty needs support in using the data from these assessments to drive instruction. For that reason, this year’s Action Step 9 was developed, as it will be helpful to have a designated Data Coordinator to help teachers analyze data to inform instruction.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encourage bi-annual faculty participation in subject/content area/instructional strategy conference where participants must document and share (report back) what was learned.	Encourage bi-annual faculty participation in subject/content area/instructional strategy conference where participants must document and share (report back) what was learned.	\$50,000	\$18,387

Describe the overall implementation of the actions/services to achieve the articulated goal.

This Action Step was implemented according to plan. In addition to conferences attended by faculty, most of the departments held two retreats during the 19-20 academic year. Additionally, faculty members have been highly encouraged to attend training and share their takeaways with their departments. Participation has been strong but getting a wider swath of teachers to attend ongoing professional development and conferences continues to be a priority

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All departments participated in at least one retreat and reported back what was learned. However, the guidelines for the retreats were very broad and departments had varying levels of productivity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

Fewer teachers opted to travel to conferences. Perhaps because teachers were given the option of meeting during school time in a "Retreat" off campus at the North Campus.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This Action Step was edited to reflect more specific guidelines regarding the topics to be covered in these retreats, so that this Action Step effectively support Goal 1.

CAASPP scores have remained stagnant. English scores 59% in 2017-18 met or exceeded standards improved slightly to 59.46% in 2018-19. Math scores were 41% in 2017-18 and 41.18% in 2018-2019. More emphasis on research-based instruction was a WASC recommendation

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 95% faculty are fully credentialed and appropriately assigned.	Maintain 95% faculty are fully credentialed and appropriately assigned.	0	0

Describe the overall implementation of the actions/services to achieve the articulated goal.

This Action Step was met

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

One hundred percent of faculty are credentialed and appropriately assigned

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Zero budgeted and zero actual expenditures

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This is an ongoing goal that will need to be addressed each year. Therefore, this Action Step will remain in this year’s LCAP

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain school facilities to promote optimal learning environment	Continuation of multi year plan to replace classroom furniture with learner centered, easy to manipulate furniture.	\$100,000	\$24,591.57

Describe the overall implementation of the actions/services to achieve the articulated goal.

This action step was met. Over the past several years, the school has replaced old, “tablet arm-chairs” with group-oriented tables intended to support the move toward project based and student-centered learning. This past year several classrooms (7 in their entirety and parts of 5 others) and the guidance counselor’s offices were all refurbished. The guidance counselors were added since they are certificated staff and meet with students in their offices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

School facilities were maintained to promote an optimal environment. This action step has helped enable the shift toward student centered learning, a core tenet of the research on how people learn. Additionally, the collegiate feel of the classrooms helps raise expectations and respects both student and teacher by creating an environment dedicated to learning

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Typically, furniture is purchased towards the end of the school year so classroom disruption is to a minimum. With The current budget crisis looming, we did not put any new orders in after the March shut down.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This is an ongoing action step that will need to be addressed each year. Therefore, this will remain in the new LCAP

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary	Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary	\$4,260	\$11,277 for one CPD \$31,450 for department retreats (cost of substitutes) Total: \$42,727

Describe the overall implementation of the actions/services to achieve the articulated goal.

This Action Step was met. ECRCHS provided the collaboration time needed in the areas outlined. However, training in these areas was inconsistent and will need to be prioritized

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We ensured that all faculty was given time and training to recognize the academic content standards in all core subjects and the need to correlate with CCSS, curricular maps, common assessments, and academic vocabulary. More consistent, focused training is needed for staff to be able to implement

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Administrations believed our faculty had been given enough time during the 2018-19 school year to cover this action step and perhaps some overtime might be needed to assist the new teachers. Department Chairs asked for one CPD and department retreats devoted to provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary. One CPD was scheduled for departments to collaborate on this action step, along with 2 retreats per departments. Not all departments had 2 retreats due to the COVID-19 shut down. Cost of one CPD is \$11,277, cost of 170 substitutes was \$31,450. (English: 24 and 25 teachers for 2 retreats, Math: 17 teachers for 1 retreat, CCR/Health: 4 teachers, 1 retreat, Biology: 7 teachers, 2 retreats, World Language: 11 teachers, 1 retreat, Special Education: 15 teachers, 2 retreats, Social studies: 15 teachers, 2 retreats, AVID 15 teachers, 1 retreat

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Consistent professional development that targets CCSS, creation and implementation of curricular maps as well as CFA's will be employed to help us fully meet this goal. CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through PD's.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop, create, and maintain curricular maps by each department and ensure clear definition of this process so that all stakeholders begin to share the same vocabulary	Develop, create, and maintain curricular maps by each department and ensure clear definition of this process so that all stakeholders begin to share the same vocabulary	\$1,495	\$0 Combined with previous action step # 6.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Department Curriculum maps are in the development stage for some departments. Other departments (i.e., World Languages, Math, Science, and Business Tech) have fully developed curriculum maps that are updated and maintained each year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Creation of curriculum maps in all departments ensured that academic content standards were addressed in all subjects. To be effective, curriculum maps need to be completed for all disciplines. Instruction must be monitored to ensure curriculum maps are implemented

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of this action step has been included in the previous one (number 6).

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through Curricular Maps and a common vocabulary. This is an ongoing goal. Based on reflection, finite timetables need to be employed

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create common formative assessments in each academic course to measure student mastery of standards that embody CCSS focus on depth of knowledge (DOK) and priority standards	Create common formative assessments in each academic course to measure student mastery of standards that embody CCSS focus on depth of knowledge (DOK) and priority standards	\$1,495	\$0 Combined in Action Step 6

Describe the overall implementation of the actions/services to achieve the articulated goal.

This Action Step is in progress. Some departments have common formative assessments that are being implemented regularly. Others are still in development stages.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Some departments have implemented CFA's and are using data to ensure academic content standards are adopted. To be effective, all departments must develop content- based CFA's and use them to drive instruction

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Combined with action step #6

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through creating common formative assessments that measure mastery in order to improve CCSS.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement the use of common rubrics to assess student work	Implement the use of common rubrics to assess student work	\$26,010	\$11,277

Describe the overall implementation of the actions/services to achieve the articulated goal.

This Action Step was met. Rubric training was provided.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

One CPD time was given to provide time and training in rubrics; however, while rubric training was provided, not all departments are using common rubrics when assessing student work

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year only one CPD was committed to rubrics, administration had believed there would be 2. This topic was covered during retreats instead.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CAASPP scores are stagnant, with less than a 1% improvement over two years. WASC recommendation was to improve this area through creating common rubrics that measure mastery in order to improve CCSS

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement PLC, or similar format, to ensure common planning time, and master schedule.	Ensure common planning time, and master schedule.	\$15,000	\$270,648.00 Covers all 24 CPD topics this year

Describe the overall implementation of the actions/services to achieve the articulated goal.

Existing PLC-like groups met, such as departments, course-alike teachers, instructional cabinet, and committee during common planning days.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The biggest benefit of common planning days, CPD, was to create time for academic departments, SLCs (small learning communities), PLCs (professional learning communities), course alike groups, and various other groups to plan, train, and discuss a range of topics and concepts, many of which are laid out in other actions (including, but not limited to Action 2, 6, 8, and 9 in Goal Existing PLC-like groups do exist that work to ensure common planning time and master schedule

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expense covered one common planning day, the actuals combining all of the common planning days since most of the CPD's occurred in some form of group.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This Action Step was deemed no longer applicable to our school culture, and therefore was eliminated

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement systematic diagnostic assessment at multiple points throughout the school calendar (i.e. Fall, Winter, and Spring) to inform instruction using consistent data	Implement systematic diagnostic assessment at multiple points throughout the school calendar (i.e. Fall, Winter, and Spring) to inform instruction using consistent data	\$46,500	\$48,822.50

Describe the overall implementation of the actions/services to achieve the articulated goal.

Use of diagnostic assessment data to inform instruction is achieved through the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) platform, which is implemented three times a year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Using NWEA for testing allows ECR to create a personalized assessment experience that accurately measures student performance. MAP growth data was used to highlight instructional areas to allow teachers to differentiate instruction and pinpoint individual student needs. Counselors also used this data to aid in the programming process to find a better fit between student ability and course alignment. Intervention coordinators also used this data for timely interventions and targeted efforts

Although a plethora of data has been collected, faculty needs support in using the data from these assessments to drive instruction. For that reason, this year's Action Step 9 was developed, as it will be helpful to have a designated Data Coordinator to help teachers analyze data to inform instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The desired outcome of this Action Step remains the same, however, it has been determined that faculty needs support in using the data from these assessments to drive instruction. A designated Data Coordinator to help teachers analyze data to inform instruction has been put in the new LCAP. In order to improve data from the California Dashboard teachers must use student diagnostic data to inform instruction.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training on current research based instructional practice and curriculum with resources, tools, and observation checks by administration, instructional coaches, and department chairs	Provide training on current research based instructional practice. Professional development speakers presented on culturally responsive instruction for a full day of instruction. Resources, tools, and observation checks by administration, instructional coaches, and department chairs were implemented.	\$1,500	\$44,900 Howard Group \$17,500 Growing Educators \$27,400 2 full days plus vendor fees

Describe the overall implementation of the actions/services to achieve the articulated goal.

This Action Step was met. ECRCHS provided opportunities for all teachers to receive research based instructional resources training, resources and tools for instruction. The Howard Group presented on culturally proficient pedagogy, examining unconscious bias, and creating trauma sensitive classroom

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

ECRCHS effectively provided the training, resources, tools, and observation checks, which is the first step towards the ultimate goal of faculty usage of those things

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development was essential in these areas and therefore the decision to bring in outside groups was made.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

In order to ensure the implementation of research based instructional strategies that faculty has been trained on, it is important for the faculty to have a clear set of expectations. For this reason this year's Action Step 11 was developed.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Goal 2

Solidify a clear school-wide identity in terms of College & Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 4, 8]

Local Priorities: Access a Broad Course of Study

Annual Measurable Outcomes

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of PD minutes dedicated to college going culture and/or career exploration	N/A	120	Actual: 60 Not Met. Target: 150	180
% school-wide UC/CSU eligibility rate (i.e., A-G completion)	31.3% (2015-16) 41 % 2016-17	56.7% Met. Target: 45% Source CDE	44.79% Not Met Target: 49% Source: Aeries	52% Not available yet

<p>% of students deemed “college ready” on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA</p>	<p>26% (2014-15)</p>	<p>4% above baseline 30% Met</p>	<p>6% above Baseline 10/19: Still waiting for Data</p>	<p>8% above baseline Not Available yet</p>
<p>% of students enrolled in at least one AP course</p>	<p>22% (2014-15)</p>	<p>4% above baseline</p>	<p>6% above Baseline (24%) 30% MET</p>	<p>8% above baseline</p>
<p># of students enrolled in higher level math (Alg II or above)</p>	<p>40.55% (2017-18)</p>	<p>40.55% Baseline</p>	<p>2% above baseline 37% Not Met</p>	<p>4% above baseline</p>
<p>% AP exams passed with a score of 3 or higher</p>	<p>71%</p>	<p>2% above baseline</p>	<p>4% above baseline 94.59% Met</p>	<p>6% above baseline Not available yet</p>

<p>% of students earning “C” or better in college prep ELA</p>	<p>78% (2014-15)</p>	<p>2% above baseline Met. 82.26%. 1831 students out of 2226</p>	<p>3% above baseline 76% Not Met</p>	<p>4% above baseline Won't be available until after June 5th</p>
<p>% of students earning “C” or better in college prep Math</p>	<p>56% (2014-15)</p>	<p>5% above baseline Met. 71.06%. 1569 students out of 2208.</p>	<p>8% above baseline 71% Met</p>	<p>11% above baseline Won't be available until after June 5th</p>
<p>% of students earning “C” or better in college prep Science</p>	<p>69% (2014-15)</p>	<p>3% above baseline Met. 77.97% 874 students out of 1121</p>	<p>5% above baseline 81% Met</p>	<p>7% above baseline Won't be available until after June 5th</p>

% of students earning “C” or better in college prep Social Studies	80% (2014-15)	2% above baseline	3% above baseline 80% Met	4% above baseline Won't be available until after June 5th
% of students participating in at least one college visit and/or career-oriented field trip (by the end of 11th grade)	N/A	5% above baseline Met. 82.59% 1096 students out of 1327	10% above baseline	15% above baseline
% of African American students enrolled in an AP class	16.54%	2% above baseline	4% above baseline 5% Not Met	6% above baseline
% of Latino students enrolled in an AP class	21.59%	1% above baseline	2% above baseline 20% Not Met	3% above baseline

% of AVID students accepted to a 4-year program	N/A	2% above baseline	4% above baseline 59.1% MET	6% above baseline
--	------------	--------------------------	--	--------------------------

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration	<p>AP update for teachers teaching AP courses; recruited new AP teachers, sent to AP by the Sea</p> <p>Collaboration with colleges and universities grew with the College and Careers Access Pathway (CCAP) agreement</p> <p>-</p> <p>ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair.</p>	\$26,010	<p>\$44,900</p> <p>Howard Group \$17,500</p> <p>Growing Educators \$27,400</p>

Describe the overall implementation of the actions/services to achieve the articulated goal.

A couple of CPD's were supposed to be utilized to provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a "college-going culture" and/or "career exploration. The amount of time allotted to this area should have increased to 180 minutes, compared to only 60 minutes last year. Instead, the counseling, college office and AP teachers attended conferences and used their knowledge to inform departments and families with the night events. This goal is a bit hard to measure and will most likely be changed for the upcoming LCAP. Collaboration with colleges and universities grew with the College and Careers Access Pathway (CCAP) agreement we signed with Pierce College. This partnership provides students the opportunity to earn both high school and college credit during the school day at ECR. 34 students began taking Dual Enrollment classes in the Fall of 2019, and upon completing the program graduates will have earned 26 UC/CSU transferable units. -ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-March with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our UC/CSU eligibility has increased from 41% in 2016-2017 to 54.79% in 2018-19. This is an area we continue to work on. Counseling department staff provide professional development for ECR faculty reviewing A-G Requirements. In addition, A-G information has been disseminated out to students and families in a variety of ways including grade level assemblies and monthly parent group meetings. This is an area of focus in our school. We have many strategies put in place for this. Intervention coordinators, tutoring options, Math Support classes, direct parent contact when students are requesting to drop any A-G classes. Area to help improve: adding World History in 9th grade. The percent of students enrolled in at least one AP course has increased from 22% to 30%. This has been an area of success at ECR.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were for teacher training only, not 1-2 CPD which was planned during the writing of this LCAP in 2019. Professional development was essential in these areas and therefore the decision to bring in outside groups was made.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Although this improvement is slight, our focus has improved over time. We have not covered college and career readiness as much as we should. According to the metrics. The amount of time allotted to this area increased to 180 minutes this year, but last year we

had only had 60 minutes. With COVID 19 shut down this was not met. This goal is a bit hard to measure and will most likely be changed for upcoming LCAP.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand student access to AP classes (becoming more proactive about supporting more students regardless of level and increase the number of students in higher level classes)	Expand student access to AP classes (becoming more proactive about supporting more students regardless of level and increase the number of students in higher level classes)	\$6,120	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

This has been an area of success at ECR. School utilizing AP Potential list and hosting AP Expo night. We want to continue to use the PSAT scores to help identify more students who are eligible to take AP classes, especially our underrepresented students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This has been an area of success at ECR. From 22%- 30% of students enrolled in at least one AP. ECR also has goals to increase the percent of the African-American population and the Latino population taking AP classes. There were small increases in this area over the last three years but is still a focus area for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No over time was needed for this action step.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The percentage of students enrolled in an AP class increased 8% from the 2014-15 school year. This can be attributed to the school hosting an AP expo night for the last two school years. All Stakeholders have the opportunity to learn more about the AP opportunities at our school. The college office has also utilized the AP Potential list that the College Board produces from the PSAT. ECR is also continuing to raise the number of African American and Latino students enrolled in AP classes. This percentage has slowly increased and will remain an area of focus.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enroll more students in higher level math classes (i.e. Algebra II or higher)	Enroll more students in higher level math classes (i.e. Algebra II or higher)	\$0	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

Math support classes shifted to being in a student’s schedule rather than after school. Area of focus for the master schedule. Added regular statistics for next year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The number of students enrolled in a higher-level Math class has increased by 4%. This will continue to be an area of focus, and the creation of additional math course offerings for upperclassmen is proposed for the upcoming school year. Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No over- time was needed for this action step.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Math tutoring options have expanded, adding before school tutoring. These efforts made by the math department have contributed to the 11% increase of students in earning a C or better in college prep math. Small increases here. Math department adding more tutoring resources and opportunities. We are hopeful this support will demonstrate improved data in the California School Dashboard with our 11th graders.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Plan collaboration with colleges and universities (upward articulation)	Plan collaboration with colleges and universities (upward articulation)	\$2550	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

Collaboration with colleges and universities grew with the College and Careers Access Pathway (CCAP) agreement we signed with Pierce College. This partnership provides students the opportunity to earn both high school and college credit during the school day at ECR.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

34 students began taking Dual Enrollment classes in the Fall of 2019, and upon completing the program graduates will have earned 26 UC/CSU transferable units.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Assistant Principal Mr. Alba handled this articulation and therefore no over-time was spent.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

California Dashboard illustrates ECR’s need to improve in A-G and post college acceptance. Collaboration with colleges and universities will improve this data and prepare our students for four-year universities.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training to help teachers implement relevant, real world curricular connections for project-based learning	Project Lead the Way trainings for Introduction to Engineering Design and Principles of Biomedical Science - plus faculty to attend PLTW summit to learn about the program.	\$26,010	\$16,496.62

Describe the overall implementation of the actions/services to achieve the articulated goal.

Project Lead the Way is the entity that provides the training and curriculum for engineering and biomedical courses.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Both courses are student centered and project based. The 2020-21 school year will increase classes to two engineering and two biomedical, due to increased student numbers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was spent on training than anticipated when this document was written in June 2019.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Student interest has doubled the program and administration is committed to developing this as part of the STEAM program.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement career pathway opportunities and staffing needs for additional career pathways	Implement career pathway opportunities and staffing needs for additional career pathways	\$18,575	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-march with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19.

Another career pathway opportunity is through the 9th grade College and Career Readiness class. Part of the curriculum includes a Junior Achievement program composed of 12 financial literacy lessons, which culminates in a hands-on budgeting simulation that is implemented at the JA Finance Park facility.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Past Career Fairs have been well attended with student sign-ups well in advance. Due to the cancelled event effectiveness cannot be determined.

The JA program simulates “real world” experiences. Students have to make decisions regarding monthly budgets based on a pre-loaded scenario given to each student. Students recognize that decisions they make in education and careers will have an impact on potential income and quality of life.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any funding in this action step was combined with action step, 1

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Both events, Career Fair and JA finance program are effective in promoting career pathway opportunities. There are no intended changes to the action step.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Partner with community businesses and organizations to provide internships, mentorships, field trips, and project- based learning.	Partner with community businesses and organizations to provide internships, mentorships, field trips, and project- based learning.	\$18,562	\$5482.35

Describe the overall implementation of the actions/services to achieve the articulated goal.

ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-March with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19. In part, this was accomplished through Goal 2, Action 6. Additional opportunities for field trips (admissions fees, buses, etc.) were included in this action step. This does not include field trips for AVID (Goal 2, Action 14), La Familia (Goal 3, Action 10), and BSU (Goal 3, Action 11

As mentioned in the previous action step,

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The intention of providing real world connections has been achieve

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only cost this year was on college field trips; career fair did not take place

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Roads to the Future has developed relationships with outside careers and the North Campus has a distinct and purposeful career focus. Each month a new career is focused with research and speakers. For the future, it will focus on field trips, project based learning, and possible internships

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, samples of exemplary work, etc. via Naviance)	College & Career classes for 9th graders implemented lessons designed to include career aspirations/goals, resume, samples of exemplary work, etc. via Naviance)	\$30, 172	\$21,142.17

Describe the overall implementation of the actions/services to achieve the articulated goal.

This program has continued as in the past. The college counselors developed a scaffolded, 4-year program for implementing the Naviance program through the curriculum

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Naviance has a long history at the school, with the college office leading the effort. Adoption across the curriculum has lagged as integration has not taken off. This year, graduating seniors are required to take an exit survey through the platform. A metric to measure adoption and usage among students could help to clarify the campus wide usage of the program. Naviance remains a useful tool, but the number of students currently using it, and to what extent, remains largely unknown

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of Naviance was a bit less than originally thought.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The college counseling office will use the native analytics tool to help identify school wide adoption rates.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund 9th – 11th grade PSAT and monitor scores	Continue to fund 9th – 11th grade PSAT and monitor scores	\$36,300	\$32,611.00

Describe the overall implementation of the actions/services to achieve the articulated goal.

In October 2019, all 9th, 10th, and 11th graders were administered the PSAT. Scores were uploaded to Aeries.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This program has continued for several years and has become an integral part of course selection from students as these scores populate the AP Potential list, a prime source of recruitment for AP courses

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A cost of PSAT for all grades 9th -11th

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Administering the PSAT will continue as planned for the past several years

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide counselors with a list of students identified by AP Potential, with a focus on Latino and African American students, to encourage them to take AP classes	Guidance counselors stayed late on Tuesdays throughout the school year. When counselors are not seeing families, they are tasked with ensuring students are on track to graduate, checking AP potential to ensure students are accessing AP courses.	\$7800	\$371.82

Describe the overall implementation of the actions/services to achieve the articulated goal.

Counselors were tasked with performing this task in addition to meeting parents and students that signed up for the after-hours counseling session

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Initially, counselors marked in an internal document the students with whom they had spoken. However, this system was a bit cumbersome. Looking at the number of African American and Latino students enrolled in AP courses – the school reports the percentage of African American and Latino students enrolled in an AP class – may prove more instructive

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Counselor extended hours have been divided among several action steps.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Improving our data on A-G and college entrance is a focus; therefore, consistent communications and education to our families is essential.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Embed career readiness within existing support staff	Transitional Special Education coordinator took on the lead role on career readiness.	\$2000	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair. This event was scheduled for mid-March with nearly 30 businesses/employers agreeing to attend, but was cancelled due to COVID-19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The event was planned and ready to be implemented. COVID 19 cancelled the event.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Special Education Transition counselor takes the lead role in career readiness. Her time is included in action step 7.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This action step is essential for career readiness.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enhance the rigor for the 9th grade year.	Enhance the rigor for the 9th grade year.	\$1500	\$4262.09

Describe the overall implementation of the actions/services to achieve the articulated goal.

2018-19, courses were added to the 9th STEAM program, Introduction to Engineering and biomedical science.

In the 2019-20 school year, additional sections were added due to the increase in numbers in the STEAM program.

In the 2020-21 and 2021022 school years there will be a two year roll out to include World History in the 9th graders schedule.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The STEAM program has successfully incorporated the extra rigor in 9th grade, the next two years will determine if World History was a good addition to the 9th grade schedule.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

STEAM and PLTW conferences were accounted for in this action step instead of lumping all conferences in Goal 1 action step 3

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

While looking at our A-G data, it is clear we need to increase the rigor in 9th grade so students can fit the necessary college requirements over the four years of high school. Right now, the average 9th grader has 2 core classes while a 10th grader has 5.

No change in this goal.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue and expand current math support classes, with the possibility of adding support classes in ELA.	Continue and expand current math support classes, with the possibility of adding support classes in ELA	\$100,000	\$180,000

Describe the overall implementation of the actions/services to achieve the articulated goal.

Sixteen Essential Support classes for both English and Math were added in the master schedule based on MAP scores. Students who were scoring below grade level were programmed into support classes. Math tutoring options have expanded, adding before school tutoring.

