



El Camino Charter High School

Regular Board Meeting

Date and Time

Thursday October 28, 2021 at 4:30 PM PDT

Location

Virtual Board Meeting

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

The meeting of the Board of Directors will take place via a virtual/teleconferencing environment based on the following:

1. California Assembly Bill 361, signed into law on September 16, 2021;
2. Governor Newsom's State of Emergency Declaration issued on March 4, 2020; and
3. County of Los Angeles Department of Public Health's recommendation that social distancing be maintained in schools.

To join the virtual Board meeting, please register through GoToWebinar at <https://attendee.gotowebinar.com/register/3094351594549213710> Webinar ID 778-696-715. You must register for the event (note you do not need to enter your legal name to participate). Once registered, you can attend the meeting through the online link, or by telephone (a call-in number and audio PIN will be provided after you register and prior to the meeting).

PUBLIC COMMENTS

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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		Brad Wright	1 m
B. Record Attendance and Guests		Kurt Lowry	1 m
C. Pledge of Allegiance		David Hussey	3 m
D. Public Comments		Public	30 m
E. AB 361 Vote on Virtual Board Meetings	Vote	Brad Wright	5 m
The Board will vote on whether or not to continue having Board Meetings virtually as outlined in AB 361.			
F. UTLA Update		UTLA Representative	15 m
G. Executive Director Update		David Hussey	15 m
H. Chief Business Officer Update		Gregory Wood	15 m
I. Committee Updates	Discuss	Brad Wright	5 m
J. Board Chair Report		Brad Wright	15 m

	Purpose	Presenter	Time
II. Consent			6:15 PM
A. Approve Minutes of September 8, 2021 Special Board Meeting	Approve Minutes	Brad Wright	1 m
B. Approve Minutes of September 21, 2021 Special Board Meeting	Approve Minutes	Brad Wright	1 m
C. Approve Minutes of September 23, 2021 Regular Board Meeting	Approve Minutes	Brad Wright	1 m
D. Approve Minutes of September 29, 2021 Special Board Meeting	Approve Minutes	Brad Wright	1 m
E. Approve Minutes of October 6, 2021 Special Board Meeting	Approve Minutes	Brad Wright	1 m
F. Review and Vote on September 2021 Check Registers ACTION ITEM: motion to approve the September 2021 check registers.	Vote	Gregory Wood	5 m
G. Review and Vote on September 2021 Credit Card Charges ACTION ITEM: motion to approve the September 2021 Credit Card charges.	Vote	Gregory Wood	5 m
III. Financial			6:30 PM
A. September 2021 Financial Update The Board will review the September 2021 Financial Update.	Discuss	Gregory Wood	10 m
IV. School Business			6:40 PM
A. Discuss and Vote on LCAP Updates Requested by CSD The Board will review, discuss, and vote on the updates to the LCAP as requested by CSD. ACTION ITEM: motion to accept LCAP updates.	Vote	David Hussey and Minita Clark	20 m
B. Discuss and Vote on ESSER III Funding The Board will discuss and vote on the ESSER III Expenditure Plan. Members of the public are invited to participate and make recommendations and comments.	Vote	David Hussey and Minita Clark	10 m
C. Discuss and Vote on Metro Fareless System Initiative Board will discuss and vote on whether or not to participate in the Metro Fareless System Initiative, which would allow ECR to obtain bus passes for all students.	Vote	David Hussey	10 m

	Purpose	Presenter	Time
ACTION ITEM: Motion to Approve participation in the Metro Fareless System Initiative for two (2) years at total cost of \$22,000.			

<p>D. Possible Employee(s) Request(s) for Board to Hear Statement of Charges that Cause Exists Supporting Dismissal/Termination from Employment</p> <p>Possible Employee(s) Request(s) for Board to Hear Statement of Charges that Cause Exists Supporting Dismissal/Termination from Employment</p>	Discuss	David Hussey	20 m
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<p>E. Discuss LAUSD's Mandated Vaccinations for Students</p> <p>The Board will discuss LAUSD's Mandated Vaccination Policy for all students.</p> <p>A link to LAUSD's vaccination policy can be found at: LAUSD's Vaccine Policy</p>	Vote	Brad Wright	10 m
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<p>F. Discuss and Vote on Revised ECR Employee Handbook for 2021-2022</p> <p>The Board will discuss and vote on whether or not to approve ECRCHS's Revised Employee Handbook for 2021-2022.</p>	Vote	David Hussey	10 m
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<p>G. Discuss and Vote on Revised ECR Parent/Student Handbook for 2021-2022.</p> <p>The Board will discuss and vote on whether or not to approve ECRCHS's Revised Parent/Student Handbook for 2021-2022.</p>	Vote	David Hussey	10 m
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<p>H. Discuss and Vote on Revised School Safety Plan for 2021-2022.</p> <p>The Board will discuss and vote on whether or not to approve ECRCHS's 2021-2022 School Safety Plan.</p>	Vote	David Hussey	10 m
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V. Closed Session 8:20 PM