Describe the overall effectiveness of the actions/services to achieve the articulation goal as measured by LEA

These efforts made by the math department have contributed to the 11% increase of students in earning a C or better in college prep math and support classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Sixteen support classes were needed based on MAP scores, more than was anticipated. The amount allocated is within the teachers regular schedule, only \$11,250 was spent on a period 7 overtime.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Math and ELA support classes have been successful in contributing to the 11% increase in students earning a “C” or higher in college prep math classes; therefore this action step has been highly effective.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide support to the AVID program (including tutors, materials, trainings, dues for the program, and a coordinator position).	Continue support has been provided to the AVID program (including tutors, materials, trainings, dues for the program, and a coordinator position)	\$78,050	\$81,419.71

Describe the overall implementation of the actions/services to achieve the articulated goal.

All resources for the AVID (Advancement Via Individual Determination) were accounted for via this action step

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

AVID is a unique program that includes more than just college admissions. Measuring it solely by the reductive measure of college acceptances fails to fully grasp its impact. A survey specific to the students at each grade level asking the same questions each year would help to quantify the impact of the program

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of Action Step was \$81,419.71 including \$1419.71-conference, \$20,000-period out for coordinator, \$60,000 cost of college tutors. More money was spent on college tutors this year than was anticipated.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

AVID is a viable program at ECR and essential in providing under-represented communities in college preparatory.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Goal 3

Ensure that all students receive personalized supports to succeed

State and/or Local Priorities addressed by this goal:

STATE 3 4 5 7 8

COE 0 9 0 10

Local Priorities: Parent Engagement, Local Climate Survey, Access to a Broad Course of Study

Annual Measurable Outcomes Expected Annual Measurable Outcomes

Metrics/Indicator	Baseline	2017-18	2018-19	2019-20
Four-year (cohort) high school graduation rate for Hispanic students	90% (2015-16)	2% above baseline/ 90.8% Not Met (91.8)	4% above baseline/ One Yr. rate source: Aeries 95.22 Met	5% above Baseline Not available until after June 5th

Four-year (cohort) high school graduation rate for African American students	88.9% (2015-16)	90% Met (90.69)	92% 88.5% Not Met	94% Not available until after June 5th
% of EL students reclassified each year	21% (2015-16)	1% above baseline/ 4.4% Not Met	2% above baseline/ 42% MET	3% above baseline COVID 19 Stopped testing
% of Latino students completing UC/CSU eligibility requirements (i.e., A-G completion)	24% (2015-16) 37% (2016-17)	4% above baseline/ 46.6% Met	8% above baseline 46.03% Met	12% above baseline Not available until after June 5th
% of African American students completing UC/CSU eligibility requirements (i.e., A-G completion)	26% (2015-16) 35% (2016-17)	4% above baseline/ 52.2% Met	8% above baseline 51.06% Met	12% above baseline Not available until after June 5th
% of 9th grade students earning 55+ credits and successfully matriculating to 10th grade	85% (2015-16)	2% above baseline/ 89.5% Met	4% above baseline 87.53% Not Met	7% above baseline Not available until after June 5th

% of students marked chronically absent school wide	7.3% (2015-16)	7.0% total 12% Not Met	6% total 13.01% Not Met	5% total Not available until after June 5th
% of African Americans students marked chronically absent	9.9% (2015-16)	9% total 11% Not Met	8% total 8.7% Not Met	7% total Not available until after June 5th
Percent of parents returning the survey that agree or strongly agree with the following statement: “The teachers at the school care about students’ progress.”	73.15% (Spring 2016)	1% above baseline 51.2% Not Met	2% above baseline 55% Not Met	3% above baseline Not available until after June 5th
% of Latino students that complete an AP class with a “C” or higher	94.4% (Spring 2016)	1% above baseline	1.5% above baseline 92% Not Met	2% above baseline Not available until after June 5th
% of African Americans that complete an AP class with a “C” or higher	88.9% (Spring 2016)	2% above baseline	3.5% above baseline 100% Met	5% above baseline Not available until after June 5th

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Restructure Intervention Coordinator position	Restructure Intervention Coordinator position	\$46,975	\$46,975

Describe the overall implementation of the actions/services to achieve the articulated goal.

For the school year 2019-2020, there was only one Intervention Coordinator with 1 period out of the classroom and office hours after school on Tuesdays. Office hours were created for the Intervention Coordinator, the Latinx Coordinator, and the African American Coordinator, in order to provide more support to parents and students after school. Intervention also added a LGBTQ+ Coordinator, Bus pass initiative, and Essential English and Math Classes added to Master schedule.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on CAASPP data it was clear that students needed more support with regards to access to academic support, family communication in A-G and college preparedness along with school wide support information. Students were given support all year to include all the extra support offered at ECR. The Intervention Coordinator is also a member of committees on campus: Instructional Cabinet and Language Appraisal Team.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenses included two periods and two stipends. It was budgeted correctly.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The job description was redesigned 2016-17 to include school wide intervention based on poor test results on the CAASPP. The scores did improve slightly in 2017-18 and 2018-19 in both ELA and Math. We are hopeful the school-wide approach and extra support throughout the year will continue to have a positive result in the state assessments.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue a Language Appraisal Team	Team met monthly. Through the sharing of best practices and research based ELD strategies, the school has the beginning of systems in place across the curriculum. ELD standards and a language objective was the focus.	0	\$3000.00

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Language Appraisal Team, LAT, met monthly. The focus was to establish a system school wide to improve language fluency. Research based ELD strategies were shared, members were tasked with sharing the methods from the LAT meetings to their departments

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LAT members responded positively and shared many ELD strategies their departments were utilizing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Part of the EL coordinator’s duties include running monthly LAT meetings. ECR EL coordinator receives \$1500 per semester.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Prior to revamping or EL Coordinator position, our reclassification percentages had dropped for three years. Developing systems and school-wide professional developments along with language objectives is an effort to address this problem, increasing reclassification from 4% to 6.6% in 2019. We were excited from the positive feedback this school year and expected our reclassification to triple. However, COVID 19 stopped all state testing, so no current data is available.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SRM to provide data analytics See Action Step 5	Rolled into Action Step 5	0	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Outreach to foster youth, and EL students to support technology usage and provide extra services Incoming 9th graders and new students will receive surface tablet	Outreach to foster youth, and EL students to support technology usage and provide extra services and Incoming 9th graders and new students will receive surface tablet	\$108,481.32-4 yr lease per year	\$500,000

Describe the overall implementation of the actions/services to achieve the articulated goal.

ECR's Board approved the implementation of all students receiving 1:1 laptop. 2019-20 new students received laptops/tablets.

Also, outreach to foster youth, and EL students included, but not limited to tutoring, counseling, after school resources - i.e. technology mentorship; leveraging existing on campus groups such as POPS, PETS, La Familia, BSU, GSA, etc) to be coordinated by CP/non honors teacher

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

ECR deems this action step to be highly successful for our students. During the COVID 19 shut down, our school was prepared for distance learning and did not skip a beat unlike the surrounding schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our technology department was able to refurbish returned laptops from our graduating seniors so the number of laptops needed was reduced.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Becoming a one to one laptop school improves the Conditions of Learning, State Standards Priority 2 Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners, low-income students and foster youth. We expect this standard will help close the achievement gap

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the Student Relationship Management (SRM) dashboard	Maintain the Student Relationship Management (SRM) dashboard	\$37,065	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

We started a pilot test but no money was spent since the business office had a few questions on how to move forward.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We started a pilot test but no money was spent since the BO had a few questions on how to move forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

75% of SRM implemented. Remaining amount to be spent in 21-22.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We are looking forward to moving forward with this action step. Collaboration with teachers and leadership to assure platform framework design is scale-able for future goals and objectives. It will align current dashboards specific to user needs and requests.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand intervention services during after school hours to students of all grades requiring additional support, including online courses, credit recovery, and targeted tutoring and study skills classes	Held intervention services during after school hours to students of all grades requiring additional support, including online courses, credit recovery, and targeted tutoring and study skills classes	\$77,000	\$49,808.55 (\$8995.00: Edgenuity online program, \$8500.00: Cyber High online program, \$32,313.55 teacher OT)

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to meet the needs, the following extra supports have been implemented: Period 7 Study Skills class (EI students are identified first and offered the class), Algebra after school support classes have been implemented (9th graders are offered the class first), A-G online classes are offered throughout the year to all students who need to make up a class. Additionally, after school tutoring is offered in all math subjects 4 times a week for approximately 15 weeks each semester. For the World Language Department, we have students from Spanish Honors Society doing lunch tutoring every day. We also have individual teachers doing lunch tutoring or make-up days for students to complete missed assignments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Percentage of students receiving a “C” in the college prep class increased 11%, Summative exam pass rate for the after school online classes has been 89%. A total of 3469 summative exams have been given to date.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was spent on teacher overtime than last year.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We are happy with the success of these after school supports and will continue it with no changes.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor standardized curriculum for Summer Bridge Program and effectiveness for incoming 9th graders	Monitor standardized curriculum for Summer Bridge Program and effectiveness for incoming 9th graders	\$19,941	\$19,941

Describe the overall implementation of the actions/services to achieve the articulated goal.

The identified need was to improve 9th grade transition to high school.

Students who were not allowed to participate in the graduation ceremony in middle school, due to behavior or grades, are the focus of the Summer Bridge program. These students are identified through the middle school counselors. El Camino’s counseling staff calls home and enrolls them in the Summer Bridge program.

The Summer Bridge program curriculum is based on literacy and math skills needed to be successful in 9th grade.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The program is well attended, and the students have an opportunity to front load valuable high school information and literacy skills. We track this sub-group throughout the year by our Intervention Coordinator and call them in if more support is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of two teachers to teach the Summer Bridge Program.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Our stagnant CAASPP data demonstrates the need to improve literacy and math skills. Summer Bridge program is an effective program to front load literacy and make connections with our at-risk incoming 9th graders.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide diagnostic testing for incoming 9th graders to aid in correct placement consistent with skill and ability level to support differentiation	Provide diagnostic testing for incoming 9th graders to aid in correct placement consistent with skill and ability level to support differentiation	\$1,565	\$2250

Describe the overall implementation of the actions/services to achieve the articulated goal.

Over the summer we utilize NWEA MAP testing for math and English diagnostic exams for initial 9th grade. We use the diagnostic scores in combination transcripts to judge whether a student should be in CP or Honors level.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In order to improve literacy and numerously we use this data to also determine if Essential Support classes are needed in their schedule for the upcoming semester. The testing proved to be successful in helping students as well as teachers. Students were scheduled into level appropriate classes and teachers were able to proactively lesson plans for topics that were identified as troublesome from the test results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of assessing new students included 5 teachers, 6 hours a day at approximately \$75 an hour. This was slightly higher than the original anticipated cost because it took longer this year.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This assessment has shown to be linked to predicting SBAC scores and user friendly to inform instruction in the classroom.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to improve freshmen orientation process, support, and follow up	Continue to improve freshmen orientation process, support, and follow up	\$6100	\$3600

Describe the overall implementation of the actions/services to achieve the articulated goal.

We changed orientation from the morning to the evening and spread across three nights so that it would be easier for parents to participate. These nights are split up alphabetically and allow for the families to have a more personalized experience. We also

added multimedia capabilities (large screen rental, smart boards, PowerPoint presentations videos).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We believe it is more personalized and gives the families an overall impression of all that We have increased the number of clubs/groups that participate. The Parent groups are a more prominent presence at the event. Students can still see their counselor in the morning if there is something wrong with their schedule. By separating the orientation, students are more focused on orientation information.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less clerical overtime was needed than original anticipated

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We have rebranded this as Welcome Week (encompassing orientation and seeing your counselor). At the beginning of school students have access to “help” videos (how to open your locker, what to do on the first day of school, how to get around campus). This action step will remain the same, the feedback has been very positive from the incoming new students.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Re-establish support program for Latino students to include College and Career Readiness training which may include assemblies, field	Established support program for Latino students to include College and Career Readiness training which may include assemblies, field	\$21,711.53	\$24,711.53

trips and guest speakers. Continue the club La Familia.	trips and guest speakers. Continue the club La Familia.		
---	---	--	--

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Latinx coordinator had a pull-out day for Seniors during the Spring semester 2020 to provide information and training regarding Community Colleges and the transfer process. The coordinators also meet with parents once a month to provide college and career readiness information.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although it is too early to review data with regards to this action step implementation, the coordinators believe their relationships with the families have strengthened communication and academic goals for the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of this action step includes one period out of the classroom and a \$1500 stipend each semester. Last year a stipend was not included so therefore was not in the anticipated budgeted expenditures.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The Dashboard shows minimal gain in overall A-G data. With only a 4.7% gain over 3 years, there is much work to be done in this area. The percent of Latinos enrolled in one AP class is 20%. This is an area of focus.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Re-establish support program for African American students to include College and Career Readiness training which may include assemblies, field trips and guest speakers. Continue the club La Familia.	Establish support program for African American students to include College and Career Readiness training which may include assemblies, field trips and guest speakers. Continue the parent group RISE.	\$22,080.91	\$1115.84

Describe the overall implementation of the actions/services to achieve the articulated goal.

The African American coordinator had a pull-out day for Seniors during the Spring semester 2020 to provide information and training regarding Community Colleges and the transfer process. The coordinators also meet with parents once a month to provide college and career readiness information.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although it is too early to review data with regards to this action step implementation, the coordinators believe their relationships with the families have strengthened communication and academic goals for the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year the coordinator for this subgroup was filled by a counselor; therefore, no period out of the classroom was needed. Instead of a stipend, the counselor was paid for after school overtime.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The Dashboard shows minimal gain in overall A-G data. With only a 4.7% gain over 3 years, there is much work to be done in this area. The percent of African Americans enrolled in one AP class is 5%. This is an area of focus.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Foster Youth/Homeless outreach to parent/foster guardians and group home agencies with informational meetings, input, communications and relationship building to insure student support. Foster Youth/Homeless Coordinator will work collaboratively with counseling staff to provide AB 167/216/1806 transcript evaluation, course placement, advisement and support.	Continue Foster Youth/Homeless outreach to parent/foster guardians and group home agencies.	\$1500	\$37.00

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Foster Youth/Homeless outreach coordinator provides outreach to parent/foster and group homes with informational meetings, input, communications and relationship building to insure student support. This Coordinator works collaboratively with counseling staff to provide AB 167/216/1806 transcript evaluation, course placement, advisement and support.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the action/services seems to vary as the Homeless/Foster Youth Liaison is not always informed immediately when a student’s status changes or when they enroll. Ongoing communication with the admission clerk is key. However, if the information is not immediately provided to the office, this could put a time restriction on the services offered/provided

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Liaison for this position has only asked for training reimbursement.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

No changes

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize Student Success Team (SST) for struggling students	Continue to utilize Student Success Team (SST) for struggling students	0	0

Describe the overall implementation of the actions/services to achieve the articulated goal.

The purpose of an SST meeting is to review a student’s past and present performance, collaborating to identify strategies to help the student be more successful. The team may consist of the following members: parent(s)/guardian(s), the student, school administrator, counselor, teacher(s), school nurse, school psychologist, dean(s), and any others who may be significant in developing a complete picture of the student and his or her needs. SST meetings generally take approximately 30-45 minutes. The student’s counselor is responsible for setting up the meeting and may be the person

who initiated the meeting. Parents, teachers, psychologists, deans, or other stakeholders may also initiate an SST meeting by contacting the counselor. SST meetings have various results. Next steps are discussed in the meeting and implemented as soon as possible. Next steps may include SST accommodations, a 504 plan, schedule adjustments, study tips, tutoring, etc.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SST meetings are effective in looking into a student's individualized needs, as various stakeholders provide input/data and are involved. The actions and services provided to the struggling student are developed and agreed upon by the team members at the meeting. The actions and services are individualized based on the student's needs. Monitoring these students and their progress is important, as actions and services can be added or changed based on need.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No cost

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This year counselors and administrators have worked together to formalize our SST and 504 processes, ensuring all forms and documentation procedures are in order. We are now utilizing Welligent to document 504 meetings and plans. We need to continue to improve follow-up measures to make sure our actions and services implemented after SST and 504 meetings are resulting in student success.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AP Preparation to include skills-based AP Bridge program over the summer	AP Preparation to include skills-based AP Bridge program over the summer	\$6000	\$6000

Describe the overall implementation of the actions/services to achieve the articulated goal.

Three sections of AP Readiness for incoming freshman offered summer 2019 and 2 section of AP Bridge offered for current 9th grade students

AP Readiness objectives for the three-week sessions include:

- ○ Students will be able to make a nuanced argument of a current events issue by synthesizing arguments from multiple sources. ○ Students will be able to write clearly and concisely by utilizing the skills of a precis. ○ Students will be able to develop their own IQ and utilize research skills and tools to present their findings.

AP Bridge focus include:

- ○ Students will be able to write an effective essay ○ Answer multiple choice questions using a stimulus ○ Analyzing textbook text ○ Primary source readings and analysis utilizing 3 Levels of Questioning ○ Student will be able to write clearly and concisely by utilizing the skills of a precis. ○ Students will become familiar with the AP essay formats of a Long Essay and a DBQ (Document Based-Question)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In the 2019-2020 academic year, most of the students enrolled in the AP Bridge and Readiness courses will be enrolled in at least one honors or AP course.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of two teachers teaching program in summer school

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

No changes, we would like to continue to expand this opportunity for students and increase underrepresented students in higher leveler core subjects.

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students	Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students	330,000	June:\$143,622 July: \$185,598 Total: \$329,220.00

Describe the overall implementation of the actions/services to achieve the articulated goal.

1008 students attended summer school 2018. Students received information regarding summer school through their counselor and were able to sign-

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

92% of the students enrolled in summer school passed their class with a D or better, earning 5 credits for each cla

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference, budgeted correctly

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Graduation rates have dropped slightly, therefore, Summer School is the best option for credit recovery, no changes are expected

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Refer targeted students to outside support programs.	Refer targeted students to outside support programs.	0	0

Describe the overall implementation of the actions/services to achieve the articulated goal.

Referrals are made through a variety of support staff.

Nurse has referred students and families to the following agencies: • Clinics-Kennedy HS (818) 271-2547 • Telefair (818) 899-6113 • Columbus (818) 702-1270 • Tarzana Treatment (818) 342-5897 • Zelzah (818) 654-1651 • Dr. Rigg (818) 709-5700 (on Saticoy) • Home Schools-CAVA (866) 339-6787 • City of Angels School (323) 655-8946 • Carlson-(818) 509-8759 • Homeless-Healthcity.org • 211/(800) 548-6047 • Family Rescue Center (818) 884-7587 • San Fernando Valley Rescue Center (818) 785-4476 • LA Family Housing (818) 703-0385 • Glasses-Lenscrafters (Hometown Day/Bobbi) (818) 348-7700 • Lookmatic \$88.00 Lookmatic.com • LAUSD vision therapy-Yvette Aparicio yxa2173@lausd.net • Dental Care-oralhealthamerica.org • Pet Team (800) 854-7771 • Poison Control (800) 222-1222

Our counselors and School Psychiatrist utilize the following resources: • National Suicide Prevention Lifeline (800) 273-TALK • Didi Hirsch Suicide Prevention Hotline (877) 727-4747 • Kahn Institute for Self-Injury (323) 547-6356 • Mara Bruckner, MFT (818) 620-5939 • California Family Counseling, Phillips Graduate Institute (Sliding Scale) (818) 386-5615 19900 Plummer St. Chatsworth, CA

91311 • Central Valley Youth & Family Center (818) 908-4990 14550 Sherman Way, Van Nuys, CA 91405 • Counseling West (818) 999-6164 6700 Fallbrook Ave. Suite 207 West Hills, CA 91307 • Darlene Cohn, Ph.D. (310) 209-4995, www.darlenecohnphd.com Specialized in Teen Girls 6355 Topanga Canyon Blvd #305 Woodland Hills, CA 91367 • CSUN Community Counseling and Resource Institute (818) 677-2568 • Friends of The Family (818) 988-4430 15350 Sherman Way, Suite 140 Van Nuys, CA 91406 • Christopher Fulton, Ph.D. (818) 595-3000 5016 Parkway Calabasas Suite 220 Calabasas, CA 91302 • Our House (818) 592-4080 Grief Counseling 22030 Clarendon St. Suite 101 Woodland Hills, CA 91367 • Pepperdine University (Sliding Scale) (818) 501-1678 16830 Ventura Blvd, Suite 216 Encino, CA 91436 • Allison Ross, MFT (818) 223-8280 Specialized in Eating Disorders 23123 Ventura Blvd. Woodland Hills, CA 91364 • Stirling Behavioral Health (818) 991-1063 31824 Village Center Road, Suite E Westlake Village, CA 91361 • Matt Markis, D.O., Psychiatrist (818) 921-4300 ext 308 23622 Calabasas Rd Suite 320 Calabasas, CA 91302 • Child and Family Guidance Center (818) 739-5250 9650 Zelzah Ave, Northridge, CA 91325 8550 Balboa Ave, Suite 150, Northridge, CA 91325 • Debra Furie, LMFT (818) 878-0184 Specialized in Teens • Tarzana Treatment Center (888) 777-8565 Locations: Tarzana, Reseda, and Woodland Hills • School Mental Health: <http://achieve.lausd.net/Page/7249>.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our support staff is available and competent for our students. The outreach resources are effective and give families opportunities outside of school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

A Psychiatric Social Worker (PSW) was hired in May 2019 to expand the resources for our students in crisis three days a week. It will be five days a week in the Fall of 2020, with the possibility of adding a second PSW.

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide alternative school options, incorporating traditional and independent study programs during the traditional day schedule that allow students to make up credits taking into consideration emotional and maturity level of the student	Provide alternative school options, incorporating traditional and independent study programs during the traditional day schedule that allow students to make up credits taking into consideration emotional and maturity level of the student	\$985,586	\$789,665.21

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students who are in need of a non-traditional setting or need credit recovery, are referred from the counseling staff. During the initial conference, the needs of the student are discussed, and a personalized plan is developed. This action step includes a variety of support: credit recovery, Independent Study, and support classes for cores.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on course completion/ credits attained, this action is highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers hired were new and at the bottom of the pay scale.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

In order to meet the needs of an array of students, many non-traditional options should be available. Successful completion of any class outside the traditional program helps with graduation and post graduate pathways. No changes are being considered for this action step.

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support to Latino and African American students taking AP courses, including, but not limited to parent outreach, academic support, and materials.	Provide support to Latino and African American students taking AP courses, including, but not limited to parent outreach, academic support, and materials.	\$5100	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

AP teachers offered 4 hours of after school review with a focus on African American and Latino students

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All the students enrolled in the teachers' classes attended the study sessions

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers did not claim overtime for working with the under-represented subgroups in AP classes.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

In order to increase the number of students in both subgroups, special attention must be given to support the academic rigor and develop a system of success. Although the number of students in both subgroups who enroll in an AP course are low, the percentage of those who enroll and pass with a C or better is very good; 92% for Latinos and 100% for African Americans. We attribute this to the extra support given.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Goal 4

Build parents’ capacity as partners in supporting and monitoring their child’s education progress

State and/or Local Priorities addressed by this goal:

STATE 1 2 3X 4 X 5 X 6 X 7X 8 X

COE 9 10

Annual Measurable Outcomes

Expected Annual Measurable Outcomes

Metrics/Indicator	Baseline	2017-18	2018-19	2019-20
Percent of parents/families logging on to the Aeries system to access student assessment information	46.89% (2016-17)	50% 50% MET	55% 56.8% MET	60% 69.2% MET

% of parents/families in Back-to-School Night	N/A	50% 40% Not Met	55% 40% Not Met	60%
% of parents/families that complete an annual needs assessment and school climate survey	3% (2016)	12% above baseline	22% above baseline 6.3% 159 responses	32% above baseline 14.7% 500 responses
% of parents/families agree or strongly agree that, “The school encourages me to participate in parent groups.”	63.95% (2016)	66%	68% 58% agree 22% neutral Not Met	70%
% of parents/families agree or strongly agree that, “I feel welcome to participate at the school.”	63.09% (2016)	72%	74% 58% agree 22% neutral Not Met Combined with above goal	76%

% of parents/ families in school governance or advisory forums (e.g. SSC, ELAC, La Familia, The Village Nation (2018 TVN was dropped and RISE is the advisory group), PTSA)	N/A	5% Not met	8% MET	12%
--	------------	-----------------------------	-------------------------	------------

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments	Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments	\$16,650	\$27,224.50

Describe the overall implementation of the actions/services to achieve the articulated goal.

This action step has been effective in increasing the number of parents utilizing the platform. The percentage of families logging onto Aeries has steadily increased over the last four years. From 2015-16 to 69.2% in 2019-20. For example, setting up Aeries training sessions for groups like Padres Latinos of ECR and Rice have been key aspects of the success. In addition, Padres Latinos translated the instructions for logging in into Aeries to Spanish, thus reaching those parents who are not fluent in English.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school has been able to meet the benchmarks they have set. However, some planned actions require more follow up and additional steps to reach the goal of more parent participation. One way to get more parent participation in Aeries could be met by using webinars or tutorials to train those parents who are still struggling. In addition, the school can survey the socially economically disadvantaged parents to find out if they have the knowledge and if they have access to a computer and internet service. ECRCHS can engage this segment of the population by subsidizing or providing free internet service to these families

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Aeries 2019-20

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Families are key partners in the success of students and ECR will continue to provide platforms and opportunities to increase communication. This action step may include more avenues to increase and reinforce the Aeries portal as a tool for parent-teacher communication.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Present 2 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and	Present 2 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and	\$7,285	\$1470.52

community presentations to inform parents about the various resources available to ensure student success	community presentations to inform parents about the various resources available to ensure student success		
---	---	--	--

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school has created several school wide events with the goal of providing academic information on a variety of topics. For example, the two cultural fairs sponsored by Padres Latinos de ECR invited speakers to present topics like the importance of staying informed by logging into Aeries, The A-G requirements, School safety, motivational speakers talking about the college experience and tips to succeed once students have been accepted into the college of their preference.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In spite of the many opportunities the school has provided, the parent attendance to some of the events has been modest. We believe the school has made substantial efforts to engage parents through school wide events, However, all ECRCHS stakeholders need to become active participants in the road to encourage more parent engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Generally, workshops are held in the Spring semester, With COVID 19 shut down, less were hosted.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

As we continue to increase family engagement at ECR, workshops and weekend events are deemed essential and therefore, there will be no changes in this action step.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions Conduct	Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions Conduct	\$0	\$276.00

Describe the overall implementation of the actions/services to achieve the articulated goal.

The survey was sent out on social media, the newsletter, and placed as a pop up on the website.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the participation percentage is still low, our efforts to increase parent input from families on school performance has increased over the last three years, from 3% in 2016 to 14.7 % in 2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of Survey Monkey instead of doing it from Google forms.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

ECRCHS is constantly trying to get valuable information through the yearly needs assessment survey that is made available to parents. The school’s commitment to get the parents vital feedback is key in allocating the necessary funds to every one of our academic programs. In addition, parents’ input also serves as a measure of their needs and concerns regarding a myriad of school

actions and decisions. Moving forward, it is imperative to find alternate ways to get this vital feedback from as many parents as possible, in order to better serve our student population.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support parental involvement in various groups such as School Site Council, English Language Advisory Committee, and School Advisory Committee (SAC) Title I	Continue to support parental involvement in various groups such as School Site Council, English Language Advisory Committee, and School Advisory Committee (SAC) Title I	\$350	\$350

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continue to involve parents in the various committees on campus. Currently we have: • Parent groups for the African American families and Latino Families that meet monthly • EL or ELAC • School Site Council • Friends of ECR and PTO

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our parent involvement has increased over time, although it is still low. There is continuous effort throughout the year to include our families in governance and to participate in improving student achievement. Phone trees are established for personal contact, weekly newsletter is emailed, mass phone calls to announce meetings and opportunities, along with information passed on through our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference, money spent on refreshments during after school meetings

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

No changes, just continuous outreach to our families

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use African American and Latino student support programs as key partners to enhance parent/family linkages to school activities, programs, and services	Use African American and Latino student support programs as key partners to enhance parent/family linkages to school activities, programs, and services	\$22,500	\$0

Describe the overall implementation of the actions/services to achieve the articulated goal.

La Familia and RISE are two of our most valuable groups representing two of our minority groups at ECRCHS. Their participation and volunteer work are visible through their constant involvement in school events. Also, the student leaders in these two groups constantly involve their parents in school matters and bring valuable information to their households. This vital information usually flows from the school to the house and vice-versa

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the Saturday events have not grossed the amount of families we hoped for, those that participated were very pleased. Monthly meetings are well attended, and new families attend continuously.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overtime for teachers to run weekend events has been accounted for in Goal 3 action step 11, 12.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

This action step is vital in connecting with our families and no changes are anticipated.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

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

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

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After School tutoring	\$30,311	\$35,870	Yes
Purchase of COVID-19 hygiene supplies and materials	\$90,987	\$77,807	Yes

Counselor Additional Time - (reference pg. 3)	\$6,181	\$6,181	Yes
Classified Additional Time (reference pg. 5)	\$1,538	\$4,128	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

After School tutoring appeared to be successful during the pandemic with students fluctuating in attendance. There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes of implementing in-person instruction:

Preventive behaviors were a major factor in the ability to return to in-person instruction. This included wearing masks, sanitizing stations, students, teachers, and staff having the ability to get vaccinated, and a bell schedule that accommodated small class size in order to maintain social distancing.

The development of small cohorts allowed underperforming students the ability to receive individualized instruction.

Our PSW was on-site throughout the week to meet with students.

We met the needs of Special Services students, Foster Youth, English language learners, and low income students.

Returning to in-person instruction allowed parents to return to work.

Students who returned benefited academically and socially from the in-person instruction.

Students were experienced with the Canvas Learning Management System as well as Microsoft Teams so this made this transition seamless.

Cohorts alternated days upon return using the following format: Monday: All virtual; Tuesday/Thursday: Cohort A;

Wednesday/Friday: Cohort B

Over 80% of teachers returned to in-person instruction.

Challenges of implementing in-person instruction:

We returned to in-person instruction a few weeks later than LAUSD and neighboring districts.

Some staff did not want to return to in-person instruction due to their own health issues, health issues of relatives, child care issues, and overall concerns about the continued spread of COVID-19 .

Substitute teachers were difficult to attain and we had to use on-campus employees to cover classes.

Few students decided to return to in-person even after a survey indicated more than 50% would be returning.
 Collective Bargaining took an extended period of time before an agreement was reached.
 Student athletics were greatly abbreviated causing a shortened season.
 COVID-19 required a greater level of cleaning and manpower throughout the pandemic.
 We needed additional tutors to support intervention classes and obtaining them was difficult.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for Distance Learning	\$234,049	\$248,434	Yes
Technology support on Saturdays	\$7,007	\$8,942	Yes
Technology (teacher computers, hotspots, new apps, laptops, webcams, monitors, & headsets)	\$368,704	\$356,595	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the distance learning program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes of Distance Learning Program:

Teachers easily pivoted from fully in-person instruction to distance learning instruction.
 Staff received regular training in delivering virtual instruction as well as use of applications that support it.
 Our early technology preparation allowed students and staff to be safe and slowed the spread of COVID-19.
 Communication among administrators, teachers, staff, and students significantly increased.
 Staff was very flexible in transitioning from in-person to distance learning.
 Working from home provided the safety and security staff and students needed during quarantine.
 All students and staff had laptops due to the one-on-one initiatives.

Challenges of Distance Learning Program:

Teachers had to learn to use various apps effectively.
 Some students lost interest in instruction due to distance learning.
 Teacher and parent communication was somewhat challenging since all meetings had to take place virtually in order to keep students accountable.
 Parents need a tutorial on how to access Canvas parent portal.
 Teachers will need to make sure Aeries and Canvas are synced so that students and parents can access accurate grades.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a Saturday virtual tutoring academy for Reading and Writing	\$ 7,984	\$7,769	Yes
Create a Math hotline for assistance	\$15,760	\$5,816	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the distance learning program.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes of Pupil Learning Loss:

Teachers provided after school tutoring during the week in Math twice per week.

Teachers provided Saturday tutoring in English Language Arts each week.

Students who attended tutoring showed improvements in the majority of classes.

Challenges of Pupil Learning Loss:

Tutoring sessions were consistently small

Communication about tutoring offers could improve; parents mentioned not knowing about specific tutoring opportunities.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes of implementing in-person instruction:

Staff really supported students with mental health and social and emotional well being. There was an increase in the empathy shown towards students regarding assignments and simply taking care of their overall mental health.

We held Mental Health PD meetings with the entire staff led by our PSW that included breathing exercises, de-stressing techniques, and classroom activities to use with students.

We officially adopted Wednesdays as Wellness Wednesdays where students would lead the school in various activities and provide information for coping during these challenging times.

Our school nurse was highly instrumental in helping us to stay on track with COVID-19 rules, regulations, and getting our athletics and activities restarted.

Challenges of implementing in-person instruction:

There was obvious anxiety from some staff due to the COVID-19 pandemic.

Our administrators and office staff worked overtime to implement new systems, protocols, and procedures to keep everyone abreast of changes.

Rapid changes by CDC (as well as LAUSD) sometimes cause confusion with parents and the school community.

Social distancing itself has taken a toll on everyone since as human beings we naturally crave interaction with others.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes of implementing in-person instruction:

We used multiple means of communication throughout the pandemic. The pandemic forced up to increase communications in order to reach families.

Support staff were flexible in providing support where needed.

Administration listened to parents' concerns and provided school updates, schedule changes, etc., more regularly.

Coffee with the principal was increased to 2x per month and parents greatly appreciated it.

We are able to transition quickly to virtual meetings due having regularly used MS Teams and GoToMeeting

The intervention team setup a process that consisted of early identification and notification system for students in danger of failing

Challenges of implementing in-person instruction:

Some parent groups had little to no participation throughout the pandemic.

We had to shift all parent and family events online which was difficult for a few families with limited connectivity and/or access

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes in providing school nutrition:

We were able to feed all students as well as students in the community (anyone under 18) due to the government ruling regarding meals.

Cafeteria staff were flexible and worked steadily to ensure this need was met weekly.

Cafeteria staff created meals and practiced new safety requirements due to COVID-19.

Students could receive nearly a week's worth of healthy lunch, breakfast, dinner, plus snacks.

Challenges in providing school nutrition:

Staffing could present a challenge and as a result Cafeteria staff did have a few volunteers.

Dates for meal distribution were changed a few times.

There is a possibility that some students could have been missed due to not having transportation or no contact with the school as a result of COVID-19.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional two days for Mental Health services	ECR has added two days per week to the psychiatric social worker (PSW) to meet with teachers, students, and parents, regarding issues related to mental health	\$55,234	\$55,234	Yes
Food services safety upgrades	Upgrade technological devices to keep students safe and equipment to facilitate expedited food service delivery; Cafeteria scanners and POS stations	\$5,000	\$10,120	Yes

Cafeteria Equipment	Hotboxes, Cambros, Lane lines and other Safety equipment	\$55,000	\$23,829	Yes
---------------------	--	----------	----------	-----

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the distance learning program.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The shift from in-person instruction to distance learning then back to in-person instruction was relatively smooth. We realized early on that we had an advantage other schools did not have - experience with virtual instruction. This was a game changer in the initial transition to 100% distance learning because the majority of our teachers had already been using these tools daily. We are also a Microsoft Certified school so our teachers were, in large part, well trained in how to use Microsoft Teams to conduct live sessions. In this regard, the major lesson learned was to always be prepared and work cohesively in order to provide the least disruptive environment for students and staff.

Our students, as a whole, maintained performance levels according to the MAP assessment given in Fall 2020 and Spring 2021. That said, there were many students (low/high/average performing) who indicated that the pandemic had taken an emotional toll on them and caused anxiety as well as other issues that had not existed previously. From this experience, we know without a doubt that isolation tends to bring about desolation. We utilized our PSW, Deans and Counselors to maintain contact with students who expressed social emotional and mental health issues as well as those who were silent but showed signs of struggling socially and emotionally throughout the pandemic.

There were a few days that technology failed to work properly and we had to cancel meetings. The root of this is not yet known, but we were able to successfully recover the next day and continue with instruction and meetings as planned. From this we learned that technology is not fail-proof and we will encounter some setbacks from time to time. This caused us to change meeting agendas, and reschedule or simply modify our plan. We are grateful that setbacks have been minimal and we are fully equipped to handle any changes that come our way as a team. The lesson learned here is that at the end, ECRCHS is a family and we have learned to stick together through it all.

In developing the 2021-24 LCAP, we will be addressing the continued use of virtual instruction as well as apps that helped to make it successful for teaching. We will also assess our incoming Freshman in order to provide us with a baseline measure of student achievement. Also, the work of our current PSW has been so successful that we will be hiring an additional one next year. This will help provide on-campus mental health and social-emotional support to students and staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will assess pupil learning loss through our MAP assessment at least twice per academic year. Additionally, teachers will use regular Common Formative Assessments to gauge student progress, mastery of skills and standards, and decide what needs to be retaught. Teachers will analyze data during common planning time and plan appropriate interventions and lesson plans. Support staff will be used for small group instruction and one-on-one support for our most at-risk students. Summer school will be held beginning June 2021 and before and after school tutoring are already in place for next fall.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. budgeted expenditures for the distance learning program.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We were able to implement the majority of the actions and services within the 2019-2020 LCAP prior to the COVID 19 pandemic. Below we have highlighted a few goals and/or action steps from the 2019 LCAP that were not met or lacking and will now be included in the new 2021-2024 LCAP. All Learning Continuity and Attendance Plan goals were implemented and met.

There were two initiatives that did not take place in the 19-20 LCAP year due to COVID: the continuation of testing for EL reclassification and resurgence of the Career Fair. When COVID hit, approximately 30% of students had been tested. Also, the Career Fair was scheduled for mid-March 2020 but cancelled due to COVID.

Two action steps that were not met were related to College and Career readiness. There had been only very slight improvements and it was noted that we need to improve in this area. Additionally, though Naviance is used by Seniors, there was no metric to track how often or by how many. This was noted as also needing improvement. A huge success in this area is AP expansion. The percentage of students enrolled and having access to AP classes has increased significantly.

In the area of Instruction, curriculum maps were developed in all areas but more follow through and monitoring is needed to ensure adherence. Further, the WASC Committee noted that CFAs and curriculum maps needed to be utilized for alignment and to determine student mastery of standards. This is also related to assessment since CAASPP scores had been stagnant for at least two years and WASC recommended the focus shift to instructional planning and assessment of student learning. It was also identified that further support is needed as it relates to faculty use and interpretation of MAP scores as well as implementation of Common Core State Standards. An Action Step to increase rigor in 9th grade was developed based on A-G data that suggested we needed to start providing more rigor at the very beginning of a student's high school entry. All of the above have been addressed in some way in the new 2021-2024 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,

- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the

efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If

the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey, Executive Director Minita Clark, Administrative Director	m.clark@ecrchs.net , 818-595-7508

Plan Summary [LCAP Year]

General Information

El Camino Real Charter High School (ECRCHS) serves approximately 3,550 students in grades 9-12. ECRCHS is located in the Woodland Hills section of the San Fernando Valley within the City of Los Angeles. ECRCHS serves all students who reside in the former attendance boundaries of the school who wish to attend. In the 2018-2019 school year, 44% of students entered ECRCHS through the lottery, and these students reside in 70 different zip codes. ECRCHS offers a comprehensive high school education with a range of levels, including special education, College Preparatory (CP), Honors, Advanced Placement (AP), and Intervention courses. We boast a diverse student body with the following racial breakdown: 36.5% White; 31.5%Hispanic/Latino; 13%Asian/Filipino/Pacific Islander; 3.5%African American; 15%Two or More Races; and 0.5%Native American (source: CDE Dataquest May 2019). Special Education students, comprising 9.34% of the student population, have access to special day class (SDC) and resource teachers. Additionally, we offer three small learning communities (SLCs), Humanitas, STEAM and Advancement Via Individual Determination (AVID). In the 2018-19 school year, ECRCHS offered 24 AP courses, as well as the aforementioned CP, and honors level classes. The school also offers a range of visual and performing arts options, technical arts (including graphic design and woodshop), two academies (Art and Design Academy and Careers in Entertainment Academy), and fields 23 Varsity sports teams.

In recent years, El Camino Real Charter High has prioritized the shift to Common Core Instruction in all classrooms and equitable access to instruction for all students. A number of initiatives have been implemented to support this major change in the schools culture including the use of Common Formative Assessments or CFAs in all departments to gauge students progress, development of Professional Learning Communities or PLCs, an Equity Advisory Committee to exchange ideas and information about inclusive practices, a co-teaching model with six (6) co-taught classes to benefit students with special services, as well as, an Intervention program for early identification of students in danger of failing.

This three year plan is the result of on-going conversations and meetings held with stakeholders as well as observations made by stakeholders during the COVID-19 pandemic. The goals stated herein are the targets that move us closer to our vision for the aforementioned priorities and the action steps show the intended implementation process for each. The pandemic has shown us that we are prepared technologically, well-equipped professionally, and modifying instruction reasonably, and developing culturally.

Reflections: Successes

El Camino Real Charter High School has encountered a great deal of successes over the years. As it relates to the most recent data on the California Dashboard from 2019, the following are successes:

- Met Standards in Five areas. They are: 1) Basics: Teachers, Instructional Materials, & Facilities, 2) Implementation of Academic Standards, 3) Parent and Family Engagement, 4) Local Climate Survey, and 5) Access to a Broad Course of Study.
- Performed at the second highest level for Graduation Rate.
- Performed at third highest level for English Language Arts, Mathematics, and College/Career Readiness.

Reflections: Identified Need

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Second lowest level for our Suspension Rate. (This number has since improved)
- Students with disabilities scored in the lowest tiers of performance
- African American students and English learners scored in the bottom tiers of performance

LCAP Highlights

The key features of this years LCAP are as follows:

1. Common Core focused (i.e., standards-based instruction in every classroom)
2. Assessment of and for student learning
3. Preparing students for college and/or careers

4. Equitable and Culturally Responsive Instruction
5. Addressing students' mental health and social emotional needs

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The stakeholder process is always ongoing, whether formal or informal. El Camino Real Charter High School administrators and parent groups regularly meet throughout each school year to share and exchange ideas and information. Due to the COVID-19 pandemic, all meetings beginning August 2020 were held virtually using Microsoft Teams or GoToMeeting virtual conferencing platforms. The Assistant Principal for Curriculum and Instruction began meeting with stakeholder groups in March 2021. The Meetings Schedule is below:

August 2020

SSC Meeting #1

Schoolwide Learning Continuity and Attendance Plan (LCP) input and review

Learning Continuity and Attendance Plan (LCP) survey sent to student body for input

September 2020

SSC Meeting #2 Single Plan for Student Achievement (SPSA) input and review

LCP Approved at monthly board meeting

October 2020

SSC Meeting #3 Title I funding update by Mr. Wood

Parent Advisory Committee (PAC) Meeting #1 to review/discuss SPSA

November 2020

SSC Meeting #4

December 2020

SSC Meeting #5

SPSA Approved at monthly board meeting

January 2021

SSC Meeting #6

February 2021

SSC Meeting #7

Administrator review of new LCAP terms/process

PAC Meeting #2 to review/discuss/input LCAP
Attended Virtual LCAP state-level meetings

March 2021

SSC Meeting #8

Met with Administrators to present the new LCAP process

Met with Parent Advisory Committee to review/discuss LCAP

April 2021

SSC Meeting #9 to review/discuss/input LCAP

PAC Meeting #3 to review/discuss/input LCAP

ELAC Meeting #1 to review discuss/input LCAP

Padres Latinos Meeting #1 to review/discuss/input

LCAP Committee formed and held meeting #1

May 2021

Administrator review/modifications of LCAP updates

SSC Meeting #10 to review/discuss/finalize LCAP

Weekly LCAP Committee meetings

Initial Board presentation of 2021-2024 LCAP, Annual Update, and Budget Overview draft

A summary of the feedback provided by specific stakeholder groups.

Combined feedback from PAC, ELAC, SSC, LCAP Committee, Administrators, and Students is as follows:

Areas ECRCHS has improved:

- 1) Translation of documents in multiple languages
- 2) Development of Programs and Initiatives to support mental health such as a new Wellness Center
- 3) School-to-Home Communication (includes communication between teachers and administrators to parents and vice versa)
- 4) Teachers have gone out of their way to support students during the pandemic
- 5) Posting of information for all stakeholders viewing
- 6) Support for high-risk learners

Areas ECRCHS still needs improvement:

- 1) Development and/or Staffing of needed positions in a timely manner (e.g., marketing coord still vacant and positions specifically for unduplicated students)

- 2) Class sizes still too big; need to re-visit classrooms to replace the bungalows as the plan is already ready and hire additional staff
- 3) Some teachers are slow to provide feedback and grade work; need a universal policy
- 4) Some teachers do not contact parents; need a universal policy

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the LCAP were influenced by stakeholder input. Meetings were held with stakeholders beginning in March 2021 to discuss the new LCAP process and gather feedback.

Goals and Actions

Goal 1

Goal #	Description
1	All students are provided a high quality education with equitable access to standards based instruction, innovative strategies and programs, and rigorous learning.