<p>A. Conference with Labor Negotiators</p> <p>Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.</p> <p>Agency Designated Representatives: Executive Director David Hussey; Chief Business Officer Gregory Wood; Legal Counsel Roger Scott.</p> <p>Employee Organization: United Teachers Los Angeles.</p>	Discuss	Brad Wright	20 m
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<p>B. PUBLIC EMPLOYEE(S): DISCIPLINE/DISMISSAL/RELEASE</p> <p>Public employee(s) discipline / dismissal / release pursuant to paragraph (1) of subdivision (b) of Government Code Section 54957. Two (2) matters.</p>	Vote	Brad Wright	30 m
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VI. Reconvene to Open Session 9:10 PM

<p>A. Report on Actions Taken in Closed Session, If Any</p>	Discuss	Brad Wright	1 m
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VII. Closing Items 9:11 PM

<p>A. Adjourn Meeting</p>	Vote	Brad Wright	1 m
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Coversheet

Chief Business Officer Update

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

Submitted by:

Related Material:

September 2021 ADA Report to Month 2.pdf

Cafeteria Profit & Loss YTD September 2021.pdf

September 2021 Investment Portfolio Summary and Investor Analysis v10.25.21.pdf

SBA_Loan Forgiveness Confirmation_El Camino Real 10.04.21.pdf

ECRCHS ENROLLMENT and ADA for 2021-2022

2021-2022			
Instructional Days	2019-2020	18	19
	2020-2021	19	18
	2021-2022	20	16
		Month 1	Month 2

P-1		
	2020-21 Mo 9 YTD ADA	Prior Yr ADA
Total	36	180
	120,624	546,339
	3,350.67	3,035.22
BUDGET	3,427.60	3,377.91

Enrollment

Regular 3,562 3,550

BUDGET

Current Year	3,562	3,550
Prior Year	3,644	3,653
Budget	3,604	3,604

(76.93) ADA Below Current Budget
\$ (815,493) Potential ADA Reduction

ADA

Current Year	66,191	54,433	3,035.22
Prior Year	66,717	64,689	3,521.84

ADA (per month) 3,309.55 3,402.06
 ADA % 92.9% 95.8%
 Budget-2021-2022 3,427.60 3,427.60
 ADA (vs.20/21) 3,309.55

By Grade Level	9th	838	838
2021-2022	10th	886	882
	11th	923	916
	12th	908	914
	Enrollment	3,555	3,550

By Grade Level	9th	910	916
2020-2021	10th	941	942
	11th	909	910
	12th	884	885
	Enrollment	3,644	3,653

9th	-72	-78
10th	-55	-60
11th	14	6
12th	24	29
	-89	-103

ECRCHS Cafeteria Financial Summary SY 2022

# of Serving Days	0	17	18	35
# of Instructional Days	0	17	18	35
Month	July-2021 *	August-21	September-21	FY 2022
Students Approved for FRPM	974	1,142	1,241	
Breakfast Count	2,337	5,492	9,278	17,107
Lunch Count	2,337	10,026	12,932	25,295
Total Meals Served	4,674	15,518	22,210	42,402
Ave. Meals /Day	NA	913	1,234	1,211
REVENUE:				
Federal Reimbursement	\$ 15,844.85	\$ 56,811.30	\$ 78,680.98	\$ 151,337.13
State Reimbursement	\$ 1,162.42	\$ 3,859.32	\$ 5,523.61	\$ 10,545.35
CNIPS Claim	\$ 17,007.27	\$ 60,670.62	\$ 84,204.59	\$ 161,882.48
Snacks/Seconds	\$ -	\$ 5,480.00	\$ 6,926.25	\$ 12,406.25
Total Revenue	\$ 17,007.27	\$ 66,150.62	\$ 91,130.84	\$ 174,288.73
EXPENSES:				
Chartwells - Food Cost	\$ 6,569.10	\$ 25,857.80	\$ 35,676.05	\$ 68,102.95
Chartwells - Labor Cost	\$ 8,707.87	\$ 34,276.61	\$ 47,291.51	\$ 90,275.99
Chartwells Invoice-Gross	\$ 15,276.97	\$ 60,134.41	\$ 82,967.56	\$ 158,378.94
Commodities Credit	-	(6,992.80)	(1,577.50)	\$ (8,570.30)
Chartwells Invoice-NET	\$ 15,276.97	\$ 53,141.61	\$ 81,390.06	\$ 149,808.64
FDP/USDA - Food Shipping Invoice	\$ -	\$ -	\$ 835.05	\$ 835.05
Total Expense	\$ 15,276.97	\$ 53,141.61	\$ 82,225.11	\$ 150,643.69
Net Gain/Loss - (Learning Loss)	\$ 1,730.30	\$ 13,009.01	\$ 8,905.73	\$ 23,645.04
Net Per Meal	\$ 0.37	\$ 0.84	\$ 0.40	\$ 0.56