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School's vision is to be highly regarded for its innovative teaching methods that empowers students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future. This goal encompasses every aspect of the school's vision in an effort to meet the needs of all students. The academic foundation we are laying includes the full implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and equitable instruction for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Measurable Outcome for Action Step #1: Purchase or Create an intervention curriculum to be used in all intervention classes</p>	<p>In progress - TBD (to send # of intervention classes in fall)</p>	TBD Year 1	TBD Year 2	TBD Year 3	Standards-based alignment for all classes
<p>Measurable Outcome for Action Step #2: Administer MAP assessment to incoming freshman throughout June and July 2021</p>	<p>Summer 2021 - TBD</p>	TBD Year 1	TBD Year 2	TBD Year 3	early awareness of student achievement levels in order to plan for each year
<p>Measurable Outcome for Action Step #3: Consult with departments to provide differentiated standards-based instructional materials</p>	<p>Departments provide data outlining performance of all students as a result of new instructional materials..</p>	TBD Year 1	TBD Year 2	TBD Year 3	Maintain the most current and beneficial instructional materials for teachers annually
<p>Measurable Outcome for Action Step #4: Hiring tutors to support core classrooms based on schoolwide data beginning with large class sizes and expanding over a two year period</p>	<p>Approximately 20 classrooms in need of tutors</p>	TBD Year 1	TBD Year 2	TBD Year 3	Tutors will provide support for student learning in large classes to improve student achievement

<p>Measurable Outcome for Action Step #5:</p> <p>Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss progress and reteaching</p>	<p>Data will be used to identify subjects and students in need of support</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike.</p>
<p>Measurable Outcome for Action Step #6:</p> <p>Scheduled department retreats in order to share teaching practices</p>	<p>Retreats will begin Fall 2021</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Foster more department collaboration for vertical and horizontal planning</p>
<p>Measurable Outcome for Action Step #7:</p> <p>Scheduled of dates on which depts will work to meet outside of work hours</p>	<p>0 held last year due to COVID 19 pandemic</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Ensure students are receiving most rigorous and relevant teaching</p>
<p>Measurable Outcome for Action Step 8:</p> <p>% of departments that reviewed and/or modified curriculum maps</p>	<p>50% departments currently engage in this work</p>	TBD Year 1	TBD Year 2	TBD Year 3	

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1	Action 1: Targeted Intervention	Provide timely intervention with a common curriculum in the form of support classes for targeted students	\$10,000	Y
2	Action 2: Assessment of Learning	Assess students at end of 2021 year or summer 2021 to notify parents where they are performing	\$25,000	Y
3	Action 3: Instructional materials	Standardize instructional materials for all subject areas.	\$500,000	Y
4	Action 4: Teacher Support	Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years.	\$460,000	Y
5	Action 5: Common Assessment	Use common assessments (formative, interim, summative) to gauge student progress.	\$100,000	Y
6	Action 6: Department Planning Days	Departments or Course-Alikes must host bi-annual professional development retreats focused on curriculum maps, vertical alignment, data analysis, development/calibrating formative assessments and implementing research based instructional strategies.	\$75,000	Y
7	Action 7: Curriculum Map Review	Departments will modify and adjust curriculum maps in order to meet the needs of all learners. Attention to vertical and horizontal alignment is integral to the successful implementation of the purchased/modified curriculum.	\$100,000	Y
8	Action 8: Hire Data Coordinator	Data Coordinator will support Curriculum & Instruction to analyze school and grade level data with departments and individual teachers. Will also present data in professional development and board meetings in conjunction with Administrative Directors.	\$130,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
2	All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School places students' preparation for colleges/universities and/or careers of high importance. We recognize that not all students will attend college/university but we advocate that those who have a desire, should be well prepared to do so after leaving ECRCHS. Since preparation is the key, this goal increases the expectations of students to challenge themselves by taking rigorous courses, teachers to expose students to rigor and higher order thinking skills, and staff to create opportunities with few barriers that lead to the specific pathways students desire.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step #1: Create one to two CTE pathways.	Currently ECR has CTE elective classes but does not have any CTE pathways.	TBD Year 1	TBD Year 2	TBD Year 3	Provide more post-secondary options for students who do not desire to attend college
Measurable Outcome for Action Step #2: Freshmen will have a minimum of three or more academic classes in their 9th grade schedules.	The year of 2020-2021 was the first year that we offered CP world history to our incoming 9th grade students, along with AP human geography and AP environmental science.	TBD Year 1	TBD Year 2	TBD Year 3	Increased rigor and offering of higher level classes

Measurable Outcome for Action Step #3: Increase A-G completion rate by 10% over three years	The A-G completion rate for the class of 2020 was 55.9%	TBD Year 1	TBD Year 2	TBD Year 3	Increase support for those who desire college so that they are successful
Measurable Outcome for Action Step #4: Increase dual enrollment and concurrent enrollment participation	ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment. Not currently tracking concurrent enrollment classes.	TBD Year 1	TBD Year 2	TBD Year 3	
Measurable Outcome for Action Step #5: Increase enrollment of each subgroup (i.e., FRPM, Latinx and African American students) in AP classes by 7% each	In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup: 25% of African American Students 27% of Latin X students XX% of FRPM students	TBD Year 1	TBD Year 2	TBD Year 3	Increase outreach and interactions with subgroups (and parents) so they are aware of ECR AP offerings and the support provided to help them be successful
Measurable Outcome Provide 1-2 college and career focused PD trainings for the staff per school year.	In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.	TBD Year 1	TBD Year 2	TBD Year 3	Collaborate with staff to increase awareness of college/career options
Measurable Outcome for Action Step #7: Increase # of students who earn the seal of biliteracy by 15%.	132 students earned the seal of biliteracy in 2021	TBD Year 1	TBD Year 2	TBD Year 3	An opportunity to earn a distinction upon graduating with support from teachers and staff

Measurable Outcome for Action Step #8: Continue to fund the PSAT for the 9th-11th grade students.	ECR has funded the PSAT for 9th-11th graders.	TBD Year 1	TBD Year 2	TBD Year 3	Cover the cost to all students so that PSAT testing is accessible to all students
Measurable Outcome for Action Step #9: Quarterly after hour events hosted by counselors and weekly extended hours to meet with counselors.	In the year 2019-2020, counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID.	TBD Year 1	TBD Year 2	TBD Year 3	Be available to parents and students after general work hours to answer questions and increase contact
Measurable Outcome for Action Step #10: Increase to at least 9 academic counselors.	ECR currently has 7 academic counselors with an average caseload of about 480 students.	TBD Year 1	TBD Year 2	TBD Year 3	Lower counselor caseload thereby allowing counselors the opportunity for more one on ones.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Develop CTE curricula	Develop our CTE course pathway curriculums aligned to CTE standards to support students who are career minded	\$25,000	Y
2	Action 2: Increase Rigor	Enhance the rigor for the 9th grade year. (including, but not limited to the addition of a college preparatory science, world history, or world language course)	\$50,000	Y
3	Action 3: Prioritize A-G Completion rate	Increase A-G completion rate for all students with special attention to our subgroups.	\$40,000	Y

4	Action 4: Increase college/university partnerships	Increase collaboration with colleges and universities by increasing the number of students enrolled in our dual enrollment program and concurrent enrollment classes.	\$0 (included in materials budget)	N
5	Action 5: Expand AP services	Expand student support, access, and equity to AP classes, identified by AP potential, focusing on the most vulnerable student populations.	\$31,000	Y
6	Action 6: Professional Development	Provide meaningful, relevant, and up-to-date training and professional development to promote a college-going culture and/or career exploration to help teachers, counselors, and administrators understand the college admissions landscape	\$84,000	Y
7	Action 7: Biliteracy	Continue and increase number of students who qualify for the state Seal of Biliteracy	\$0	N
8	Action 8: PSAT Funding	Continue to fund the PSAT for 9th-11th grade students.	\$40,000	Y
9	Action 9: After-hours Counseling Services	Provide more after hours services for families to attend informational meetings regarding A-G, college admissions and other college topics.	\$10,000	Y
10	Action 10: Hire two new counselors	Increase access to counselors by hiring two new counselors.	\$260,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Goal 3

Goal #	Description
3	Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students.

An explanation of why the LEA has developed this goal.

Here at El Camino Real Charter High School, we want to more adequately promote safe spaces where students can speak openly and explore assumptions about issues related to race, class, culture, gender, religion, etc. Further, we want our staff to learn and implement strategies for creating classrooms that are culturally inviting to all. We want underrepresented groups to feel empowered and encourage a celebratory approach to culture and history.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step 1: Create a calendar for equity professional development for staff	In progress 50%	TBD Year 1	TBD Year 2	TBD Year 3	Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities
Measurable Outcome for Action Step2: Monthly social-emotional events calendar	Create community and staff events promoting wellness	TBD Year 1	TBD Year 2	TBD Year 3	Workshops and events that improve mental health for staff and students

<p>Measurable Outcome for Action Step 3:</p> <p>Increase awareness of parent groups and facilitates communication among all stakeholders via ECR communication platforms</p>	<p>Identification of at risk students and their parents.</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Consistent communication between parents and school to increase student achievement.</p>
--	--	-------------------	-------------------	-------------------	---

Actions

Action #	Title	Description	Total Funds	Contributing
1	Equity Training	Offer ongoing equity based training and professional development in culturally responsive teaching to all staff.	\$20,000	Y
2	Cultural Workshops & Experiences	Provide culturally based motivational workshops, learning experiences, field trips, and assemblies, or clinics utilizing in-house and outside professionals to meet social emotional needs of learners and staff.	\$25,000	Y
3	Underserved Parent Groups	Maintain active status of parent and student groups that represent students experiencing opportunity gaps.	\$ 0	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Goal 4

Goal #	Description
4	All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making.

An explanation of why the LEA has developed this goal.

We believe that better communication amongst the school community serves to increase academic achievement overall. Parents as partners is a concept we want to live by at El Camino Real Charter High School. Research shows that parent involvement improves student academic achievement as well their motivation to succeed. The school, as well, is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step 1: Meeting logs; newsletter and website postings	Attendance at current meeting	TBD Year 1	TBD Year 2	TBD Year 3	Keep parents regularly informed of school initiatives, events, decisions, meetings, academics, athletics, etc

<p>Measurable Outcome for Action Step 2:</p> <p>Planned meeting dates with Instructional Cabinet; Agendas</p>	<p>Committee of 7 is currently formed</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Allow teacher leaders an opportunity to hear directly from parents as it relates to instruction</p>
<p>Measurable Outcome for Action Step 3: Use of current communication systems to send parent notifications via text</p>	<p>0% parents receiving text messaging communications from ECRCHS</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>100% of parents receiving text messaging communications</p>
<p>Measurable Outcome for Action Step 4: School creates a “How to sign up for Canvas?” Loom video placed on homepage</p>	<p>28%parents signed up for Canvas Account (get actual number)</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>100% of parents are signed up for a Canvas account</p>
<p>Measurable Outcome for Action Step 5: Hiring of Social Media/Outreach/Marketing position</p>	<p>Position not currently filled; 0% toward goal attainment</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>1 marketing coordinator is hired; 100% filled</p>
<p>Measurable Outcome for Action Step 6:</p> <p>All enrolled parents for 2021-2022 will be prompted to create, update, and verify Aeries account during Welcome Week and other events</p>	<p>Increase in number of parents reporting being able to access Aeries</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Easily access students grades and other pertinent information</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Chat with Directors	Continue hosting Chat with the Directors on a biweekly basis	\$ 2500	Y
2	Parent Group collaboration	Invite parent groups to some Instructional Cabinet meetings to share pertinent information and build school-home relationships	\$ 0	N
3	School to Home Communications	Provide text messaging and other types of communications for parents and staff.	\$15,000	Y
4	Canvas Parent Signup	Increase parent engagement and education on Canvas/Canvas app.	\$0	N
5	Marketing Initiatives	To promote ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media.	\$90,000	Y
6	Aeries Parent Connection	Increase parent usage and presence on Aeries in order to improve interaction.	\$0	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Goal 5

Goal #	Description
5	Provide specific support to meet social- emotional, mental health, and physical needs of all students.

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step 1: Onboarding of new PSW	0% position is currently unfilled	TBD Year 1	TBD Year 2	TBD Year 3	Provide on-site mental health services and support for students

Measurable Outcome for Action Step (change to 2): Daily and weekly support services will be offered in the wellness center.	T-30 has been designated for the wellness center.	TBD Year 1	TBD Year 2	TBD Year 3	Privacy and a safe space for students and staff to receive mental health support and services
Measurable Outcome for Action Step (change to 3): Identification of students and Training schedule	Students have been identified by the PSW.	TBD Year 1	TBD Year 2	TBD Year 3	
Measurable Outcome for Action Step (change to 4):	New initiative; all teachers and staff will attend (approx 175)	TBD Year 1	TBD Year 2	TBD Year 3	Expose staff to training that will allow them to effectively support student behaviors

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Mental Health Support	Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus	\$138,000	Y
2	Create Wellness Center	Create an on-campus wellness center to provide a safe and welcoming space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources	\$15,000	Y
3	Psychological First Aid Training	Train student/peers in psychological first aid to provide peer support in the Wellness Center	\$10,000	Y

4	SEL and Restorative Justice Training to Staff	Provide training to staff on social emotional learning and restorative practices.	\$10,000	Y
---	---	---	----------	---

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

<u>Percentage to Increase or Improve Services</u>	<u>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</u>
7.08%	\$169,911

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

This section represents evidence of implementation of interventions and supports designed to meet the learning needs of all students, including socio-economically disadvantaged/students eligible for free and reduced-price meals, English Language Learners and implementation of the school’s Master Plan for English Learners, and programs and activities target to meet the needs of our homeless/foster youth students.

All ECRCHS students, including all subgroups, have access to all the intervention and support programs offered at the school. These include:

- After school Math classes for all students failing at the Spring 20-week report card
- After school Math Department tutoring
- Peer tutoring (P.E.T.S.) Monday through Thursday at lunch
- After school Health and Electives

- We offer a variety of electives courses through Cyber High.

- Study skills classes

- Study Skills classes are offered throughout the day and period 7, after school, for credit.

- Referral to the Intervention Coordinators. We have one school-wide Intervention Coordinator and one for each of the subgroups, Latino, African American, and LGBTQ.
- Many teachers offer tutoring before school, during lunch, and after school.
- ECR FLEX Alternative Education and Independent Study Programs
- Cyber High: All subjects except science are offered after school.

The counselors and the intervention coordinators log SSPT meetings & agreed upon intervention strategies offered into Aeries and monitor progress during individual programming sessions and throughout the year as needed. The counselor and intervention coordinators also make parent contact for students who are not responding to extra academic intervention.

Students needing a different learning environment from the one offered in our general program have access to our unique ECR FLEX Alternative Education Program. This program is based on the Continuation School model and allows students to work at their own pace and receive more individualized help. The program is three tiered, offering a full-time, pass-thru (up to 3 classes), and period 7 Cyber High scheduling options.

Students who are unable to attend school on a regular basis have access to our Independent Study Program. Although the reason for needing a nontraditional educational setting varies, most students enroll due to medical issues, family crisis and matters related to socioeconomics. This program allows flexibility in the student's schedule. Students trade classwork in school for classwork at home. Students enrolled in this innovative program are assigned a Master teacher who meets with them each week. The Master teacher is their mentor, checking homework, and facilitating communication between the High Qualified teacher of each subject. In addition to meeting with their Master teacher, Independent Study students are encouraged to come as needed and sit in the subject classroom for any assistance with courses assigned. We currently have three full time, and two part-time, Master teachers. Additionally, there are designated times during the week for small group help in science, math, and English. All Independent Study students are encouraged to attend these sessions in addition to their weekly allotted time with their Master Teacher.

Teachers are periodically reminded of the various interventions offered at the school at professional development meetings. The administrator in charge of ECR FLEX starts each school year with a recap of the successes and data related to the various interventions. This also includes the referral process and any new programs added. In the spring semester students from the various programs address the faculty.

ECRCHS offers a Summer Bridge/Transition program for incoming 9th graders who struggled in Math and English. The class provides a mathematics course and a study/literacy skills course. These courses focus on academic learning and

include activities on team building, personal development and group projects that help students have a successful transition from middle school to high school.

English Language Learners

In Fall 2020, we implemented an Adv ELD class for our EL and LTEL students. This new class follows LAUSD's Master Plan. The course supports core classes at an accessible reading level for students so that language and literacy skills directly support the students' skill development. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities. When students struggle, the teacher works with the student's other teachers (learning lab approach). The class is taught by the EL Coordinator who is also an English teacher and one bilingual college tutor.

The following list outlines additional supports provided for our English Learners:

- Counselors are given spreadsheets of their EL and RFEP students along with English and Math final marks each semester.
 - Each semester the administrator in charge of EL and RFEPs meet with the counseling staff to verify that all the students are being monitored and intervention is offered throughout the school year.
 - At the beginning of each semester, English teachers, and Math teachers are given the prior year's final grade in their field. This allows a better focus on the struggling students.
 - The EL coordinator meets with all departments during Department PD time to further understand the needs of the EL population. Additional support or professional development is planned according to their input.
 - We have added monthly Language Appraisal Team, LAT, meetings to our school calendar. The group is comprised of all department chairs, instructional coaches, intervention coordinators, EL coordinator and administration. Primary purpose of LAT is to learn and discuss strategies for implementing ELD standards and literacy for our EL students throughout the curriculum.
 - Language fluency is identified on all class attendance sheets.
 - Monthly ELAC meetings discuss with parents the academic interventions that are available to their students.
 - Since laptops are given to every student at El Camino, this allows translation and reading levels for our EL Students.
 - One of our Assistant Principals and the Executive Director are our bilingual liaisons for Spanish speaking parents. We have a math teacher who can help us with Farsi speaking parents.
- In addition to all supports described in this section, our low-income students have access to the following unique supports:
- Bus passes are purchased by the school to improve attendance.
 - Although all students here receive a laptop while they attend ECR, library hours with Wi-Fi accessibility were added to target this population.
 - FRPM students are eligible for a free Hot-Spot WIFI device.

- PE uniform and school supplies are provided when needed.

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

Homeless and Foster Care

Two years ago, we established a Homeless/Foster/Migrant Youth Liaison who works with LAUSD to coordinate extra services for those students who require it. Additionally, our school entered into an MOU to provide Mental Health Services to our Title I, Foster, and group home students.

Students who are homeless or are in foster care and are having difficulty attending school on a regular basis due to home environment circumstances are given the option of Independent Study with the extra support of coming to school and sitting in a class whenever they can. School supplies, PE uniform, bus passes are also provided if needed.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics

- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and

performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students. Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey, Executive Director Minita Clark, Administrative Director	m.clark@ecrchs.net , 818-595-7508

Plan Summary [LCAP Year]

General Information

El Camino Real Charter High School (ECRCHS) serves approximately 3,550 students in grades 9-12. ECRCHS is located in the Woodland Hills section of the San Fernando Valley within the City of Los Angeles. ECRCHS serves all students who reside in the former attendance boundaries of the school who wish to attend. In the 2018-2019 school year, 44% of students entered ECRCHS through the lottery, and these students reside in 70 different zip codes. ECRCHS offers a comprehensive high school education with a range of levels, including special education, College Preparatory (CP), Honors, Advanced Placement (AP), and Intervention courses. We boast a diverse student body with the following racial breakdown: ~~25%~~36.5% White; ~~36%~~ 31.5%Hispanic/Latino; ~~25%~~ 13%Asian/Filipino/Pacific Islander; ~~2%~~3.5%African American; ~~3%~~15%Two or More Races; and ~~0.26%~~0.5%Native American (source: CDE Dataquest May 2019). Special Education students, comprising 9.34% of the student population, have access to special day class (SDC) and resource teachers. Additionally, we offer three small learning communities (SLCs), Humanitas, STEAM and Advancement Via Individual Determination (AVID). In the 2018-19 school year, ECRCHS offered 24 AP courses, as well as the aforementioned CP, and honors level classes. The school also offers a range of visual and performing arts options, technical arts (including graphic design and woodshop), two academies (Art and Design Academy and Careers in Entertainment Academy), and fields 23 Varsity sports teams.

In recent years, El Camino Real Charter High has prioritized the shift to Common Core Instruction in all classrooms and equitable access to instruction for all students. A number of initiatives have been implemented to support this major change in the schools culture including the use of Common Formative Assessments or CFAs in all departments to gauge students progress, development of Professional Learning Communities or PLCs, an Equity Advisory Committee to exchange ideas and information about inclusive practices, a co-teaching model with six (6) co-taught classes to benefit students with special services, as well as, an Intervention program for early identification of students in danger of failing.

This three year plan is the result of on-going conversations and meetings held with stakeholders as well as observations made by stakeholders during the COVID-19 pandemic. The goals stated herein are the targets that move us closer to our vision for the aforementioned priorities and the action steps show the intended implementation process for each. The pandemic has shown us that we are prepared technologically, well-equipped professionally, and modifying instruction reasonably, and developing culturally.

Reflections: Successes

El Camino Real Charter High School has encountered a great deal of successes over the years. As it relates to the most recent data on the California Dashboard from 2019, the following are successes:

- Met Standards in Five areas. They are: 1) Basics: Teachers, Instructional Materials, & Facilities, 2) Implementation of Academic Standards, 3) Parent and Family Engagement, 4) Local Climate Survey, and 5) Access to a Broad Course of Study.
- Performed at the second highest level for Graduation Rate.
- Performed at third highest level for English Language Arts, Mathematics, and College/Career Readiness.

Reflections: Identified Need

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Second lowest level for our Suspension Rate. (This number has since improved)
- Students with disabilities scored in the lowest tiers of performance
- African American students and English learners scored in the bottom tiers of performance

LCAP Highlights

The key features of this years LCAP are as follows:

1. Common Core focused (i.e., standards-based instruction in every classroom)
2. Assessment of and for student learning
3. Preparing students for college and/or careers

4. Equitable and Culturally Responsive Instruction
5. Addressing students' mental health and social emotional needs

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The stakeholder process is always ongoing, whether formal or informal. El Camino Real Charter High School administrators and parent groups regularly meet throughout each school year to share and exchange ideas and information. Due to the COVID-19 pandemic, all meetings beginning August 2020 were held virtually using Microsoft Teams or GoToMeeting virtual conferencing platforms. The Assistant Principal for Curriculum and Instruction began meeting with stakeholder groups in March 2021. The Meetings Schedule is below:

August 2020

SSC Meeting #1

Schoolwide Learning Continuity and Attendance Plan (LCP) input and review

Learning Continuity and Attendance Plan (LCP) survey sent to student body for input

September 2020

SSC Meeting #2 Single Plan for Student Achievement (SPSA) input and review

LCP Approved at monthly board meeting

October 2020

SSC Meeting #3 Title I funding update by Mr. Wood

Parent Advisory Committee (PAC) Meeting #1 to review/discuss SPSA

November 2020

SSC Meeting #4

December 2020

SSC Meeting #5

SPSA Approved at monthly board meeting

January 2021

SSC Meeting #6

February 2021

SSC Meeting #7

Administrator review of new LCAP terms/process

PAC Meeting #2 to review/discuss/input LCAP

Attended Virtual LCAP state-level meetings

March 2021

SSC Meeting #8

Met with Administrators to present the new LCAP process

Met with Parent Advisory Committee to review/discuss LCAP

April 2021

SSC Meeting #9 to review/discuss/input LCAP

PAC Meeting #3 to review/discuss/input LCAP

ELAC Meeting #1 to review discuss/input LCAP

Padres Latinos Meeting #1 to review/discuss/input

LCAP Committee formed and held meeting #1

May 2021

Administrator review/modifications of LCAP updates

SSC Meeting #10 to review/discuss/finalize LCAP

Weekly LCAP Committee meetings

Initial Board presentation of 2021-2024 LCAP, Annual Update, and Budget Overview draft

A summary of the feedback provided by specific stakeholder groups.

Combined feedback from PAC, ELAC, SSC, LCAP Committee, Administrators, and Students is as follows:

Areas ECRCHS has improved:

- 1) Translation of documents in multiple languages
- 2) Development of Programs and Initiatives to support mental health such as a new Wellness Center
- 3) School-to-Home Communication (includes communication between teachers and administrators to parents and vice versa)
- 4) Teachers have gone out of their way to support students during the pandemic
- 5) Posting of information for all stakeholders viewing
- 6) Support for high-risk learners

Areas ECRCHS still needs improvement:

- 1) Development and/or Staffing of needed positions in a timely manner (e.g., marketing coord still vacant and positions specifically for unduplicated students)
- 2) Class sizes still too big; need to re-visit classrooms to replace the bungalows as the plan is already ready and hire additional staff
- 3) Some teachers are slow to provide feedback and grade work; need a universal policy
- 4) Some teachers do not contact parents; need a universal policy

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the LCAP were influenced by stakeholder input. Meetings were held with stakeholders beginning in March 2021 to discuss the new LCAP process and gather feedback.

Goals and Actions

Goal 1

Goal #	Description
1	All students are provided a high quality education with equitable access to standards based instruction, innovative strategies and programs, and rigorous learning.