**EL CAMINO REAL CHS
INVESTMENTS REVIEW
FISCAL YEAR 2021-2022**

2021-2022		Year End				Contributions		
		Jun-21	Jul-21	Aug-21	Sep-21	#	Executive Summary-OPEB	
			\$ 220,000	\$ 220,000	\$ 220,000		\$ 21,250,357 Beginning Balance at 07/01/21	
							\$ 660,000 YTD Contributions	
							\$ 2,648 Gains/Losses	
							\$ 21,913,005 Current Ending	
							0.0% Invest. Change	
							3.1% Total Change	
x014925	El Camino Real CHS	OPEB Trust	\$ 21,250,357	\$ 21,653,185	\$ 22,390,014	\$ 21,913,005		
	Investment Managers:							
	Polen Capital Mgt			\$ 2,200,857	\$ 2,075,692		Month YTD -5.7%	
	Fiduciary Mgt			\$ 2,072,023	\$ 1,983,073		-4.3%	
	Beacon Pointe			\$ 18,117,135	\$ 17,854,240		-1.5%	
x33344	El Camino Real CHS	General	\$ 6,786,072					
	Investment Managers:							
	Polen Capital Mgt		\$ 485,419	\$ 503,850	\$ 475,254		Month YTD -5.7% -2.1%	
	Fiduciary Mgt		\$ 473,993	\$ 481,948	\$ 461,597		-4.2% -2.6%	
	Beacon Pointe		\$ 5,857,423	\$ 5,884,856	\$ 5,812,027		-1.2% -0.8%	
	Annuity	Midland	3 Yr. (8/23)Fixed @ 2.40%	\$ 382,505	\$ 383,377	\$ 384,075	\$ 384,774	0.2% 0.4%
	Annuity	Athene	3 Yr. (9/23)Fixed @ 1.95%	\$ 380,858	\$ 381,565	\$ 382,191	\$ 382,798	0.2% 0.3%
			Combined	\$ 7,549,435	\$ 7,581,776	\$ 7,636,920	\$ 7,516,450	QTD -0.4%
			\$ 28,799,792	\$ 29,234,961	\$ 30,026,934	\$ 29,429,456		
			Current Balance at 10/24/21		\$ 301,410,555			



El Camino Real Charter High School

AS OF SEPTEMBER 30, 2021

Beacon Pointe Advisors
24 Corporate Plaza Drive, Suite 150
Newport Beach, CA 92660
Phone: (949) 718-1600