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School’s vision is to be highly regarded for its innovative teaching methods that empowers students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future. This goal encompasses every aspect of the school’s vision in an effort to meet the needs of all students. The academic foundation we are laying includes the full implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and equitable instruction for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Measurable Outcome for Action Step #1:</p> <p>Purchase or Create an intervention curriculum to be used in all intervention classes</p>	<p>In progress - TBD (to send # of intervention classes in fall)</p>	TBD Year 1	TBD Year 2	TBD Year 3	Standards-based alignment for all classes
<p>Measurable Outcome for Action Step #2:</p> <p>Administer MAP assessment to incoming freshman throughout June and July 2021</p>	<p>Summer 2021 - TBD</p>	TBD Year 1	TBD Year 2	TBD Year 3	early awareness of student achievement levels in order to plan for each year
<p>Measurable Outcome for Action Step #3:</p> <p>Consult with departments to provide differentiated standards-based instructional materials</p>	<p>Departments provide data outlining performance of all students as a result of new instructional materials..</p>	TBD Year 1	TBD Year 2	TBD Year 3	Maintain the most current and beneficial instructional materials for teachers annually
<p>Measurable Outcome for Action Step #4:</p> <p>Hiring tutors to support core classrooms based on schoolwide data beginning with large class sizes and</p>	<p>Approximately 20 classrooms in need of tutors</p>	TBD Year 1	TBD Year 2	TBD Year 3	Tutors will provide support for student learning in large classes to improve student achievement

expanding over a two year period					
Measurable Outcome for Action Step #5: Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss progress and reteaching	Data will be used to identify subjects and students in need of support	TBD Year 1	TBD Year 2	TBD Year 3	Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike.
Measurable Outcome for Action Step #6: Scheduled department retreats in order to share teaching practices	Retreats will begin Fall 2021	TBD Year 1	TBD Year 2	TBD Year 3	Foster more department collaboration for vertical and horizontal planning
Measurable Outcome for Action Step #7: Scheduled of dates on which depts will work to meet outside of work hours	0 held last year due to COVID 19 pandemic	TBD Year 1	TBD Year 2	TBD Year 3	Ensure students are receiving most rigorous and relevant teaching
Measurable Outcome for Action Step 8: % of departments that reviewed and/or modified curriculum maps	50% departments currently engage in this work	TBD Year 1	TBD Year 2	TBD Year 3	

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

1	Action 1: Targeted Intervention	Provide timely intervention with a common curriculum in the form of support classes for targeted students	\$10,000	Y
2	Action 2: Assessment of Learning	Assess students at end of 2021 year or summer 2021 to notify parents where they are performing	\$25,000	Y
3	Action 3: Instructional materials	Standardize instructional materials for all subject areas.	\$500,000	Y
4	Action 4: Teacher Support	Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years.	\$460,000	Y
5	Action 5: Common Assessment	Use common assessments (formative, interim, summative) to gauge student progress.	\$100,000	Y
6	Action 6: Department Planning Days	Departments or Course-Alikes must host bi-annual professional development retreats focused on curriculum maps, vertical alignment, data analysis, development/calibrating formative assessments and implementing research based instructional strategies.	\$75,000	Y
7	Action 7: Curriculum Map Review	Departments will modify and adjust curriculum maps in order to meet the needs of all learners. Attention to vertical and horizontal alignment is integral to the successful implementation of the purchased/modified curriculum.	\$100,000	Y
8	Action 8: Hire Data Coordinator	Data Coordinator will support Curriculum & Instruction to analyze school and grade level data with departments and individual teachers. Will also present data in professional development and board meetings in conjunction with Administrative Directors.	\$130,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2

Goal #	Description
2	All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School places students' preparation for colleges/universities and/or careers of high importance. We recognize that not all students will attend college/university but we advocate that those who have a desire, should be well prepared to do so after leaving ECRCHS. Since preparation is the key, this goal increases the expectations of students to challenge themselves by taking rigorous courses, teachers to expose students to rigor and higher order thinking skills, and staff to create opportunities with few barriers that lead to the specific pathways students desire.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step #1: Create one to two CTE pathways.	Currently ECR has CTE elective classes but does not have any CTE pathways.	TBD Year 1	TBD Year 2	TBD Year 3	Provide more post-secondary options for students who do not desire to attend college
Measurable Outcome for Action Step #2: Freshmen will have a minimum of three or more academic classes in their 9th grade schedules.	The year of 2020-2021 was the first year that we offered CP world history to our incoming 9th grade students, along with AP human geography and AP environmental science.	TBD Year 1	TBD Year 2	TBD Year 3	Increased rigor and offering of higher level classes

Measurable Outcome for Action Step #3: Increase A-G completion rate by 10% over three years	The A-G completion rate for the class of 2020 was 55.9%	TBD Year 1	TBD Year 2	TBD Year 3	Increase support for those who desire college so that they are successful
Measurable Outcome for Action Step #4: Increase dual enrollment and concurrent enrollment participation	ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment. Not currently tracking concurrent enrollment classes.	TBD Year 1	TBD Year 2	TBD Year 3	
Measurable Outcome for Action Step #5: Increase enrollment of each subgroup (i.e.,FRMP, Latinx and African American students) in AP classes by 7% each	In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup: 25% of African American Students 27% of Latin X students XX% of FRMP students	TBD Year 1	TBD Year 2	TBD Year 3	Increase outreach and interactions with subgroups (and parents) so they are aware of ECR AP offerings and the support provided to help them be successful
Measurable Outcome Provide 1-2 college and career focused PD trainings for the staff per school year.	In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.	TBD Year 1	TBD Year 2	TBD Year 3	Collaborate with staff to increase awareness of college/career options
Measurable Outcome for Action Step #7: Increase # of students who earn the seal of biliteracy by 15%.	132 students earned the seal of biliteracy in 2021	TBD Year 1	TBD Year 2	TBD Year 3	An opportunity to earn a distinction upon graduating with support from teachers and staff

Measurable Outcome for Action Step #8: Continue to fund the PSAT for the 9th-11th grade students.	ECR has funded the PSAT for 9th-11th graders.	TBD Year 1	TBD Year 2	TBD Year 3	Cover the cost to all students so that PSAT testing is accessible to all students
Measurable Outcome for Action Step #9: Quarterly after hour events hosted by counselors and weekly extended hours to meet with counselors.	In the year 2019-2020, counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID.	TBD Year 1	TBD Year 2	TBD Year 3	Be available to parents and students after general work hours to answer questions and increase contact
Measurable Outcome for Action Step #10: Increase to at least 9 academic counselors.	ECR currently has 7 academic counselors with an average caseload of about 480 students.	TBD Year 1	TBD Year 2	TBD Year 3	Lower counselor caseload thereby allowing counselors the opportunity for more one on ones.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Develop CTE curricula	Develop our CTE course pathway curriculums aligned to CTE standards to support students who are career minded	\$25,000	Y
2	Action 2: Increase Rigor	Enhance the rigor for the 9th grade year. (including, but not limited to the addition of a college preparatory science, world history, or world language course)	\$50,000	Y
3	Action 3: Prioritize A-G Completion rate	Increase A-G completion rate for all students with special attention to our subgroups.	\$40,000	Y

4	Action 4: Increase college/university partnerships	Increase collaboration with colleges and universities by increasing the number of students enrolled in our dual enrollment program and concurrent enrollment classes.	\$0 (included in materials budget)	N
5	Action 5: Expand AP services	Expand student support, access, and equity to AP classes, identified by AP potential, focusing on the most vulnerable student populations.	\$31,000	Y
6	Action 6: Professional Development	Provide meaningful, relevant, and up-to-date training and professional development to promote a college-going culture and/or career exploration to help teachers, counselors, and administrators understand the college admissions landscape	\$84,000	Y
7	Action 7: Biliteracy	Continue and increase number of students who qualify for the state Seal of Biliteracy	\$0	N
8	Action 8: PSAT Funding	Continue to fund the PSAT for 9th-11th grade students.	\$40,000	Y
9	Action 9: After-hours Counseling Services	Provide more after hours services for families to attend informational meetings regarding A-G, college admissions and other college topics.	\$10,000	Y
10	Action 10: Hire two new counselors	Increase access to counselors by hiring two new counselors.	\$260,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Goal 3

Goal #	Description
3	Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students.

An explanation of why the LEA has developed this goal.

Here at El Camino Real Charter High School, we want to more adequately promote safe spaces where students can speak openly and explore assumptions about issues related to race, class, culture, gender, religion, etc. Further, we want our staff to learn and implement strategies for creating classrooms that are culturally inviting to all. We want underrepresented groups to feel empowered and encourage a celebratory approach to culture and history.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Measurable Outcome for Action Step 1:</p> <p>Create a calendar for equity professional development for staff</p>	In progress 50%	TBD Year 1	TBD Year 2	TBD Year 3	Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities
<p>Measurable Outcome for Action Step2: Monthly social-emotional events calendar</p>	Create community and staff events promoting wellness	TBD Year 1	TBD Year 2	TBD Year 3	Workshops and events that improve mental health for staff and students

<p>Measurable Outcome for Action Step 3:</p> <p>Increase awareness of parent groups and facilitates communication among all stakeholders via ECR communication platforms</p>	<p>Identification of at risk students and their parents.</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Consistent communication between parents and school to increase student achievement.</p>
--	--	-------------------	-------------------	-------------------	---

Actions

Action #	Title	Description	Total Funds	Contributing
1	Equity Training	Offer ongoing equity based training and professional development in culturally responsive teaching to all staff.	\$20,000	Y

2	Cultural Workshops & Experiences	Provide culturally based motivational workshops, learning experiences, field trips, and assemblies, or clinics utilizing in-house and outside professionals to meet social emotional needs of learners and staff.	\$25,000	Y
3	Underserved Parent Groups	Maintain active status of parent and student groups that represent students experiencing opportunity gaps.	\$ 0	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Goal 4

Goal #	Description
4	All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making.

An explanation of why the LEA has developed this goal.

We believe that better communication amongst the school community serves to increase academic achievement overall. Parents as partners is a concept we want to live by at El Camino Real Charter High School. Research shows that parent involvement improves student academic achievement as well their motivation to succeed. The school, as well, is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step 1: Meeting logs; newsletter and website postings	Attendance at current meeting	TBD Year 1	TBD Year 2	TBD Year 3	Keep parents regularly informed of school initiatives, events, decisions, meetings, academics, athletics, etc

<p>Measurable Outcome for Action Step 2:</p> <p>Planned meeting dates with Instructional Cabinet; Agendas</p>	<p>Committee of 7 is currently formed</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Allow teacher leaders an opportunity to hear directly from parents as it relates to instruction</p>
<p>Measurable Outcome for Action Step 3: Use of current communication systems to send parent notifications via text</p>	<p>0% parents receiving text messaging communications from ECRCHS</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>100% of parents receiving text messaging communications</p>
<p>Measurable Outcome for Action Step 4: School creates a “How to</p>	<p>28%parents signed up for Canvas</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>100% of parents are signed up for a Canvas account</p>

sign up for Canvas?" Loom video placed on homepage	Account (get actual number)				
Measurable Outcome for Action Step 5: Hiring of Social Media/Outreach/Marketing position	Position not currently filled; 0% toward goal attainment	TBD Year 1	TBD Year 2	TBD Year 3	1 marketing coordinator is hired; 100% filled
Measurable Outcome for Action Step 6: All enrolled parents for 2021-2022 will be prompted to create, update, and verify Aeries account during Welcome Week and other events	Increase in number of parents reporting being able to access Aeries	TBD Year 1	TBD Year 2	TBD Year 3	Easily access students grades and other pertinent information

Actions

Action #	Title	Description	Total Funds	Contributing
1	Chat with Directors	Continue hosting Chat with the Directors on a biweekly basis	\$ 2500	Y
2	Parent Group collaboration	Invite parent groups to some Instructional Cabinet meetings to share pertinent information and build school-home relationships	\$ 0	N
3	School to Home Communications	Provide text messaging and other types of communications for parents and staff.	\$15,000	Y
4	Canvas Parent Signup	Increase parent engagement and education on Canvas/Canvas app.	\$0	N

5	Marketing Initiatives	To promote ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media.	\$90,000	Y
6	Aeries Parent Connection	Increase parent usage and presence on Aeries in order to improve interaction.	\$0	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Goal 5

Goal #	Description
--------	-------------

5	Provide specific support to meet social- emotional, mental health, and physical needs of all students.
----------	--

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measurable Outcome for Action Step 1: Onboarding of new PSW	0% position is currently unfilled	TBD Year 1	TBD Year 2	TBD Year 3	Provide on-site mental health services and support for students
Measurable Outcome for Action Step 2: Onboarding of MSW Intern through the school mental health MOU	0% currently no interns	TBD Year 1	TBD Year 2	TBD Year 3	need to delete as the district is no longer allowing this...
Measurable Outcome for Action Step 3 <u>(change to 2)</u> : Daily and weekly support services will be offered in the wellness center.	T-30 has been designated for the wellness center.	TBD Year 1	TBD Year 2	TBD Year 3	Privacy and a safe space for students and staff to receive mental health support and services
Measurable Outcome for Action Step 4 <u>(change to 3)</u> :	Students have been identified by the PSW.	TBD Year 1	TBD Year 2	TBD Year 3	

Identification of students and Training schedule					
Measurable Outcome for Action Step 5 (change to 4):	New initiative; all teachers and staff will attend (approx 175)	TBD Year 1	TBD Year 2	TBD Year 3	Expose staff to training that will allow them to effectively support student behaviors

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Mental Health Support	Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus	\$138,000	Y
2	Graduate Interns to support Mental Health	Graduate level mental health interns working towards their MSW and/or PPS credential will support the PSW by meeting the social emotional and mental health needs of all students and parents on-site.	\$0	N
3 <u>2</u>	Create Wellness Center	Create an on-campus wellness center to provide a safe and welcoming space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources	\$15,000	Y
4 <u>3</u>	Psychological First Aid Training	Train student/peers in psychological first aid to provide peer support in the Wellness Center	\$10,000	Y
5 <u>4</u>	SEL and Restorative Justice Training to Staff	Provide training to staff on social emotional learning and restorative practices.	\$10,000	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

<u>Percentage to Increase or Improve Services</u>	<u>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</u>
7.08%	\$169,911

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

This section represents evidence of implementation of interventions and supports designed to meet the learning needs of all students, including socio-economically disadvantaged/students eligible for free and reduced-price meals, English Language Learners and implementation of the school's Master Plan for English Learners, and programs and activities target to meet the needs of our homeless/foster youth students.

All ECRCHS students, including all subgroups, have access to all the intervention and support programs offered at the school. These include:

- After school Math classes for all students failing at the Spring 20-week report card
- After school Math Department tutoring
- Peer tutoring (P.E.T.S.) Monday through Thursday at lunch
- After school Health and Electives

- We offer a variety of electives courses through Cyber High.

- Study skills classes

- Study Skills classes are offered throughout the day and period 7, after school, for credit.

- Referral to the Intervention Coordinators. We have one school-wide Intervention Coordinator and one for each of the subgroups, Latino, African American, and LGBTQ.
- Many teachers offer tutoring before school, during lunch, and after school.
- ECR FLEX Alternative Education and Independent Study Programs
- Cyber High: All subjects except science are offered after school.

The counselors and the intervention coordinators log SSPT meetings & agreed upon intervention strategies offered into Aeries and monitor progress during individual programming sessions and throughout the year as needed. The counselor

and intervention coordinators also make parent contact for students who are not responding to extra academic intervention.

Students needing a different learning environment from the one offered in our general program have access to our unique ECR FLEX Alternative Education Program. This program is based on the Continuation School model and allows students to work at their own pace and receive more individualized help. The program is three tiered, offering a full-time, pass-thru (up to 3 classes), and period 7 Cyber High scheduling options.

Students who are unable to attend school on a regular basis have access to our Independent Study Program. Although the reason for needing a nontraditional educational setting varies, most students enroll due to medical issues, family crisis and matters related to socioeconomics. This program allows flexibility in the student's schedule. Students trade classwork in school for classwork at home. Students enrolled in this innovative program are assigned a Master teacher who meets with them each week. The Master teacher is their mentor, checking homework, and facilitating communication between the High Qualified teacher of each subject. In addition to meeting with their Master teacher, Independent Study students are encouraged to come as needed and sit in the subject classroom for any assistance with courses assigned. We currently have three full time, and two part-time, Master teachers. Additionally, there are designated times during the week for small group help in science, math, and English. All Independent Study students are encouraged to attend these sessions in addition to their weekly allotted time with their Master Teacher.

Teachers are periodically reminded of the various interventions offered at the school at professional development meetings. The administrator in charge of ECR FLEX starts each school year with a recap of the successes and data related to the various interventions. This also includes the referral process and any new programs added. In the spring semester students from the various programs address the faculty.

ECRCHS offers a Summer Bridge/Transition program for incoming 9th graders who struggled in Math and English. The class provides a mathematics course and a study/literacy skills course. These courses focus on academic learning and include activities on team building, personal development and group projects that help students have a successful transition from middle school to high school.

English Language Learners

In Fall 2020, we implemented an Adv ELD class for our EL and LTEL students. This new class follows LAUSD's Master Plan. The course supports core classes at an accessible reading level for students so that language and literacy skills directly support the students' skill development. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities. When students struggle, the teacher works with the student's other teachers (learning lab approach). The class is taught by the EL Coordinator who is also an English teacher and one bilingual college tutor.

The following list outlines additional supports provided for our English Learners:

- Counselors are given spreadsheets of their EL and RFEP students along with English and Math final marks each semester.
 - Each semester the administrator in charge of EL and RFEPs meet with the counseling staff to verify that all the students are being monitored and intervention is offered throughout the school year.
 - At the beginning of each semester, English teachers, and Math teachers are given the prior year's final grade in their field. This allows a better focus on the struggling students.
 - The EL coordinator meets with all departments during Department PD time to further understand the needs of the EL population. Additional support or professional development is planned according to their input.
 - We have added monthly Language Appraisal Team, LAT, meetings to our school calendar. The group is comprised of all department chairs, instructional coaches, intervention coordinators, EL coordinator and administration. Primary purpose of LAT is to learn and discuss strategies for implementing ELD standards and literacy for our EL students throughout the curriculum.
 - Language fluency is identified on all class attendance sheets.
 - Monthly ELAC meetings discuss with parents the academic interventions that are available to their students.
 - Since laptops are given to every student at El Camino, this allows translation and reading levels for our EL Students.
 - One of our Assistant Principals and the Executive Director are our bilingual liaisons for Spanish speaking parents. We have a math teacher who can help us with Farsi speaking parents.
- In addition to all supports described in this section, our low-income students have access to the following unique supports:
- Bus passes are purchased by the school to improve attendance.
 - Although all students here receive a laptop while they attend ECR, library hours with Wi-Fi accessibility were added to target this population.
 - FRPM students are eligible for a free Hot-Spot WIFI device.
 - PE uniform and school supplies are provided when needed.

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

Homeless and Foster Care

Two years ago, we established a Homeless/Foster/Migrant Youth Liaison who works with LAUSD to coordinate extra services for those students who require it. Additionally, our school entered into an MOU to provide Mental Health Services to our Title I, Foster, and group home students.

Students who are homeless or are in foster care and are having difficulty attending school on a regular basis due to home environment circumstances are given the option of Independent Study with the extra support of coming to school and sitting in a class whenever they can. School supplies, PE uniform, bus passes are also provided if needed.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational

agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a

meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs

should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the	Enter information in this box when completing the	Enter information in this box when completing the LCAP for 2022–23 .	Enter information in this box when completing the LCAP for 2023–24 .	Enter information in this box when completing the LCAP for 2024–25 .	Enter information in this box when completing the

LCAP for 2021–22.	LCAP for 2021–22.	Leave blank until then.	Leave blank until then.	Leave blank until then.	LCAP for 2021–22.
--------------------------	--------------------------	-------------------------	-------------------------	-------------------------	--------------------------

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Cover Sheet

Review and Vote on 2021-2022 Budget

Section: IV. School Business
Item: D. Review and Vote on 2021-2022 Budget
Purpose: Vote
Submitted by:
Related Material: 2021-22 Budget Materials.pdf

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

July 1 Budget
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1932623
Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	34,207,593.00	36,897,468.00	7.9%
2) Federal Revenue		8100-8299	2,759,486.54	2,129,265.00	-22.8%
3) Other State Revenue		8300-8599	3,368,893.00	3,178,858.00	-5.6%
4) Other Local Revenue		8600-8799	7,231,109.00	3,546,274.00	-51.0%
5) TOTAL, REVENUES			47,567,081.54	45,751,865.00	-3.8%
B. EXPENSES					
1) Certificated Salaries		1000-1999	14,948,113.08	16,370,172.00	9.5%
2) Classified Salaries		2000-2999	3,840,708.00	4,169,754.00	8.6%
3) Employee Benefits		3000-3999	10,623,560.00	11,772,020.00	10.8%
4) Books and Supplies		4000-4999	2,037,154.00	2,654,022.00	30.3%
5) Services and Other Operating Expenses		5000-5999	6,377,383.00	7,799,765.00	22.3%
6) Depreciation and Amortization		6000-6999	530,216.00	609,748.00	15.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	33,866.00	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			38,357,134.08	43,409,347.00	13.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,209,947.46	2,342,518.00	-74.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1932623
 Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			9,209,947.46	2,342,518.00	-74.6%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	5,889,209.96	15,237,560.14	158.7%
b) Audit Adjustments		9793	138,402.72	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			6,027,612.68	15,237,560.14	152.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			6,027,612.68	15,237,560.14	152.8%
2) Ending Net Position, June 30 (E + F1e)			15,237,560.14	17,580,078.14	15.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	6,272,778.00	6,772,778.00	8.0%
b) Restricted Net Position		9797	1,126,331.00	102,329.00	-90.9%
c) Unrestricted Net Position		9790	7,838,451.14	10,704,971.14	36.6%

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1932623
 Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	15,237,540.14		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			15,237,540.14		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1932623
 Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			15,237,540.14		

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

July 1 Budget
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1932623
Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment State Aid - Current Year		8011	17,098,522.00	19,434,702.00	13.7%
Education Protection Account State Aid - Current Year		8012	7,874,712.00	7,990,169.00	1.5%
State Aid - Prior Years		8019	(377,386.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	9,611,745.00	9,472,597.00	-1.4%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			34,207,593.00	36,897,468.00	7.9%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	564,183.00	740,691.00	31.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	688,134.00	916,197.00	33.1%
Title I, Part A, Basic	3010	8290	385,841.00	387,347.00	0.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	77,009.00	77,321.00	0.4%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	7,665.00	7,709.00	0.6%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	27,850.00	0.00	-100.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,008,804.54	0.00	-100.0%
TOTAL, FEDERAL REVENUE			2,759,486.54	2,129,265.00	-22.8%

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1932623
 Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	46,151.00	131,070.00	184.0%
Mandated Costs Reimbursements		8550	158,323.00	161,596.00	2.1%
Lottery - Unrestricted and Instructional Materials		8560	672,190.00	682,092.00	1.5%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,492,229.00	2,204,100.00	-11.6%
TOTAL, OTHER STATE REVENUE			3,368,893.00	3,178,858.00	-5.6%

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1932623
 Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	446.00	45,000.00	9989.7%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	50,000.00	New
Interest		8660	500,000.00	340,000.00	-32.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	4,358,139.00	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	2,129,728.00	2,411,274.00	13.2%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	242,796.00	700,000.00	188.3%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,231,109.00	3,546,274.00	-51.0%
TOTAL, REVENUES			47,567,081.54	45,751,865.00	-3.8%