www.BeaconPointe.com

El Camino Real OPEB

Total Composite
As of September 30, 2021

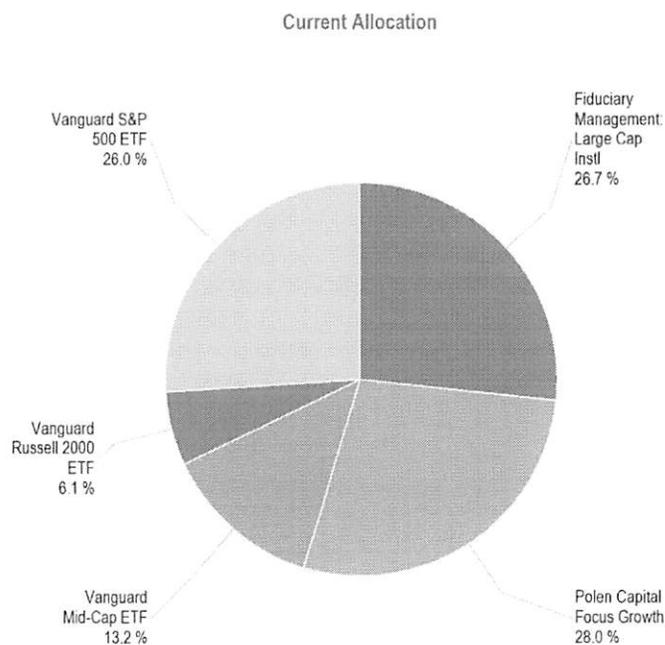
	Market Value (\$)	% of Portfolio	3 Mo (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)	Since 3/31/11 (%)	Inception (%)	Inception Date
Total Composite	21,903,602	100.0	--	--	--	--	--	--	--	--	-3.1	Sep-21
<i>Policy Index</i>			--	--	--	--	--	--	--	--	-2.8	Sep-21
Total Equity	12,196,118	55.7	--	--	--	--	--	--	--	--	-4.2	Sep-21
<i>MSCI ACWI</i>			-1.1	11.1	27.4	12.6	13.2	9.9	11.9	9.3	-4.1	Sep-21
Total Domestic Equity	7,414,745	33.9	--	--	--	--	--	--	--	--	-4.7	Sep-21
<i>Russell 3000</i>			-0.1	15.0	31.9	16.0	16.9	13.9	16.6	13.9	-4.5	Sep-21
Total International Equity	4,781,374	21.8	--	--	--	--	--	--	--	--	-3.5	Sep-21
<i>MSCI ACWI ex USA</i>			-3.0	5.9	23.9	8.0	8.9	5.7	7.5	4.9	-3.2	Sep-21
Total Fixed	6,410,063	29.3	--	--	--	--	--	--	--	--	-0.6	Sep-21
<i>Bloomberg US Aggregate TR</i>			0.1	-1.6	-0.9	5.4	2.9	3.3	3.0	3.5	-0.9	Sep-21
Total Alternatives	3,001,445	13.7	--	--	--	--	--	--	--	--	-3.7	Sep-21
<i>Custom Alts Index</i>			--	--	--	--	--	--	--	--	-3.8	Sep-21
Total Cash	295,975	1.4	--	--	--	--	--	--	--	--	0.0	Sep-21
<i>ICE BofA 91 Days T-Bills TR</i>			0.0	0.0	0.1	1.2	1.2	0.9	0.6	0.6	0.0	Sep-21

	Current Balance	Current Allocation	Policy	Policy Range	Difference	Within IPS Range?
US Equity	\$7,414,745	33.9%	35.0%	20.0% - 50.0%	-1.1%	Yes
International Equity	\$4,781,374	21.8%	20.0%	10.0% - 30.0%	1.8%	Yes
Fixed Income	\$6,410,063	29.3%	30.0%	20.0% - 50.0%	-0.7%	Yes
Alternatives	\$3,001,445	13.7%	15.0%	0.0% - 25.0%	-1.3%	Yes
Cash	\$295,975	1.4%	0.0%	0.0% - 10.0%	1.4%	Yes
Total	\$21,903,602	100.0%	100.0%			

El Camino Real OPEB

Total Domestic Equity

As of September 30, 2021



Asset Allocation on September 30, 2021

	Actual	Actual
Fiduciary Management: Large Cap Instl	\$1,983,073	26.7%
Polen Capital Focus Growth	\$2,075,692	28.0%
Vanguard Mid-Cap ETF	\$975,214	13.2%
Vanguard Russell 2000 ETF	\$454,516	6.1%
Vanguard S&P 500 ETF	\$1,926,250	26.0%
Total	\$7,414,745	100.0%



**SMALL BUSINESS ADMINISTRATION
WASHINGTON, DC 20416**

**NOTICE OF PAYCHECK PROTECTION PROGRAM
FORGIVENESS PAYMENT**

**Borrower: El Camino Real Alliance
Lender of Record: Fountainhead SBF LLC
SBA Loan No.: 9552828108
Loan Approval Date: 07/28/2020
Loan Disbursement Amount: \$ 3,815,700.00**

**Amount of Forgiveness Requested by Lender: \$ 3,815,700.00
Forgiveness Amount Remitted: \$ 3,815,700.00 in principal and \$ 42,714.64
in interest
Forgiveness Payment Date: 09/24/2021**

As authorized by Section 1106 of the CARES Act, SBA has remitted to the Lender of Record the payment listed above for forgiveness of the Borrower's Paycheck Protection Program (PPP) loan.

If any balance remains on the PPP loan after application of the forgiveness payment, the Lender must notify the Borrower of the date on which the first payment is due, and the loan must be repaid by the Borrower on or before the maturity date.

For loans of \$150,000 and less [except for those borrowers that together with their affiliates received loans of \$2 million or greater], the borrower must retain records relevant to the loan forgiveness application that prove compliance with the requirements of Section 7(a)(36) and Section 7A of the Small Business Act—with respect to employment records, for the 4-year period following submission of the loan forgiveness application, and with respect to other records, for the 3-year period following submission of the loan forgiveness application.

For loans greater than \$150,000, the Borrower must retain all records relating to the Borrower's PPP loan for six years from the date the loan is forgiven or repaid in full.

THIS DOCUMENT IS A NOTICE OF PAYMENT ONLY. ISSUANCE OF THIS NOTICE OF PAYMENT DOES NOT PROVIDE THE BORROWER WITH A RIGHT TO APPEAL TO THE SBA OFFICE OF HEARINGS AND APPEALS.

Coversheet

Approve Minutes of September 8, 2021 Special Board Meeting

Section: II. Consent
Item: A. Approve Minutes of September 8, 2021 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Board Meeting - Board Training on September 8, 2021

APPROVED



El Camino Real Charter High School

Minutes

Special Board Meeting - Board Training

Date and Time

Wednesday September 8, 2021 at 4:30 PM

Location

VIRTUAL MEETING - Please see below

SPECIAL BOARD MEETING

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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.

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Directors Present

Beatriz Chen (remote), Brad Wright (remote), Brian Archibald (remote), Daniela Lopez-Vargas (remote), Danielle Malconian (remote), John Perez (remote), Linda Ibach (remote), Scott Silverstein (remote)

Directors Absent

Steven Kofahl

Directors who left before the meeting adjourned

Beatriz Chen

Guests Present

David Hussey (remote), Emilie Larew (remote)

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Wednesday Sep 8, 2021 at 4:36 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance

Ms. Chen led the Board in the Pledge of Allegiance.

D. Public Comments

There were no public comments.

II. Comprehensive Board Training

A. The Brown Act

Wayne Strumpfer of Young, Minney & Corr presented the Board's annual Brown Act training. He reviewed: the purpose of the Brown Act, the definition of a meeting, serial meetings, Public Record Act requests, teleconference meeting requirements both prior to the pandemic waivers and as of October 1 as well as currently with the state waivers currently in place. During normal times, at least 5 Board members need to be within the jurisdiction of LA County to meet participation requirements for meetings and teleconference locations must be posted on the agenda, must be ADA accessible, and the agenda must be posted at all teleconference locations. The Governor's Executive Order allowing flexibility with Brown Act requirements was reviewed, which currently expires on September 30th. When meetings return to in-person format, make sure to follow all public health guidance (masking, distancing, etc.). Rights of the Public were reviewed. Virtual meeting protocols were reviewed. Permissible reasons for closed session were reviewed.

B. Conflict of Interest Laws

Mr. Strumpfer reviewed the requirements of conflicts of interest and what red flags to look for. He noted that each case must be reviewed individually when questions arise due to all the legal complexities. Types of financial conflicts were reviewed. Government Code

section 1090 and the Political Reform Act were reviewed, including the requirements for who must file Form 700.

C. Best Governance Practices

Mr. Strumpfger reviewed best practices. He discussed the different roles of the Board as compared to the Executive Director. The importance of establishing and enforcing operational norms was discussed, effective and efficient use of time, preparation in advance of meetings, and Board professional development.

Case study examples were discussed for various hypothetical situations.

D. Board Responsibility for Non-Profits

Mr. Strumpfger discussed the Fiduciary Duty of Board Directors.
Beatriz Chen left at 6:11 PM.

III. Closing Items

A. Adjourn Meeting

Brad Wright made a motion to adjourn the meeting.

Linda Ibach seconded the motion.

The board **VOTED** 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 6:25 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Approve Minutes of September 21, 2021 Special Board Meeting

Section: II. Consent
Item: B. Approve Minutes of September 21, 2021 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on September 21, 2021

APPROVED



El Camino Real Charter High School

Minutes

Special Board Meeting

Date and Time

Tuesday September 21, 2021 at 5:00 PM

Location

VIRTUAL BOARD MEETING - Please see below.

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Directors Present

Beatriz Chen (remote), Brad Wright (remote), Brian Archibald (remote), Daniela Lopez-Vargas (remote), Danielle Malconian (remote), John Perez (remote), Linda Ibach (remote), Scott Silverstein (remote), Steven Kofahl (remote)

Directors Absent

None

Directors who left before the meeting adjourned

Beatriz Chen, Scott Silverstein

Guests Present

David Hussey (remote), Emilie Larew (remote), Gregory Wood (remote)

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Tuesday Sep 21, 2021 at 5:00 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance

Mr. Hussey led the Pledge of Allegiance.

D. Public Comments

Beatriz Chen made a public comment, and resigned her position on the Board.
Beatriz Chen left.