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

July 1 Budget
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1932623
Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	12,336,624.08	13,319,831.00	8.0%
Certificated Pupil Support Salaries		1200	1,632,765.00	1,839,386.00	12.7%
Certificated Supervisors' and Administrators' Salaries		1300	978,724.00	1,159,562.00	18.5%
Other Certificated Salaries		1900	0.00	51,393.00	New
TOTAL, CERTIFICATED SALARIES			14,948,113.08	16,370,172.00	9.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	844,077.00	884,063.00	4.7%
Classified Support Salaries		2200	1,385,363.00	1,491,266.00	7.6%
Classified Supervisors' and Administrators' Salaries		2300	699,326.00	664,127.00	-5.0%
Clerical, Technical and Office Salaries		2400	823,164.00	909,198.00	10.5%
Other Classified Salaries		2900	88,778.00	221,100.00	149.0%
TOTAL, CLASSIFIED SALARIES			3,840,708.00	4,169,754.00	8.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	2,235,615.00	2,769,832.00	23.9%
PERS		3201-3202	647,239.00	775,451.00	19.8%
OASDI/Medicare/Alternative		3301-3302	476,834.00	556,353.00	16.7%
Health and Welfare Benefits		3401-3402	3,737,317.00	3,825,627.00	2.4%
Unemployment Insurance		3501-3502	15,687.00	252,640.00	1510.5%
Workers' Compensation		3601-3602	224,389.00	253,668.00	13.0%
OPEB, Allocated		3701-3702	3,261,702.00	3,324,778.00	1.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	24,777.00	13,671.00	-44.8%
TOTAL, EMPLOYEE BENEFITS			10,623,560.00	11,772,020.00	10.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	138,928.00	175,000.00	26.0%
Books and Other Reference Materials		4200	79,057.00	83,698.00	5.9%
Materials and Supplies		4300	692,489.00	1,535,495.00	121.7%
Noncapitalized Equipment		4400	901,574.00	500,000.00	-44.5%
Food		4700	225,106.00	359,829.00	59.8%
TOTAL, BOOKS AND SUPPLIES			2,037,154.00	2,654,022.00	30.3%

El Camino Real Charter High
Los Angeles Unified
Los Angeles County

July 1 Budget
Charter Schools Enterprise Fund
Expenses by Object

19 64733 1932623
Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	397,548.00	427,116.00	7.4%
Travel and Conferences		5200	26,650.00	27,450.00	3.0%
Dues and Memberships		5300	218,500.00	225,055.00	3.0%
Insurance		5400-5450	247,873.00	413,948.00	67.0%
Operations and Housekeeping Services		5500	505,383.00	860,550.00	70.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	818,610.00	844,354.00	3.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,986,169.00	4,819,342.00	20.9%
Communications		5900	176,650.00	181,950.00	3.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			6,377,383.00	7,799,765.00	22.3%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	530,216.00	609,748.00	15.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			530,216.00	609,748.00	15.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	33,866.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	33,866.00	New

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1932623
 Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			38,357,134.08	43,409,347.00	13.2%

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Expenses by Object

19 64733 1932623
 Form 62

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

El Camino Real Charter High
 Los Angeles Unified
 Los Angeles County

July 1 Budget
 Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

19 64733 1932623
 Form 62

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
7425		886,359.00	102,329.00
7426		239,972.00	0.00
Total, Restricted Net Position		1,126,331.00	102,329.00

Components of LCFF By Object Code			
	2021-22	2022-23	2023-24
State Aid (Object Code 8011)	\$ 19,434,702	\$ 20,348,310	\$ 21,482,934
EPA (for LCFF Calculation purposes)	7,990,169	8,000,613	7,990,169
<i>Local Revenue Sources:</i>			
Property Taxes (Object 8021 to 8089)	-	-	-
In-Lieu of Property Taxes (Object Code 8096)	9,472,597	9,472,597	9,472,597
<i>Property Taxes net of In-Lieu</i>	-	-	-
TOTAL FUNDING	\$ 36,897,468	\$ 37,821,520	\$ 38,945,700

5-Digit District code or 7-Digit School code (from the CDS code)

1932623

Version v.22.1b

Date 5/19/2021

**ECRCHS
2021-2022 SCHOOL YEAR AND 3 YR BUDGET
ENROLLMENT ADA**

	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
ENROLLMENT	High (9-12)		95.00%		95.50%		95.50%		95.50%	
9th Grade	881	844.48	896.00	851.20	896.00	855.68	896.00	851.20	896.00	851.20
10th Grade	881	844.48	906.00	860.70	906.00	860.70	906.00	860.70	906.00	860.70
11th Grade	881	844.48	919.00	873.05	919.00	873.05	919.00	873.05	919.00	873.05
12th Grade	880	844.47	887.00	842.65	887.00	842.65	887.00	842.65	887.00	842.65
9 - 12 Total	3,523	3,377.91	3,608.00	3,428	3,608.00	3,432.08	3,608	3,427.60	3,608.00	3,428
Total School	3,523	3,377.91	3,608.00	3,427.60	3,608.00	3,432.08	3,608.00	3,427.60	3,608.00	3,427.60

ECRCHS 2021-2022 BUDGET INSTRUCTIONAL MATERIALS AND TEXTBOOKS BY DEPARTMENT

Department	FTE	Instructional Materials	Textbooks
		Allowance *	**
		IMA	
Budget		Budget	
Alternative Education/ISP	7	\$ 8,750	
Athletics	1	\$ 1,250	
Business Technology	3	\$ 3,750	\$ 4,000
Career/Voc Ed/Arts	2	\$ 2,500	\$ 5,000
Counseling	9	\$ 6,750	
English	25	\$ 31,250	\$ 73,000
Foreign Languages	10	\$ 12,500	\$ 3,000
Health and Life Skills	4	\$ 5,000	
Math	17	\$ 21,250	\$ 25,000
Physical Education	8	\$ 10,000	
ROTC	2	\$ 2,500	
Science	14	\$ 38,500	
Social Studies	17	\$ 21,250	\$ 35,000
Special Education	20	\$ 55,000	
Schoolwide		\$ 30,000	\$ 30,000
Visual and Performing Arts	8	\$ 22,000	
Total	147	\$ 272,250	\$ 175,000
Account #		4325	4100

Total IMA Budget Goal \$ 272,250

FTE Calculations Used:

Per Teacher	\$ 1,250
Per Teacher (VAPA/Science/SpED)	\$ 2,750
Counseling	\$ 750

***- Initial Allocations based upon FTE's by Department and Cost by High Needs Programs. Reviewed other Models by Charters by Charters. Initial Allocations to be reviewed mid year for potential adjustment/reallocation**

**** - Departments contacted by Asst. Principal to solicit needs for 2021-22 Initial Allocations to be reviewed mid year for potential adjustment/ based upon start of 1st semester course selections**

ECRCHS Cafeteria

	219	219		
# of Serving Days	175			
# of Instructional Days	175			
Month	FY 2021	FY 2022		
Students Approved for FRPM			Fed	State
Breakfast Count	64,309	89,527	2.26	0.2445
Lunch Count	64,460	134,340	3.6	0.2445
Total Meals Served	<u>128,769</u>	<u>223,867</u>		
Ave. Meals /Day	<u>736</u>	<u>1,022</u>		Objects
REVENUE:				
Federal Reimbursement	\$ 379,182.56	\$ 685,955.02		
State Reimbursement	\$ 31,651.01	\$ 54,735.48		
CNIPS Claim	\$ 410,833.57	<u>\$ 740,690.50</u>		<u>8220</u>
CNIPS (COVID rate increase)	\$ 1,073.25			
Snacks		\$ 125,222.14		94.82%
Adult/non-reimbursable		\$ 5,847.55		94.82%
Other Revenue		\$ 131,069.69		<u>8520</u>
Paid Meals	\$ 446.00	\$ 45,000.00		<u>8634</u>
Total Revenue	<u>\$ 412,352.82</u>	<u>\$ 916,760.19</u>		
EXPENSES:				
Chartwells - Food Cost	\$ 187,922.90	<u>\$ 419,441.85</u>	43%	<u>4700</u>
Chartwells - Labor Cost	\$ 248,794.44	<u>\$ 555,306.47</u>	57%	<u>5815</u>
Chartwells Invoice-Gross	\$ 436,717.34	\$ 974,748.32		
Commodities Credit	\$ (32,263.16)	<u>\$ (64,526.32)</u>		<u>4700</u>
Chartwells Invoice-NET	\$ 404,454.18	\$ 910,222.00		
FDP/USDA - Food Shipping Invoice	\$ 2,456.70	\$ 4,913.40	8%	4700
Total Expense	<u>\$ 406,910.88</u>	<u>\$ 915,135.40</u>		
Net Gain/Loss - (Learning Loss)	<u>\$ 6,296.94</u>	<u>\$ 1,624.79</u>		
Net Per Meal	\$ 0.05	\$ 0.01		

Cover Sheet

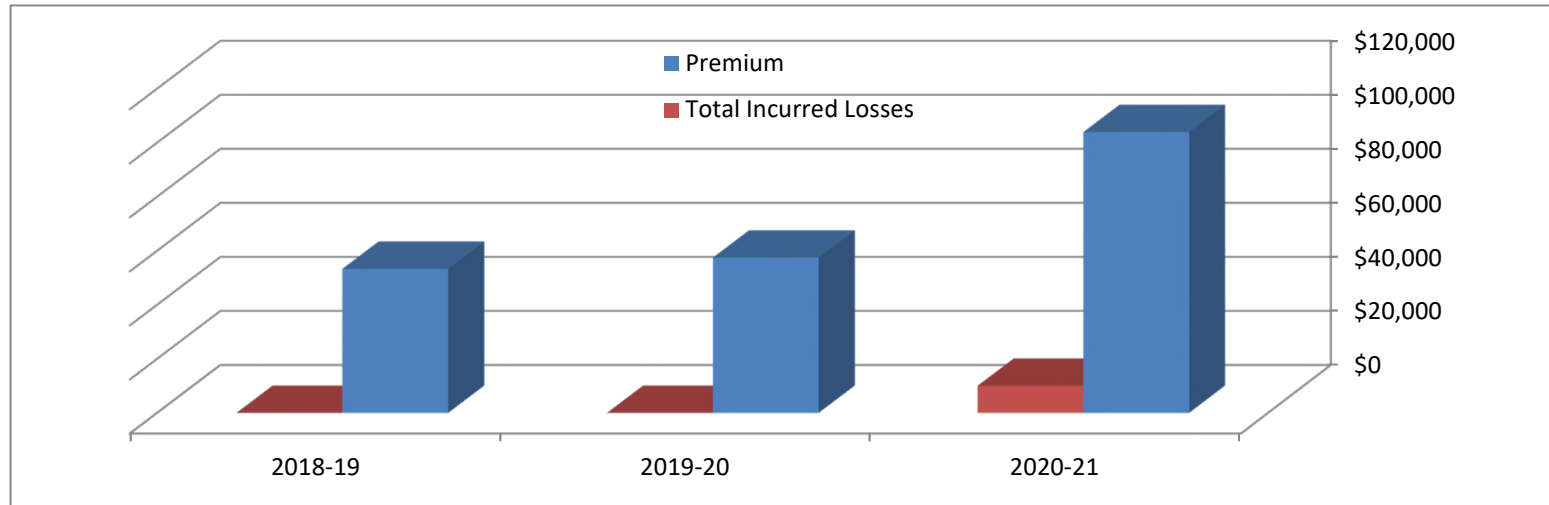
Discuss and Vote on Insurance Contract

Section: IV. School Business
Item: E. Discuss and Vote on Insurance Contract
Purpose: Vote
Submitted by:
Related Material:
2021-2022 El Camino Insurance Proposal-Bolton.pdf
2021-2022 El Camino Insurance 3 Year Claims Summary-Bolton.pdf



El Camino Real Alliance Commercial General Liability Premium and Loss Summary

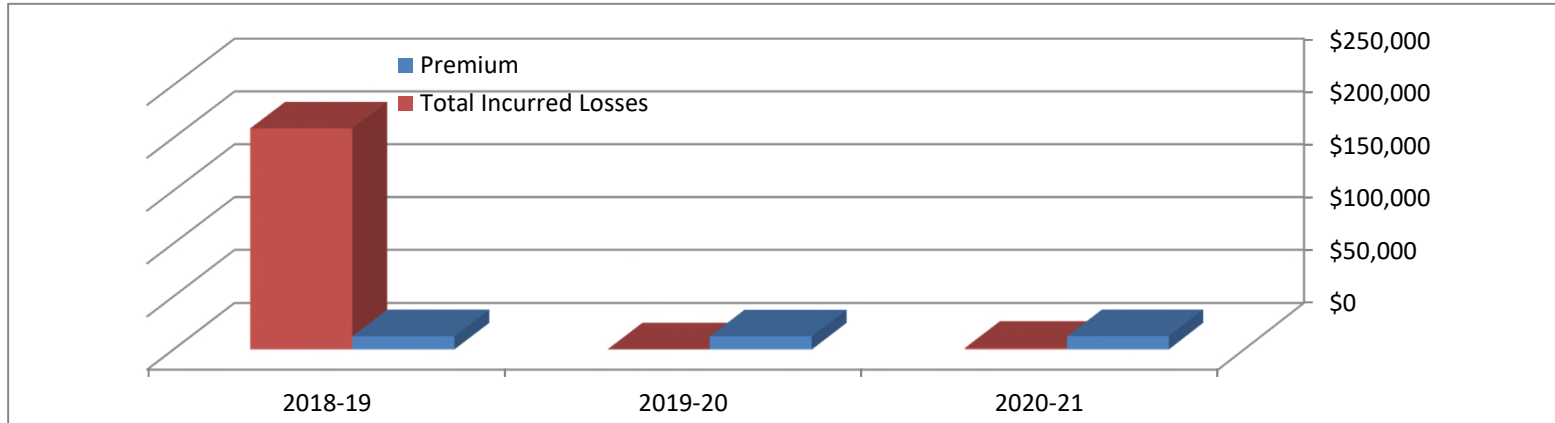
Year	Carrier	Premium	Total Claims	Paid Losses	Reserved Losses	Total Incurred Losses	Avg. Cost Per Claim	Loss Ratio
2020-21	Hanover	\$103,946	1	\$0	\$10,000	\$10,000	\$10,000	10%
2019-20	Hanover	\$57,459	0	\$0	\$0	\$0	\$0	0%
2018-19	Hanover	\$53,298	0	\$0	\$0	\$0	\$0	0%
		\$214,703	1	\$93	\$10,000	\$10,000	\$10,000	5%





El Camino Real Alliance Educators Legal Liability Liability Premium and Loss Summary

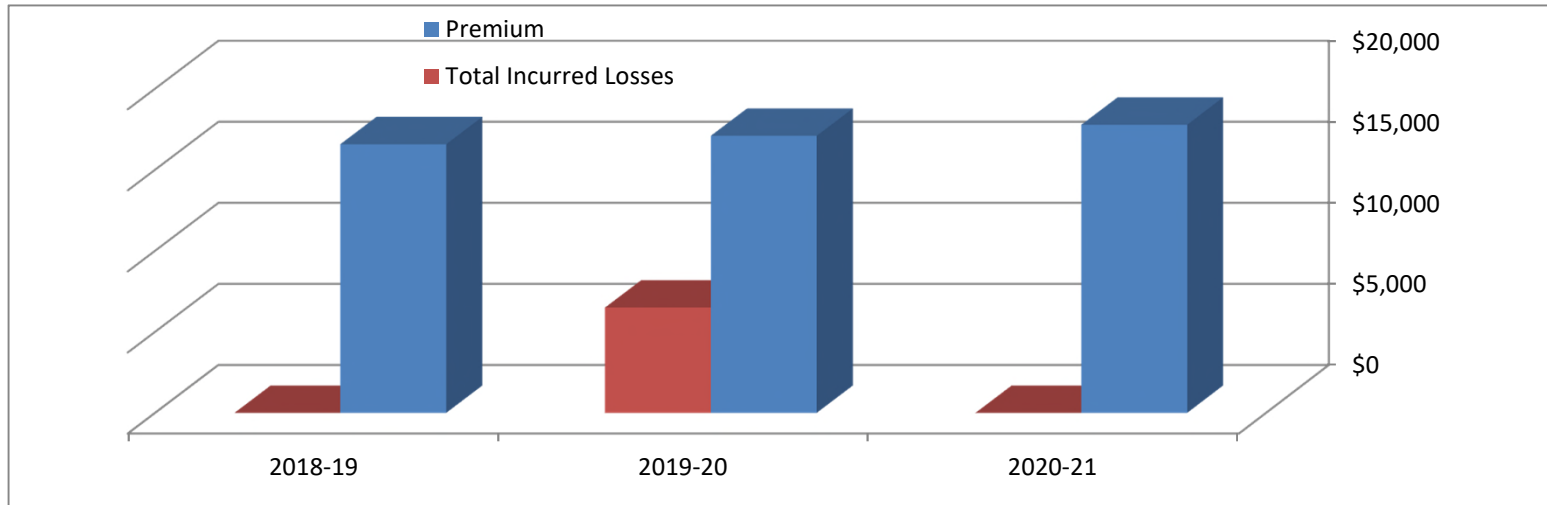
Year	Carrier	Premium	Total Claims	Paid Losses	Reserved Losses	Total Incurred Losses	Avg. Cost Per Claim	Loss Ratio
2020-21	Hanover	\$12,551	2	\$0	\$1,500	\$1,500	\$750	12%
2019-20	Hanover	\$12,366	6	\$112	\$0	\$112	\$19	1%
2018-19	Hanover	\$12,487	8	\$208,842	\$0	\$208,842	\$26,105	1672%
		\$37,404	16	\$208,954	\$1,500	\$210,454	\$13,153	563%





El Camino Real Alliance Commercial Property Liability Premium and Loss Summary

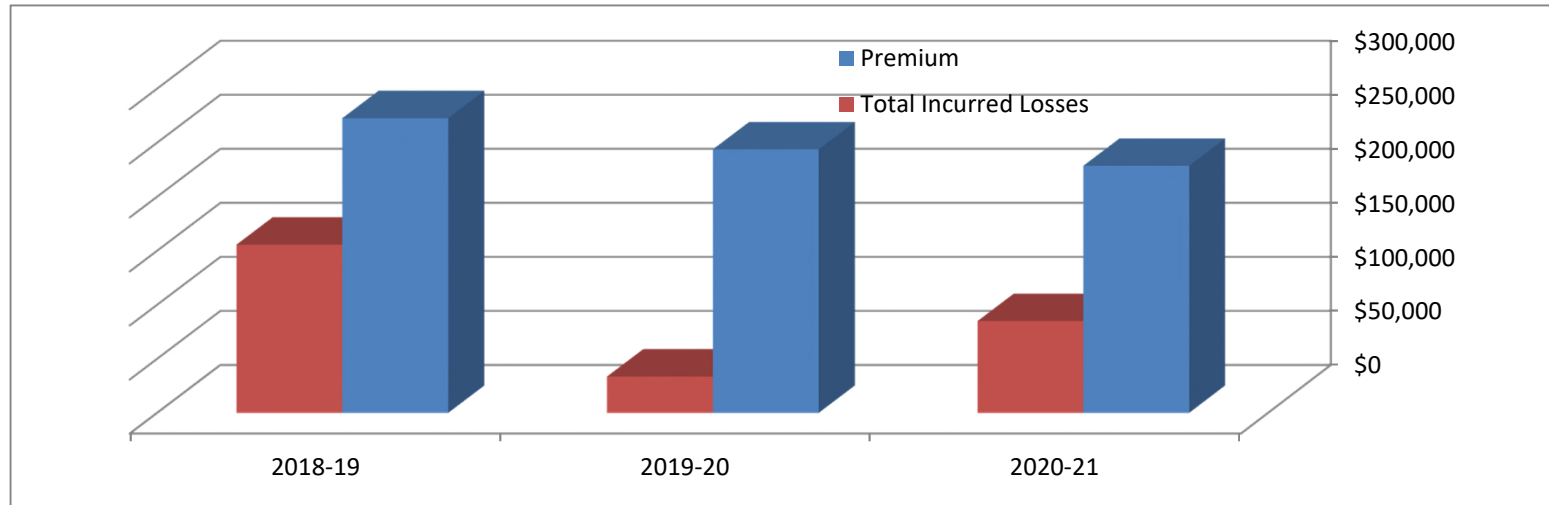
Year	Carrier	Premium	Total Claims	Paid Losses	Reserved Losses	Total Incurred Losses	Avg. Cost Per Claim	Loss Ratio
2020-21	Hanover	\$17,775	0	\$0	\$0	\$0	\$0	0%
2019-20	Hanover	\$17,092	1	\$6,496	\$0	\$6,496	\$6,496	38%
2018-19	Hanover	\$16,575	0	\$0	\$0	\$0	\$0	0%
		\$51,442	1	\$6,496	\$0	\$6,496	\$6,495.67	13%





El Camino Real Alliance Workers' Compensation Liability Premium and Loss Summary

Year	Carrier	Premium	Total Claims	Paid Losses	Reserved Losses	Total Incurred Losses	Avg. Cost Per Claim	Loss Ratio
2020-21	Benchmark	\$228,642	1	\$47,802	\$37,128	\$84,930	\$84,930	37%
2019-20	Benchmark	\$243,801	7	\$12,167	\$21,442	\$33,609	\$4,801	14%
2018-19	Benchmark	\$272,706	20	\$94,336	\$61,356	\$155,692	\$7,785	57%
		\$745,149	28	\$154,305	\$119,927	\$274,232	\$0	37%



A Proposal for

El Camino Real Alliance dba El Camino Real Charter High

Effective: July 1, 2021

Lyeng La

Executive Vice President

Jonathan Schreter

Executive Vice President

Prepared: June 21, 2021



Table of Contents

Client Service Team	Page #3
Executive Summary	Page #4
<i>Named Insureds</i>	
<i>Schedule of Locations</i>	
Insurance Coverage	Page #8
Marketing Summary	Page #20
Insurance Coverage Checklist	Page #21
Proposal Acceptance	Page #22
Additional Information	Page #23

El Camino Real Alliance dba El Camino Real Charter High School

Service Team		
Broker	Jonathan Schreter, Executive Vice President E-mail: jschreter@boltonco.com	Direct: (626) 535-1408
Service Team	Debra Rosas, Associate Vice President E-mail: drosas@boltonco.com	Direct: (626) 535-1829
	Candice Solarz, Senior Client Manager E-mail: csolarz@boltonco.com	Direct: (626) 535-1839
	Gladys Silva, Client Analyst E-mail: gsilva@boltonco.com	Direct: (626) 507-1038

Property & Casualty Resources		
Certificates Evidences	Standard - Receipt in 24 Hours Fax: (626) 405-3808 Email: certrequest@boltonco.com	Rush - Receipt in 3 Hours Fax: (626) 405-3809 Email: rushcertrequest@boltonco.com
	Property & Casualty Claims	Carly Alba, Esq., Claims Manager E-mail: calba@boltonco.com
Workers' Comp Claims	Lorenda Edmundson, Sr. Workers' Comp Consultar E-mail: ledmundson@boltonco.com	Direct: (626) 535-1815
Safety & Health Professional	Stefanie Nobriga, Safety & Health Manager E-mail: snobriga@boltonco.com	Direct: (626) 535-1436
Bonds	Mary Smith, Associate Producer Surety E-mail: msmith@boltonco.com	Direct: (626) 535-1473

Department Leads		
Property & Casualty	Erin Powell, Vice President, Property & Casualty E-mail: epowell@boltonco.com	Direct: (626) 535-1439
Employee Benefits	Jacqueline Roth, Director of Employee Benefits E-mail: jroth@boltonco.com	Direct: (626) 535-1968
Personal Risk Management	Jessica Gunnar, Vice President E-mail: jgunnar@boltonco.com	Direct: (626) 535-1817



Premium Comparison

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021	2021-2022	\$	%
	Expiring Premium	Renewal Premium	Difference	Difference
Property including Inland Marine	\$ 17,775	\$ 21,520	\$ 3,745	21%
Automobile	\$ 666	\$ 924	\$ 258	39%
General Liability	\$ 103,946	\$ 178,646	\$ 74,700	72%
Umbrella	\$ 44,710	\$ 53,900	\$ 9,190	21%
Educators Legal Liability including D&O and EPL	\$ 12,551	\$ 25,943	\$ 13,392	107%
EPL Only *		\$ 72,000	\$ 72,000	
Excess Liability - Evanston		\$ 30,450	\$ 30,450	
Fees		\$ 300	\$ 300	
Surplus Lines Taxes & Fees	\$ -	\$ 990	\$ 990	
Excess Liability - Fireman's Fund	\$ 15,300	\$ 22,951	\$ 7,651	50%
Wholesale Broker Fee	\$ 100		\$ (100)	-100%
Crime	\$ 4,306	\$ 4,311	\$ 5	0%
Fiduciary Liability	\$ 1,450	\$ 1,450	\$ -	0%
Fee	\$ 200	\$ 200	\$ -	0%
Cyber Liability	\$ 6,746	\$ 8,500	\$ 1,754	26%
Fee	\$ 175	\$ 150	\$ (25)	-14%
Surplus Lines Taxes & Fees	\$ 225	\$ 276	\$ 51	23%
Student Accident – Base	\$ 22,806	\$ 20,525	\$ (2,281)	-10%
Student Accident – Catastrophic	\$ 11,315	\$ 11,315	\$ (0)	0%
Active Assailant / Workplace Violence	\$ 2,649	\$ 2,979	\$ 330	12%
Surplus Lines Taxes & Fees	\$ 85	\$ 97	\$ 12	14%
Workers' Compensation	\$ 221,076	\$ 182,263	\$ (38,813)	-18%
State Taxes	\$ 7,566	\$ 7,216	\$ (350)	-5%
TOTAL	\$ 473,647	\$ 646,906	\$ 173,259	37%

*Indication Only - Formal terms pending

Optional Quote				
Pollution Liability*		\$ 10,860		
TOTAL with Option		\$ 657,766	\$ 184,119	39%

*Not including taxes & fees

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request.

The issued policy will supersede this proposal.

Higher Limits May be Available for All Coverages



Subjectivities

WORKERS COMPENSATION

Independent Contractors and Subcontractors:

In the event that an Insured utilizes subcontracted labor, the insured must furnish satisfactory evidence that the subcontractor has workers compensation insurance in force, covering the work performed for the insured. The following documents may be used to provide satisfactory evidence:

- Certificate of Insurance for the subcontractor's workers compensation policy
- Certificate of exemption (if available in their state - not available in CA)
- Copy of the Subcontractor's workers compensation policy

In the event any form of this documentation is not available for review or deemed otherwise insufficient, amounts paid to these subcontractors or independent contractors will be included as payroll and utilized in the calculation of final audit premium

Signed ACORD Form

Copy of Deposit Check

Cyber Subject to:

Completion of the Name and Signature of the IT contact on Question #5, page 2, of the application
A signed HCC application dated within 45 days

Crime Subject to:

Signed Application - Application must be signed by the chief executive officer or chief financial officer of the Applicant acting as the authorized representatives of the person(s) and entity(ies) proposed for this insurance

Pollution Subject to (if selected):

- Completed & Signed Philadelphia Premises Environmental Coverage Application
- Receipt and Satisfactory Review of the written environmental management/environmental health and safety procedures

- If unable to provide a mold prevention/management plan, insured will need to complete online old training module, provide proof of completion and pass the 10-question quizz with a score of 70% or higher.

Optional Coverage Quote/Indications

Cyber Crime Increased Limits:

\$500,000 for 15% additional premium
\$1,000,000 for 25% additional premium

Named Insureds

El Camino Real Alliance dba El Camino Real Charter High School

Plane Names for Crime/Fiduciary Liability:

El Camino Real Alliance Public School Employee Retirement Healthcare Benefits Trust

California State Teachers Retirement System

California Public Employee Retirement System

Schedule of Locations

- 1 5440 Valley Circle Blvd, Woodland Hills, CA 91367
- 2 7401 Shoup Ave, West Hills, CA 91307
- 3 5445 Manton Ave, Woodland Hills, CA 91367

Statement of Values

El Camino Real Alliance dba El Camino Real Charter High School												
Location	Address	Description	Construction Type	Number of Stories	Total Square Footage	Sprinkler	Building	Building Contents	Business Income/ Extra Expense	EDP		Total Sq. Footage
1	5440 Valley Circle Blvd Woodland Hills, CA 91367	School	**	4	319,170	Yes		\$400,000.00	\$15,000,000.00	\$1,877,560.00	-	1956 - 1986 Depending on which building.
2	7401 Shoup Ave. West Hills, CA 91307	School	Type 5	1	16,000	Yes	\$2,750,000.00	\$5,000.00			171,875	Year Built - 1939 Church, 1964 School
3	5445 Manton Ave Woodland Hills, CA 91367	School	(1) Single Unit Modular, (1) Single Unit Relocatable, (2) Two/Three Unit Relocatable	1	8376	Yes						***
TOTAL							\$2,750,000.00	\$405,000.00	\$15,000,000.00	\$1,877,560.00		

**please see pdf on file- We have portables buildings as well as a 4 story main building, auditorium, gymnasiums, etc.

***(1) Single Unit Modular = 1997, (1) Single Unit Relocatable = 1950, (1) Two/Three Unit Relocatable = 1953, (1) Two/Three Unit Relocatable = 1956

Signature of Insured: _____

Date: _____

Renewal Proposal of Insurance

2020-2021

El Camino Real Alliance

	2020-2021 Expiring	2021-2022 Renewal	Remarks
Property	Hanover A XV Admitted	Hanover A XV Admitted	
Building	\$2,974,400	\$3,093,376	
Ordinance - Coverage A	110%	110%	
Ordinance - Coverages B & C	\$1,000,000	\$1,000,000	
Blanket Business Personal Property	\$2,421,569	\$2,571,033	
Blanket Business Income/Extra	\$15,000,000	\$15,000,000	
Property Deductible	\$1,000	\$1,000	
Business Income Waiting Period	24 Hours	24 Hours	
Earthquake Sprinkler Leakage	\$1,000,000	\$1,000,000	
Earthquake Sprinkler Leakage	\$25,000	\$25,000	
Fire Legal Liability for Location #1 and	\$5,000,000	\$5,408,000	
Pollutant Clean-Up	\$200,000	\$200,000	
Utility Services - Business Income	\$500,000	\$500,000	
Equipment Breakdown	Included	Included	

Locations: See Statement of Values

CONDITIONS : Special Form; Replacement Cost; Agreed Value; 100% Co-Insurance; Includes Extended Period of Indemnity 365 Days and Increased Period of Restoration; Includes Protective Safeguard Endorsement - sprinkler and alarm system must be operable. Includes Hanover's Gold Property Broadening Endorsement and Educational Institutions Property Broadening Endorsement and Emergency Event Management.

EXCLUSIONS : Including, but not limited to Earthquake and Flood

Business Auto	Hanover A XV Admitted	Hanover A XV Admitted
Auto Liability - Owned, Non-Owned & Hired	\$1,000,000	\$1,000,000
Hired Auto Physical Damage	\$100 Comp	\$100 Comp
Deductibles	\$500 Coll	\$500 Coll

CONDITIONS : Employees and Volunteers as Insureds; Employees as Insureds for Hired Autos

We are not aware of any excluded drivers at the time of quoting. The carrier may review driving records and exclude any drivers that do not meet their guidelines of acceptability.



Renewal Proposal of Insurance

2020-2021

El Camino Real Alliance

	2020-2021 Expiring	2021-2022 Renewal	Remarks
General Liability	Hanover A XV Admitted	Hanover A XV Admitted	
General Aggregate Limit	\$3,000,000	\$3,000,000	
Products-Completed Operations	\$3,000,000	\$3,000,000	
Personal & Advertising Injury Limit	\$1,000,000	\$1,000,000	
Each Occurrence Limit	\$1,000,000	\$1,000,000	
Damage to Premises Rented to You	\$1,000,000	\$1,000,000	
Medical Payments Limit - Any One	\$15,000	\$15,000	
Incidental Professional Liability	\$1,000,000	\$1,000,000	
Sexual Misconduct/Molestation/Aggregate	\$1,000,000/ \$3,000,000	\$1,000,000/ \$3,000,000	
Educational Institution Pollution	\$1,000,000	\$1,000,000	
Employee Benefits Liability/Aggregate	\$1,000,000/ \$2,000,000	\$1,000,000/ \$2,000,000	
Deductible	\$1,000	\$1,000	
Student Count	3590	3620	

CONDITIONS: Employee Benefits Liability is a Claims-Made & Reported Form. Retroactive Date: 07/01/2018; Includes Hanover's Commercial General Liability Broadening Endorsement and Commercial General Liability Enhancement Endorsement - Educational Institutions; Excess Medical Payments for Athletic Participants Endorsement - \$2,000 per Person and \$50,000 Aggregate; Limited Key Employee Replacement Expense Endorsement - \$50,000 per Key Employee Loss and \$100,000 Aggregate; Student Internship Liability;

The wording adding additional insured status for vendors, landlords, contractors or owners on your Commercial General Liability Policy applies only when there is a written contract between you and one of these entities requiring they be added to your policy as an additional insured. Please make sure to advise us if there is no contract at the time these are requested so special arrangements can be made with your insurance carrier. An unaltered purchase order is not considered a contract. Requests from these entities for additional insured status with no contract in force should be resisted as you have no legal obligation to provide this and claims against your policy in this situation could reduce the liability limits on your policy.

EXCLUSIONS: Including, but not limited to Pollution; Punitive Damages; Nuclear Energy; Mold; Asbestos; Property in your Care, Custody or Control; Employment Related Practices; Fungi or Bacteria; Lead; Electronic Chat Rooms; Violations of Statues; War; Employers Liability; Drones or Unmanned Aircraft; Aircraft or Watercraft; Trampolines or Rebounding Devices; Infringement of Intellectual Property Rights; Silica; Camps or Campgrounds; Law Enforcement Professionals; Communicable Diseases; Radiation; Data Related Liability



Renewal Proposal of Insurance

2020-2021

El Camino Real Alliance

	2020-2021 Expiring	2021-2022 Renewal	Remarks
Hanover			
School and Educators Legal Liability	A XV Admitted	Various	
School and Educators Legal Liability/Aggregate	\$1,000,000/ \$3,000,000	\$1,000,000/ \$3,000,000	Retro Date: 07/01/2011
Directors & Officers Liability	Included	Included	
Deductible	\$50,000	\$50,000	
Non Monetary Relief Defense Limit	\$300,000	Included	
Deductible	\$10,000	\$50,000	
Employment Practices Liability/Aggregate	\$1,000,000/ \$3,000,000	\$1,000,000/ \$1,000,000	Retro Date: 07/01/2011
Deductible	\$50,000	\$150,000	
Wage & Hour Exclusion with Defense Sublimit	\$100,000	Excluded	
Deductible	\$10,000	Excluded	
CONDITIONS : Claims-Made & Reported Form; Retroactive Date as stated in remarks.			
Includes Wrongful Acts arising out of Education, Employment Practices, Directors, Officers and Trustees; Defense costs paid in addition to the policy limit; Includes Third Party Coverage in respects to Employment Practices Liability;			
EXCLUSIONS : Including, but not limited to Pollution; Asbestos; Bodily Injury or Property Damage; Fraudulent, Dishonest, Malicious, Criminal or Intentional Wrongful Acts or Omissions; Fungi, Bacteria or Organic Pathogens; Intellectual Property; Lead; Personal and Advertising Injury; Radioactive/Nuclear Materials; Sexual Abuse & Molestation; War; Failure to Maintain Insurance; Access or Disclosure of Confidential or Personal Information; Fidelity; Breach of Contract;			
Hanover			
Umbrella	A XV Admitted	Hanover A XV Admitted	
Per Occurrence	\$20,000,000	\$10,000,000	
Aggregate Limit	\$20,000,000	\$10,000,000	
Self-Insured Retention	\$0	\$0	
CONDITIONS : Limits are excess of Primary General Liability, Sexual Abuse & Molestation, Employee Benefits Liability, Non-Owned & Hired Auto Liability, Employers Liability			
EXCLUSIONS : Including, but not limited to Pollution; Asbestos; Lead; Silica; Leased Workers; Property in your Care, Custody or Control; Trampoline and Rebounding Devices; Fungi; Bacteria; Viruses; Violations of Statutes; Aircraft; Firearms and Conductive Energy Devices; Communicable Disease; Professional Liability			



Renewal Proposal of Insurance 2020-2021

El Camino Real Alliance

	2020-2021 Expiring Hanover	2021-2022 Renewal Hanover	Remarks
Crime	A XV Admitted	A XV Admitted	
Employee Theft	\$1,000,000	\$1,000,000	
Forgery or Alteration	\$1,000,000	\$1,000,000	
Premises Coverage	\$1,000,000	\$1,000,000	
Transit Coverage	\$1,000,000	\$1,000,000	
Computer Fraud	\$1,000,000	\$1,000,000	
Funds Transfer Fraud	\$1,000,000	\$1,000,000	
Credit, Debits or Charge Card Fraud	\$1,000,000	\$1,000,000	
Money Orders & Counterfeit Currency	\$1,000,000	\$1,000,000	
Deductible	\$5,000	\$5,000	
ERISA Fidelity	\$1,000,000	\$1,000,000	
Investigative Expense	\$10,000	\$10,000	
Deductible	\$0	\$0	
<u>CONDITIONS:</u> Loss Sustained Form			



Coverage Re-Cap

2021-2022

El Camino Real Alliance

Fireman's Fund Excess Liability \$ 10,000,000			
Evanston Excess Liability \$ 10,000,000			
Hanover Umbrella \$ 10,000,000			
<Carrier Name> Employer's Liability \$1,000,000	Hanover General Liability/ Employee Benefits Liability/ Sexual Abuse & Molestation \$1,000,000	Hanover Auto Liability \$1,000,000	Educators Legal Liability Professional Liability/ Directors & Officers Liability/ Employment Practices Liability \$1,000,000

Renewal Proposal of Insurance 2020-2021

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021 Expiring	2021-2022 Renewal	Remarks
		Evanston Insurance Company A+ XV Admitted	
Excess Liability			
Per Occurrence		\$10,000,000	
Aggregate Limit		\$10,000,000	
<i><u>CONDITIONS</u></i> : Limits are in excess of Umbrella Liability limits. Defense Expenses are included within the limits of insurance.			
<i><u>EXCLUSIONS</u></i> : Including, but not limited to ERISA, Computer Related and other Electronic Problems, Recording and Distribution of Material or Information in Violation of Law, War Liability, Unmanned Aircraft, Certified Acts or Terrorism, Auto No Fault and Similar Laws			
	Fireman's Fund Insurance Co A+ XV Admitted	Fireman's Fund Insurance Co A+ XV Admitted	
Excess Liability			
Per Occurrence	\$10,000,000	\$10,000,000	
Aggregate Limit	\$10,000,000	\$10,000,000	
<i><u>CONDITIONS</u></i> : Limits are in excess of Umbrella Liability limits and Evanston Limits. Defense Expenses are included within the limits of insurance.			
<i><u>EXCLUSIONS</u></i> : Including, but not limited to ERISA, Computer Related and other Electronic Problems, Recording and Distribution of Material or Information in Violation of Law, War Liability, Unmanned Aircraft, Certified Acts or Terrorism, Auto No Fault and Similar Laws			



Renewal Proposal of Insurance

2020-2021

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021 Expiring	2021-2022 Renewal	Remarks
Fiduciary Liability	Hudson Ins. Co. A XV Admitted	Hudson Ins. Co. A XV Admitted	
Limit of Liability	\$1,000,000	\$1,000,000	
Retention	\$5,000	\$10,000	
<p><u>CONDITIONS</u> : Pending and Prior Proceeding Date: 7/1/2012 Coverage includes Trustee Claim Expense Sublimit (\$250,000); Voluntary Compliance Program Expenditures Sublimit (\$100,000); ERISA 502(c) Civil Penalties Sublimit (\$100,000); HIPAA and HITECH Fines & Penalties Sublimit (\$100,000); PPACA Fines & Penalties Sublimit (\$100,000); Section 4975 Penalties Sublimit (\$100,000); ERISA Section 502(a)(3) Relief Sublimit (\$100,000); Benefit Overpayment Sublimit (\$100,000); Cyber Essentials (\$100,000); Extended Reporting Periods Available.</p> <p><u>EXCLUSIONS</u>: Including, but not limited to Property Damage or Bodily Injury; Pollution; Violation of Law; Workplace Misconduct</p>			
Workers' Compensation	Benchmark Ins Co. A VII	Benchmark Ins Co. A VII	
Employers Liability Limits	\$1,000,000	\$1,000,000	
Annual Payroll	\$17,314,763	\$17,800,000	
Ex-Mod	126%	101%	
<p>Quote is contingent upon the insured's participation in the Medical Provider Network (MPN); Subject to Final Audit; Volunteer Coverage and USL&H Not included.</p>			



Renewal Proposal of Insurance

2020-2021

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021 Expiring	2021-2022 Renewal	Remarks
	Houston Casualty A++ XV Non-Admitted	Houston Casualty A++ XV Non-Admitted	
Cyber Liability			
Maximum Policy Aggregate Limit of Liability	\$1,000,000	\$1,000,000	
Multimedia Liability	\$1,000,000	\$1,000,000	
Security and Privacy Liability	\$1,000,000	\$1,000,000	
Privacy Regulatory Defense and Penalties	\$1,000,000	\$1,000,000	
PCI DSS Liability	\$1,000,000	\$1,000,000	
TCPA Defense	\$50,000	\$50,000	
Breach Events Costs	\$1,000,000	\$1,000,000	
Post Breach Remediation Costs	\$25,000	\$25,000	
BrandGuard	\$1,000,000	\$1,000,000	
System Failure	\$1,000,000	\$1,000,000	
Dependent System Failure	\$1,000,000	\$1,000,000	
Cyber Extortion	\$1,000,000	\$1,000,000	
Cyber Crime Sublimit Aggregate*	\$250,000	\$250,000	
Client Phishing Sublimit	\$50,000	\$50,000	
Reward Expense	\$50,000	\$50,000	
Court Attendance Costs	\$25,000	\$25,000	
Additional Defense Costs	\$1,000,000	\$1,000,000	
Deductible	\$25,000	\$25,000	
<p>CONDITIONS : BrandGuard (2 week Waiting period; 12 months Period of Indemnity), System Failure (8 hour waiting period 6 months Period of Indemnity), Dependent System Failure (12 hour waiting period; 4 months Period of Indemnity), Cyber Crime Sublimit \$250,000 (includes: Financial Fraud, Telecommunications Fraud, \$50,000 Phishing Fraud), Court Attendance Costs Sublimit (No deductible);</p> <p>EXCLUSIONS : Including, but not limited to Nuclear Incident; Prior Knowledge; Cyber-bullying</p>			



Renewal Proposal of Insurance 2020-2021

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021 Expiring	2021-2022 Renewal	Remarks
	National Union Fire A XV Admitted	QBE Insurance Corp. A XV Admitted	
Student Accident			
Student Accident - Base Coverage			
Basic Medical Expense Limit	\$25,000	\$25,000	
Deductible	\$0	\$0	
Benefit Period	104 Weeks	104 Weeks	
Concussion Extended Benefit Period	N/A	2 Years	
Accidental Death/Accidental Dismemberment	\$25,000/\$25,000	\$25,000/\$50,000	
Coma	\$10,000	\$10,000	
Paralysis	\$25,000	\$25,000	
Bereavement and Trauma Counseling	\$100/Session up to 10	N/A	
Crisis Death Benefit	N/A	\$10,000 per Covered Person; \$100,000	
Dental	\$250/Tooth Per	Included	
Short Term Emergency Sickness	N/A	\$500	
Student Accident - Catastrophic			
Accident Medical Expense Limit	\$7,500,000	\$7,500,000	
Deductible	\$50,000	\$25,000	
Benefit Period	520 Weeks	10 Years	
Accidental Death/Dismemberment	\$10,000/\$20,000	\$20,000/\$20,000	
AD&D Aggregate	\$50,000	\$5,000,000	
Catastrophe Cash Benefit	\$50,000	\$500,000	
Home Health Care Benefit	N/A	Up to \$30,000/year	
CONDITIONS : This policy is excess over primary health insurance if available. Incurred Period is 90 Days for Medical Expenses and 365 days for AD&D.			



Renewal Proposal of Insurance 2020-2021

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021 Expiring	2021-2022 Renewal	Remarks
	Markel International A+ XV	Markel International A+ XV	
Active Assailant/Workplace Violence			
Aggregate	\$1,000,000	\$1,000,000	Higher Limits Available
Limit	\$1,000,000	\$1,000,000	
Property Damage	Included	Included	
Deductible	Nil	Nil	
Demolition and Rebuild	Included	Included	
Deductible	10% Coinsurance	10% Coinsurance	
Memorial Erection	Included	Included	
Deductible	10% Coinsurance	10% Coinsurance	
Business Income & Extra Expense	Included	Included	
Deductible	5% Franchise for reduction in student count	5% Franchise for reduction in student count	
Third Party Liability	Included	Included	
Deductible	Nil	Nil	
Ancillary Support	Included	Included	
Deductible	Nil	Nil	
Funeral Cost Sublimit	\$10,000 Per Person \$150,000 Per Event	\$10,000 Per Person \$150,000 Per Event	
Crisis Management Response Service	\$100,000 Per Event	\$100,000 Per Event	
Employee Retaining Costs	\$10,000 Per Person	\$10,000 Per Person	
Clean-Up Costs	\$100,000 Per Event	\$100,000 Per Event	
Rest and Rehabilitation Costs	\$50,000 Per Event	\$50,000 Per Event	
Informant Reward	\$10,000 Per Event	\$10,000 Per Event	



Renewal Proposal of Insurance

2020-2021

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021 Expiring	2021-2022 Renewal	Remarks
<p><u>CONDITIONS:</u> Active Assailant Event: An attack by an Active Assailant located at an Insured Location causing property damage and / or Bodily Injury to one (1) or more person(s), excluding the Active Assailant, at or within six hundred and one-thousand (1,000) feet of an Insured Location, including a threat or hoax of an attack.</p> <p>Business Income - 12 Month Period of Indemnity; Deductible - The franchise for reduction in student numbers means that when the affected school campus sees more than a 5% reduction in their tuition fee income, the coverage will kick in from dollar one. If insured suffers less than a 5% downturn there will be no coverage for Business Income.</p> <p>Incurral Period - Medical and Dental Expenses - within 30 days and for up to 24 months after event; Counselling Services - within 24 months of event; Crisis Management Response Services - within 12 months of event; Employee Retraining Costs - within 120 days of event; Replacement Employee Recruitment Costs - within 120 days of event; Rest and rehabilitation costs - within 12 months of event.</p> <p><u>EXCLUSIONS:</u> Including, but not limited to war, invasion or warlike operations; hostile acts of sovereign or local government entities, civil war, rebellion, revolution, insurrection, martial law, usurpation of power, or civil commotion assuming the proportions of or amounting to an uprising; caused by or arising out of burglary, house – breaking, looting, theft, armed robbery and / or larceny; caused by or arising out of road rage; caused by or arising out of arson; caused by vandals or by way of protest or strikes, labor unrest, riots or civil commotion; caused by or arising out of electronic means including but not limited to computer hacking or the introduction of any form of computer virus or corrupting; nuclear; radiation; seepage or discharge of pollutants; chemical or biological; asbestos; ordinance or law occasioned by any public or government or local or civil authority; fungus; mold; mildew; spores; sexual misconduct; medical or dental expenses, counselling costs or funeral expenses for the active assailant or hostage taker; money or securities; punitive or exemplary damages.</p>			



Renewal Proposal of Insurance 2020-2021

El Camino Real Alliance dba El Camino Real Charter High School

	2020-2021 Expiring	2021-2022 Renewal	Remarks
Tokio Marine			
Pollution		A++ XV, Non-Admitted	
Limit of Liability/Aggregate - per member school		\$1,000,000/ \$2,000,000 Agg	
Shared Policy Aggregate		\$5,000,000	
Sublimits: Mold, Asbestos, Lead Paint		\$250,000	
Sublimit: Business Interruption		\$250,000	
Retention		\$10,000	except Mold - \$25,000
Waiting Period - Business Interruption		7 Days	
<p><u>CONDITIONS:</u> Includes first and third party cleanup; third party bodily injury and property damage; Blanket Non-Owned Disposal Sites; Transportation; Duty to Defend; Retroactive Date: Policy Inception</p> <p><u>EXCLUSIONS:</u> Mercury associated with gymnasium flooring; Communicable Disease; Contractual Liability; Criminal Fines/Penalties; Employer Liability; Hostile Acts; Insured's Cost of Goods/Services; Insured vs Insured; Material Change; Non-Disclosed Contamination; Nuclear Liability; Prior Claims; Personal Injury; Product Liability; Process Improvements; Property Damage to Conveyance; Underground Storage Tanks; Vehicles; Willful Non-Compliance/Dishonest Acts; Workers' Compensation; Employment Practices; Sewage Backup; Coronavirus</p> <p>*This is a master policy with a per member school limit/aggregate and a policy aggregate. Master policy effective dates are 2/1/2021-2/1/2022.</p>			



Workers' Compensation Comparison

El Camino Real Alliance

Coverage Description	2020-2021 Premium	2021-2022 Premium	\$ Difference	% Difference
Workers' Compensation	\$ 221,076	\$ 182,263	\$ (38,813)	-18%
Taxes & Fees	\$ 7,566	\$ 7,216	\$ (350)	-5%
Total Premium	\$ 228,642	\$ 189,479	\$ (39,163)	-17%

Classifications	2020-2021 Payroll	2021-2022 Payroll	\$ Difference	% Difference
Class Code 8875 Public/Charter School	\$ 17,314,763	\$ 17,800,000	\$ 485,237	3%
Total Payroll	\$ 17,314,763	\$ 17,800,000	\$ 485,237	3%

Classifications	2020-2021 Net Rate	2021-2022 Net Rate	# Difference	% Difference
Class Code 8875 Public/Charter School	\$ 1.30	\$ 0.99	-0.31	-24%
Experience Modification	126%	101%	-0.25	-20%
Net Rates do not include Expense Constant, Terrorism, or CA Assessments & Fees.				