II. School Business

A. Discussion Regarding Attorney-Client Privilege

Ms. Larew noted that, in accord with the Brown Act training recently conducted, the Board business must be conducted in public, open sessions except for a few exceptions (none of which apply here).

Mr. Wright stated that there is outside counsel that represents the school, the law firm of Young, Minney & Corr. There was a phone conversation that took place on August 31, 2021 between outside counsel and two members of the Board; the Board discussed whether to waive the attorney-client privilege solely as it relates to that phone conversation.

Brad Wright made a motion to waive the attorney-client privilege as to the phone conversation on August 31, 2021.

Danielle Malconian seconded the motion.

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

Roll Call

Daniela Lopez-Vargas	Aye
Linda Ibach	Aye
Beatriz Chen	Absent
Danielle Malconian	Aye
Scott Silverstein	Abstain

Roll Call

Brian Archibald	Abstain
Steven Kofahl	Aye
John Perez	Aye
Brad Wright	Aye

B. Discuss Concerns Regarding Communications

Mr. Wright stated that, in May 2017, ECR's Board approved a Board policy stating that any contact with outside counsel should go directly to the staff first, then to the Board Chair, then to the Vice-Chair should the Chair not be available.

Ms. Larew read a statement by outside counsel Roger Scott which provided a summary of the telephone conversation between himself and Mr. Silverstein and Ms. Chen that took place on August 31, 2021.

Mr. Silverstein read a statement regarding his time spent as a Board member, and the circumstances giving rise to the current issue.

Mr. Archibald expressed regret over Ms. Chen's resignation and concerns as to the accusations levied against Mr. Silverstein and the timing involved. Mr. Wright replied that he had sat on this issue for a few days, and then elected not to raise it during the Yom Kippur holiday.

Ms. Ibach stated that this seems to be about lost trust and it is very damaging to the Board and the school to have some of the Board members questioning the Board's election process.

Ms. Malconian stated that she was very concerned about what occurred at the prior Board meeting, and stated that the Board owed a duty of loyalty and care to foster a healthy and successful environment for the teachers, students, and community.

Linda Ibach made a motion to remove Scott Silverstein as a Board member pursuant to Article 7, Section 11 of the ECR Bylaws.

Danielle Malconian seconded the motion.

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

Roll Call

Brian Archibald	No
Brad Wright	Aye
Beatriz Chen	Absent
John Perez	Aye
Steven Kofahl	Abstain
Danielle Malconian	Aye
Linda Ibach	Aye
Scott Silverstein	No
Daniela Lopez-Vargas	Aye

Scott Silverstein left.

III. Closing Items

A. Adjourn Meeting

Danielle Malconian made a motion to adjourn the meeting.

Steven Kofahl seconded the motion.

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

Roll Call

Daniela Lopez-Vargas	Aye
Brian Archibald	No
John Perez	Aye
Scott Silverstein	Absent
Steven Kofahl	Aye
Linda Ibach	Aye
Brad Wright	Aye
Danielle Malconian	Aye
Beatriz Chen	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:33 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Approve Minutes of September 23, 2021 Regular Board Meeting

Section: II. Consent
Item: C. Approve Minutes of September 23, 2021 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on September 23, 2021

APPROVED



El Camino Real Charter High School

Minutes

Regular Board Meeting

Date and Time

Thursday September 23, 2021 at 4:30 PM

Location

VIRTUAL ONLINE 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

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PUBLIC COMMENTS

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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.

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Directors Present

Brad Wright (remote), Daniela Lopez-Vargas (remote), Danielle Malconian (remote), John Perez (remote), Linda Ibach (remote), Steven Kofahl (remote)

Directors Absent

None

Directors who left before the meeting adjourned

John Perez

Guests Present

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

I. Opening Items

A. Call the Meeting to Order

B. Record Attendance and Guests

Mr. Wright advised that Brian Archibald had resigned from the Board.

C. Pledge of Allegiance

Mr. Hussey led the Pledge of Allegiance.

D. Public Comments

Yasmine Pomeroy, teacher, spoke regarding the ECRA-UTLA bargaining.

Beth Corbett, teacher, spoke regarding the ECRA-UTLA bargaining.

Ms. Larew read a statement from Amy Carter regarding the ECRA-UTLA bargaining.

Ms. Larew read two anonymous statements regarding the mandated vaccine for students.

E. UTLA Update

Kyna Collins, UTLA Chair, expressed appreciation for the outgoing Board members. She also provided an update regarding the ECRA-UTLA bargaining.