Workers' Compensation Comparison

Excluded Officers:

Please note that portions of the requirements below were as a result of a change in law effective **July 1, 2018**:

- For Corporations (Other Than Professional or Cooperative Corporations) and Trusts – An Officer or Director who owns a minimum of 10% of the stock or an Officer or Director who is covered by health insurance and owns at least 1% of the stock with a parent, grandparent, sibling, spouse, or child owning at least 10% of the stock, or a Trustee of a Trust may elect exclusion from their workers' compensation insurance policy. Each qualifying Officer, Director, or Trustee must sign a Waiver of Coverage form stating, under penalty of perjury, that s/he is eligible for exclusion.
- Professional Corporations – Owners covered by health insurance may elect exclusion from their workers' compensation insurance policy, regardless of their ownership percentage. Each Owner electing exclusion must sign and date a Waiver of Coverage form stating, under penalty of perjury, that s/he is eligible for exclusion and provide a copy of the Waiver to all other owners of the professional corporation. The professional corporation shall keep a copy of the waiver on file.
- Cooperative Corporations – An Officer or Director covered by health insurance and a disability policy may elect exclusion from their workers' compensation insurance policy, regardless of their ownership percentage. Each qualifying Officer or Director must sign a Waiver of Coverage form stating, under penalty of perjury, that s/he is eligible for exclusion and provide a copy of the Waiver to all other owners of the cooperative corporation. The cooperative corporation shall keep a copy of the waiver on file.
- For Partnerships and Limited Liability Companies – General Partners or Managing Members of LLC's may elect exclusion from their workers' compensation insurance policy. Each qualifying General Partner or Managing Member must sign a Waiver of Coverage form stating, under penalty of perjury, that s/he is eligible for exclusion.

Marketing Summary

El Camino Real Alliance dba El Camino Real Charter High School

Company	Response
Package & Umbrella	
Glatfelters	Declined
Hanover	Quoted & Presented
Hartford	Declined
RT Specialty	Pending
Wright Specialty	Declined
Workers' Compensation	
Benchmark	Quoted & Presented
Hartford	Quoted \$212,634
Republic Indemnity	Pending
Tangram	Declined
AmTrust	Quoted \$186,454
Berkshire Hathaway	Pending
CompWest	Pending
Employers	Declined
ICW	Quoted \$199,204
Pacific Comp	Declined
State Fund	Not Competitive

Insurance Coverage Checklist

Below is a list of usually available, but not all inclusive, coverages. Those items checked represent the coverages proposed. If the item is not checked, the coverage is not included. If you are interested in an explanation of and/or quotation for any of these coverages, please let us know.

<input checked="" type="checkbox"/>	Property (Building and Contents, Including Property of Others)	<input checked="" type="checkbox"/>	Crime/ERISA
<input checked="" type="checkbox"/>	Building Ordinance	<input checked="" type="checkbox"/>	Employee Dishonesty
<input checked="" type="checkbox"/>	Equipment Breakdown	<input checked="" type="checkbox"/>	Money and Securities
<input checked="" type="checkbox"/>	Business Income	<input checked="" type="checkbox"/>	Forgery and Alteration
<input checked="" type="checkbox"/>	Extra Expense	<input checked="" type="checkbox"/>	Computer Fraud
<input type="checkbox"/>	Loss of Rents	<input checked="" type="checkbox"/>	General Liability
<input type="checkbox"/>	Flood	<input type="checkbox"/>	Employee Benefits Liability
<input type="checkbox"/>	Earthquake	<input type="checkbox"/>	Aircraft Liability/Drone
<input checked="" type="checkbox"/>	Earthquake Sprinkler Leakage	<input checked="" type="checkbox"/>	Automobile
<input checked="" type="checkbox"/>	Electronic Data Processing	<input type="checkbox"/>	Foreign Property/Liability/WC
<input type="checkbox"/>	Signs	<input checked="" type="checkbox"/>	Umbrella/Excess Liability
<input type="checkbox"/>	Motor Truck Cargo Liability	<input checked="" type="checkbox"/>	Workers' Compensation Employers Liability
<input type="checkbox"/>	Transportation	<input checked="" type="checkbox"/>	Directors and Officers Liability
<input type="checkbox"/>	Ocean Cargo	<input checked="" type="checkbox"/>	Employment Practices Liability
<input type="checkbox"/>	Employee's Tool Floater	<input checked="" type="checkbox"/>	Fiduciary Liability
<input type="checkbox"/>	Equipment Floater	<input type="checkbox"/>	Kidnap & Ransom
<input type="checkbox"/>	Installation Floater	<input checked="" type="checkbox"/>	Cyber/Privacy Liability/Internet Exposure
<input checked="" type="checkbox"/>	Valuable Papers (On & Off Premises)	<input checked="" type="checkbox"/>	Educators Legal Liability
<input checked="" type="checkbox"/>	Accounts Receivable	<input type="checkbox"/>	Pollution Liability
<input type="checkbox"/>	Mold	<input type="checkbox"/>	Miscellaneous Professional Liability
<input checked="" type="checkbox"/>	Terrorism	<input checked="" type="checkbox"/>	Law Enforcement Liability
<input type="checkbox"/>	Funds Transfer Fraud	<input checked="" type="checkbox"/>	Student Accident
		<input checked="" type="checkbox"/>	Active Assailant/Workplace Violence
		<input checked="" type="checkbox"/>	Volunteer Accident

Proposal Acceptance

El Camino Real Alliance dba El Camino Real Charter High School

<u>Yes</u>	<u>No</u>	<u>Quote Option</u>
		Package & Umbrella Renewal - Hanover
		Crime Renewal - Hanover
		Educators Legal Liability -
		Fiduciary Renewal -
		Cyber Liability Renewal - Lloyds
		Student Accident Renewal Base & CAT - AIG
		Workers' Compensation Renewal - Benchmark
		Active Assailant/Workplace Violence - Markel International
		Excess Liability - Evanston
		Excess Liability - Fireman's Fund
		Pollution Liability Option - Tokio Marine
		Insurance Coverage Checklist – Would you like a quote for any of the coverages listed on the insurance coverage checklist section of our proposal?

This proposal is a summary of terms and conditions proposed by the insurers based on information obtained from you. The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Higher limits may be available for all coverages.

I have reviewed and accept the coverages and disclosures as summarized in this proposal with any changes indicated above.

Signature

Date

Title



BEST FINANCIAL STRENGTH RATING GUIDE - (FSR)

A Best's Financial Strength Rating (FSR) is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. An FSR is not assigned to specific insurance policies or contracts and does not address any other risk, including, but not limited to, an insurer's claims-payment policies or procedures; the ability of the insurer to dispute or deny claims payment on grounds of misrepresentation or fraud; or any specific liability contractually borne by the policy or contract holder. An FSR is not a recommendation to purchase, hold or terminate any insurance policy, contract or any other financial obligation issued by an insurer, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. In addition, an FSR may be displayed with a rating identifier, modifier or affiliation code that denotes a unique aspect of the opinion.

Best's Financial Strength Rating (FSR) Scale

Rating Categories	Rating Symbols	Rating Notches*	Category Definitions
Superior	A+	A++	Assigned to insurance companies that have, in our opinion, a superior ability to meet their ongoing insurance obligations.
Excellent	A+	A-	Assigned to insurance companies that have, in our opinion, an excellent ability to meet their ongoing insurance obligations.
Good	B+	B++	Assigned to insurance companies that have, in our opinion, a good ability to meet their ongoing insurance obligations.
Fair	B	B-	Assigned to insurance companies that have, in our opinion, a fair ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Marginal	C+	C++	Assigned to insurance companies that have, in our opinion, a marginal ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Weak	C	C-	Assigned to insurance companies that have, in our opinion, a weak ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Poor	D	D-	Assigned to insurance companies that have, in our opinion, a poor ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.

Financial Strength Non-Rating Designations

Designation Symbols	Designation Definitions
E	Status assigned to insurance companies that are publicly placed under a significant form of regulatory supervision, control or restraint - including cease and desist orders, conservatorship or rehabilitation, but not liquidation - that prevents conduct of normal ongoing insurance operations; an impaired insurer.
F	Status assigned to insurance companies that are publicly placed in liquidation by a court of law or by forced liquidation; an impaired insurer.
S	Status assigned to rated insurance companies to suspend the outstanding FSR when sudden and significant events impact operations and rating implications cannot be evaluated due to lack of timely or adequate information; or in cases where continued maintenance of the previously published rating opinion is in violation of evolving regulatory requirements.
NR	Status assigned to insurance companies that are not rated; may include previously rated insurance companies of insurance companies that have never been rated by A.M. Best

Rating Disclosure - Use and Limitations

A Best's Credit Rating (BCR) is a forward-looking independent and objective opinion regarding an insurer's, issuer's or financial obligation's relative creditworthiness. The opinion represents a comprehensive analysis consisting of a quantitative and qualitative evaluation of balance sheet strength, operating performance, business profile and enterprise risk management or, where appropriate, the specific nature and details of a security. Because a BCR is a forward-looking opinion as of the date it is released, it cannot be considered as a fact or guarantee of future credit quality and therefore cannot be described as accurate or inaccurate. A BCR is a relative measure of risk that implies credit quality and is assigned using a scale with a defined population of categories and notches. Entities or obligations assigned the same BCR symbol developed using the same scale, should not be viewed as completely identical in terms of credit quality. Alternatively, they are alike in category (or notches within a category), but given there is a prescribed progression of categories (and notches) used in assigning the ratings of a much larger population of entities or obligations, the categories (notches) cannot mirror the precise subtleties of risk that are inherent within similarly rated entities or obligations. While a BCR reflects the opinion of A.M. Best Rating Services, Inc. (AM Best) of relative creditworthiness, it is not an indicator or predictor of defined impairment or default probability with respect to any specific insurer, issuer or financial obligation. A BCR is not investment advice, nor should it be construed as a consulting or advisory service, as such; it is not intended to be utilized as a recommendation to purchase, hold or terminate any insurance policy, contract, security or any other financial obligation, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. Users of a BCR should not rely on it in making any investment decision; however, if used, the BCR must be considered as only one factor. Users must make their own evaluation of each investment decision. A BCR opinion is provided on an "as is" basis without any expressed or implied warranty. In addition, a BCR may be changed, suspended or withdrawn at any time for any reason at the sole discretion of AM Best.

BCRs are distributed via the AM Best website at www.ambest.com. For additional information regarding the development of a BCR and other rating-related information and definitions, including outlooks, modifiers, identifiers and affiliation codes, please refer to the report titled "Understanding Best's Credit Ratings" available at no charge on the AM Best website. BCRs are proprietary and may not be reproduced without permission.

Copyright © 2019 by A.M. Best Company, Inc. and/or its affiliates. ALL RIGHTS RESERVED.

Version 010219



Types of Insurance Carriers

Non-Admitted

This is an insurance carrier that is not licensed by the State of California, but is domiciled and admitted in other states and approved for use in California by the Department of Insurance. It is published on the “Leslie List” (List of Eligible Surplus Line Carriers).

Carriers are strictly regulated by their state of domicile and must meet strict surplus lines laws and regulations in order to provide insurance in California.

These carriers are not backed by the California Insurance Guarantee Association (CIGA). They are used when coverage is not available from an admitted company either because domestic carriers feel it is too risky or because broader coverage may be available from a non-admitted carrier.

Admitted

This is an insurance carrier that is licensed to do business in California and regulated by the Department of Insurance. Carriers are strictly regulated. Rates and policy forms must be filed with the Department of Insurance and approved before they can be offered to the insurance consumer.

The carrier is backed by the Insurance Guarantee Association (CIGA), which provides insurance against carriers which become insolvent. It assumes limited responsibility for all claims up to \$500,000, with the exception of Worker’s Compensation, which has no limitation. Ocean Cargo and Crime coverages are not insured through the Association.

Claims-Made and Reported Liability Policy

A Claims-Made and Reported Liability Policy provides third party liability coverage when a claim for damages is first made during the policy period. The incident causing the claim must occur during the policy period between the **retroactive (or continuity date) and the expiration date**, whichever is later. The claim must be reported to the carrier prior to the policy expiration date or **extended reporting period**.

Retroactive Date

The **retroactive date** is important in determining if a Claims-Made and Reported Policy will respond to a claim. This date is usually the same as the first date this coverage was first carried. For coverage to apply, the claim must fall between the **retroactive (or continuity) date** and the expiration date of the policy or **extended reporting period**.

Extended Reporting Period

As mentioned above, the claim must occur and be reported prior to the end of the expiration date or **extended reporting period**. An extension of time to report claims following the end of the expiration date may be purchased for claims made during the specified term purchased. This extension or **extended reporting period** is needed when a policy is cancelled or non-renewed and not placed with another carrier, renewed with an advanced **retroactive date** or changed to an "occurrence" form policy. Please note the **extended reporting period** does not extend the coverage period, only the time to report. The **extended reporting period** is usually available for a period of 12, 24, or 36 months, in some cases, longer.

Continuity Date

This is the first date that a policy or particular limit is carried. It may act as a **retroactive date**. Some policies may have a **retroactive date and a continuity date**, especially if limits have been changed over the years.

It is very important that careful consideration be given to all of the above issues when moving coverage provided by a claims-made and reported policy.

CERTIFIED TERRORISM Terrorism Risk Insurance Act – “TRIA” and Terrorism Risk Insurance Program Reauthorization Act of 2015 – “TRIPRA”)

"Certified Terrorism" is coverage offered by insurance carriers that have the financial backing of the U. S. government under the Terrorism Act of 2002, the Terrorism Risk Insurance Extension Act of 2005, the Reauthorization Act of 2007 and the Reauthorization Act of 2015. The Act is known as “TRIA.”

"Certified Terrorism" is defined under the act as: Any act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security, and the Attorney General of the United States, to be an act of terrorism. Criteria include:

- a. The act is an act of terrorism.
- b. The act is violent or dangerous to human life, property of infrastructure.
- c. The act resulted in damage within the United States, or outside of the United States

Missions or certain air carriers or vessels.

- d. The act has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.

- e. The act must cause at least \$5,000,000 in overall insured losses attributable to all types of insurance subject to the Act.

- f. The Federal Government will pay based on formula established by law; 85% through 2015, 84% 2016; 83% 2017; 82% 2018; 81% 2019 and 80% 2020, but no more than 100 billion dollars. The carrier’s maximum payment is 100 billion dollars in total for all losses.

No act may be certified as an act of terrorism if the act is committed as part of the course of a war declared by Congress (except for Workers’ Compensation) or if losses resulting from the act, in the aggregate for insurance subject to TRIA, do not exceed \$5,000,000.

IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

This document and the information contained herein is designed in a format that is easy to understand and compare against previous insurance programs. As such, it is necessary to use generalized terminology. This document does not in any way confirm that coverage is, or will be, in effect. Coverage can only commence after your request for coverage is accepted by the insurance company, and a deposit premium has been received. This proposal does not in any way infer or suggest that coverage as proposed will be broader than the standard forms provided by the quoted insurance company unless the broadening features are specifically mentioned in writing in this format. The presenter of this proposal has no authority to broaden or infer coverages beyond those that are stated in writing. This proposal is only valid for 30 days.

This proposal is a summary of terms and conditions proposed by the insurers based on the information obtained from you. Therefore, you are solely responsible for the accuracy of the information furnished to the insurance carriers. We are not responsible for verifying any of this information which you have provided, nor shall we have any liability that arises from the inaccuracy of the information which you provided. All changes in your exposures to loss should be reported to us immediately so that proper coverage may be affected.

The policy must be reviewed for all of the coverages, terms, conditions, and exclusions. Policy forms will be made available at your request. The issued policy will supersede this proposal.

Upon acceptance of this proposal, it is necessary to effect insurance with proper values. Reviewing each of the coverages proposed and making changes and updates in accordance with current information and conditions is recommended. Higher limits may be available upon request.

It is important to note that any requests that you make, regarding this proposal or into the future, to change or bind your insurance coverage through email, voicemail or verbally with our staff will not take effect until written notice is received from us.

Any advice or guidance provided by any of our staff shall not be construed or relied upon as legal, accounting or actuarial advice. We encourage you to work with other professionals in those specific areas and for those specific matters.

Please also note that many insurance carriers have very strict claim reporting terms and conditions and can include wording that restricts or negates coverage should the carrier not be immediately notified of a potential claim. It is important that you refer to your actual policies for these requirements and follow them closely.

Compensation

For the placement and service of your insurance program, we will receive commission-based compensation from selected insurance companies and/or wholesale intermediaries. The compensation received by us may differ depending on the product and the insurance company. We may receive additional contingent compensation from these insurance companies based upon other aggregate factors, such as claims experience, growth in new business, retention of the business, total premium volume placed, etc. We may also be reimbursed for services rendered under contract with selected premium finance companies that agree to finance your insurance premiums. Any additional fees in lieu of commissions or for services such as claims, loss control and general risk management, will be outlined in the proposal.

Data Protection and Use

We are committed to protecting the privacy of your personal data. In our role as an insurance broker, we may use the data you provided us in the process of securing quotes or coverage, claims management, typical policy servicing, etc. and that data may be provided to various insurance carriers or intermediaries. If you have any specific questions about the use or access to this data, please let us know and we would be happy to discuss it with you.



IMPORTANT DECLARATION AND DISCLOSURE INFORMATION

With respect to your logo(s) and unless otherwise instructed by you, we may, without notice or consent, use your logo(s) and other publicly available information in our marketing efforts and materials with the intent of adding additional clients and growing our business.

Insurance Carrier Rating

If we have provided information in the proposal as to the current rating of an insurance carrier through the AM Best Company, which is an independent rating company, please understand that to the best of our ability we are providing their current rating as of the date of the proposal. However, these ratings are subject to change at any time. Therefore, if the rating of the carrier is important to you or your business, we advise that you check the current rating by accessing their website directly at ambest.com for the most current status and rating of your insurance carrier.



IMPORTANT NOTICE:

- 1. The insurance policy that you are applying to purchase is being issued by an insurer that is not licensed by the State of California. These companies are called "nonadmitted" or "surplus line" insurers.**
- 2. The insurer is not subject to the financial solvency regulation and enforcement that apply to California licensed insurers.**
- 3. The insurer does not participate in any of the insurance guarantee funds created by California law. Therefore, these funds will not pay your claims or protect your assets if the insurer becomes insolvent and is unable to make payments as promised.**
- 4. The insurer should be licensed either as a foreign insurer in another state in the United States or as a non-United States (alien) insurer. You should ask questions of your insurance agent, broker, or "surplus line" broker or contact the California Department of Insurance at the toll-free number 1-800-927-4357 or internet website www.insurance.ca.gov. Ask whether or not the insurer is licensed as a foreign or non-United States (alien) insurer and for additional information about the insurer. You may also visit the NAIC's internet website at www.naic.org. The NAIC-the National Association of Insurance Commissioners-is the regulatory support organization created and governed by the chief insurance regulators in the United States.**
- 5. Foreign insurers should be licensed by a state in the United States and you may contact that state's department of insurance to obtain more information about that insurer. You can find a link to each state from this NAIC internet website: https://naic.org/state_web_map.htm.**

6. For non-United States (alien) insurers, the insurer should be licensed by a country outside of the United States and should be on the NAIC's International Insurers Department (IID) listing of approved nonadmitted non-United States insurers. Ask your agent, broker, or "surplus line" broker to obtain more information about that insurer.

7. California maintains a "List of Approved Surplus Line Insurers (LASLI)." Ask your agent or broker if the insurer is on that list, or view that list at the internet website of the California Department of Insurance: www.insurance.ca.gov/01-consumers/120-company/07-

8. If you, as the applicant, required that the insurance policy you have purchased be effective immediately, either because existing coverage was going to lapse within two business days or because you were required to have coverage within two business days, and you did not receive this disclosure form and a request for your signature until after coverage became effective, you have the right to cancel this policy within five days of receiving this disclosure. If you cancel coverage, the premium will be prorated and any broker's fee charged for this insurance will be returned to you.

Signature

Date: _____

Insured: El Camino Real Alliance

D-1 (Effective January 1, 2020)

Cover Sheet

Discuss and Vote on Board Meeting Calendar for 2021-2022

Section: VII. Governance
Item: A. Discuss and Vote on Board Meeting Calendar for 2021-2022
Purpose: Vote
Submitted by:
Related Material: Board Meeting Dates 2021-22 (draft).pdf



EL CAMINO REAL CHARTER HIGH SCHOOL

A California Distinguished School

5440 Valley Circle Boulevard
Woodland Hills, California 91367
818.595.7500 TEL; 818.595.7501 FAX

www.ecrchs.net

ECRA Board of Directors

BEATRIZ CHEN
Board Chair

DAVID HUSSEY
Executive Director

2021-2022 Board Meeting Dates (Proposed)

July 2021 (TBD) – Governance Training

August 26, 2021 (Annual Meeting)

September 23, 2021

October 28, 2021

November 18, 2021

December 16, 2021

January 27, 2022

February 24, 2022

March 24, 2022

April 28, 2022

May 26, 2022

June 23, 2022

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