F. Executive Director Update

Mr. Hussey stated that ECR had been visited by the Department of Public Health (DPH), which reviewed ECR's contract tracing methods. DPH were impressed by ECR's system and were also impressed by ECR students for following proper guidelines. Mr. Hussey thanked Nurse Peggy Valentine, admins Ms. Larew and Ms. Endres, and members of Tech Department for their work in setting up the systems.

Mr. Hussey noted that Mr. Alba and CTE teachers were working on securing CTE funds for upgrades to equipment and the facilities; more information will be provided at a future Board meeting.

ECR is working with LA County Public Health to host another vaccination event at the school, which will take place on September 29th from 7:30 am to 9:30 am. At this time, ECR is not required to enforce vaccination for all students, so it will stay with that policy for now.

Mr. Hussey thanked the HR department and staff for 100% compliance with required training modules.

Mr. Hussey thanked Board members for their work in helping to grow the school.

G. Chief Business Officer Update

Mr. Wood reviewed enrollment and average daily attendance (ADA), which relate to school funding. He stated that our enrollment is slightly lower than projected. He noted that, as compared to last year: special education enrollment is down slightly; alternative education enrollment has more than doubled; and Independent Study is slightly down. He reviewed the Meal Participation report showing the number of meals served each day. As to the PPP loan, ECR submitted its request for forgiveness; the lender has 60 days to respond; and then the SBA has 3 months to make the ultimate decision as to how much (if any) of the \$3.8 million loan will be forgiven.

H. Committee Updates

Ms. Malconian provided an update on Finance and Investment Committee meeting this week; the Committee is recommending approval of the August 2021 check registers and the August 2021 credit card statements. Mr. Wood noted that the Beacon Pointe advisor was present during the Committee meeting and the materials he went over is available for review. Ms. Malconian stated that questions had been raised as to ECR's cash reserves; she noted that money is earmarked for very specific purposes, and going forward Mr. Wood and the Committee will provide information as to the use of the cash.

II. Consent

A. Approve Minutes of August 26, 2021 Annual Meeting and Regular Board Meeting

The consent agenda was approved.

Brad Wright made a motion to approve the minutes from Annual Meeting and Regular Board Meeting on 08-26-21.

Steven Kofahl seconded the motion.

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

Roll Call

Danielle Malconian	Aye
Steven Kofahl	Aye
Brad Wright	Aye
Daniela Lopez-Vargas	Aye
John Perez	Absent
Linda Ibach	Aye

B. Review and Vote on August 2021 Check Registers

Brad Wright made a motion to approve the August 2021 check registers.

Steven Kofahl seconded the motion.

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

C.

Review and Vote on August 2021 Credit Card Charges

Brad Wright made a motion to approve the August 2021 credit card charges.

Steven Kofahl seconded the motion.

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

III. Financial

A. August 2021 Financial Update

Mr. Wood reviewed the August 2021 financial update prepared by ICON.

On the Balance Sheet, it was noted that the State had overpaid the deferral amount, which will result in reduced revenue of \$2M for 2021-22.

On the Profit & loss (Summary) page, Mr. Wood stated that there is a negative net income number because ECR receives lower LCFF revenue in July and August (5% per month), and the remaining 90% of the revenue is received over the next 10 months.

Mr. Wood went over the Department Budgets report, and noted that this is the first year ECR is creating a budget by department.

Ms. Malconian stated that the Finance Committee is working on the Investment Policy Statement (IPS), and if anyone had any input regarding the investments or the IPS, they should contact her.

Mr. Wright asked why enrollment numbers are down. Mr. Hussey replied that we are about 20 students less as compared to last year (which was all virtual). However, the enrollment numbers are down because: the numbers do not include international students; some families did not want their children to be tested every week; and some families have moved out of the area.

IV. School Business

A. Discuss and Vote on Mandatory COVID-19 Employee Vaccination Policy

Mr. Hussey shared information regarding LAUSD's Mandatory COVID-19 Vaccination Policy for employees working at an LAUSD-owned school site. Because we lease the ECR campus from LAUSD, this Policy applies to us. The Policy has a deadline of October 15, 2021. Ms. Lopez-Vargas asked if the ECR Board needed to formally adopt the policy if we are required to follow it anyway. Mr. Hussey stated that he feels it's important that the Board adopt the policy to show LAUSD that ECR has adopted the policy. Mr. Wright asked how teachers feel about the mandate; Mr. Hussey replied that there is a wide range of responses, from those who are in favor to those who believe it is a violation of their rights, with many being somewhere in between. Ms. Lopez-Vargas asked if we knew how many of the staff have already been vaccinated; Dr. Lowry noted that we are still working with staff members who have not yet provided evidence of vaccination, though he did not have the numbers readily available.

Danielle Malconian made a motion to adopt the LAUSD Mandatory COVID-19 Employee Vaccination Policy.

Daniela Lopez-Vargas seconded the motion.

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

Roll Call

Steven Kofahl	Aye
Danielle Malconian	Aye
Brad Wright	No
Linda Ibach	Aye
John Perez	Aye
Daniela Lopez-Vargas	Aye

B. Discuss ESSER Funding

Mr. Hussey provided an overview of the Elementary and Secondary School Emergency Relief (ESSER) III funding plan. We've reached out to the parent groups to get their feedback, and School Site Council has also been working on this. The funds must be spent within three years, by end of school year 2024.

The Board went into closed session at 5:37 p.m.

V. Closed Session

A. Conference with Legal Counsel: Anticipated Litigation

Closed session occurred.

John Perez left.

B. Public Employee Discipline / Dismissal / Release

Closed session occurred.

C. Conference with Labor Negotiators

Closed session occurred.

VI. Reconvene to Open Session

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

The Board reconvened to open session at 6:57 p.m.

There was nothing to report from the Closed Session.

VII. Governance

A. Discuss and Vote on Finance and Investment Committee

Mr. Silverstein's resignation from the Finance and Investment Committee shortly after the August Board meeting left a vacancy for chair of the Committee. Ms. Malconian volunteered to serve as chair.

Linda Ibach made a motion to appoint Danielle Malconian as the chair of the Finance and Investment Committee.

Daniela Lopez-Vargas seconded the motion.

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

Roll Call

Brad Wright	Aye
John Perez	Absent
Daniela Lopez-Vargas	Aye
Linda Ibach	Aye
Steven Kofahl	Aye
Danielle Malconian	Aye

VIII. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to adjourn the meeting.

Danielle Malconian seconded the motion.

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

Roll Call

Steven Kofahl	Aye
Linda Ibach	Aye
Daniela Lopez-Vargas	Aye
Brad Wright	Aye
John Perez	Absent
Danielle Malconian	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:02 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Approve Minutes of September 29, 2021 Special Board Meeting

Section: II. Consent
Item: D. Approve Minutes of September 29, 2021 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on September 29, 2021

APPROVED



El Camino Real Charter High School

Minutes

Special Board Meeting

Date and Time

Wednesday September 29, 2021 at 4:30 PM

Location

VIRTUAL BOARD MEETING - Please see below

SPECIAL BOARD MEETING

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Directors Present

Brad Wright (remote), Daniela Lopez-Vargas (remote), Danielle Malconian (remote), Linda Ibach (remote), Steven Kofahl (remote)

Directors Absent

John Perez

Guests Present

David Hussey (remote), Gregory Wood (remote), Kurt Lowry (remote)

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Wednesday Sep 29, 2021 at 4:30 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance

Executive Director Hussey lead the Meeting members and guests in the Pledge of Allegiance.

D. Public Comments

Dr. Lowry reported out that the only public comment or request he had received had been an email from Board member Perez that Dr. Lowry in which Board member Perez informed Dr. Lowry that Board member Perez would be unable to attend the September 29th special Board meeting and that he would like to make a motion to convene a regular board meeting.

Upon Dr. Lowry's communicating Board member Perez's comment and request, Board Chair Wright acknowledged Mr. Perez's comment and request and noted that he (Board Chair Wright) would make contact with Board member Perez to obtain specific information ahead of ECRA's Regular October Board Meeting.

II. School Business

A. Discussion Regarding Board Openings

Dr. Lowry explained:

The Board previously had nine (9) Board Members. It is currently at (6) members. It is always wise to have an odd number of Board members. Based on provisions in the ECRA Bylaws, the Board may consider reducing the number of Board Members to (7). This would be accomplished by filling one open Community Representative position, which bring the total number of members up to seven (7).

For this community representative position, it is recommended to accept applications through October 30th. The Board's Nominating Committee will vet the candidates and make a recommendation regarding their recommended candidate to the full Board on or

before November 11th. The Board will then vote on the position at the regular Board meeting on November 18th.

These timelines meet all requirements in the ECRA Bylaws.

Brad Wright made a motion to establish a nominating committee to fill this (Community Representative) position and to establish that the Nominating Committee should include two (2) Board members.

Danielle Malconian seconded the motion.

Board Member/Chair Wright noted that an application window period would be made available to the Community for approximately thirty (30) days.

Dr. Lowry facilitated a Roll Call Vote which ensued as follows:

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

Roll Call

Linda Ibach	Aye
Danielle Malconian	Aye
Steven Kofahl	Aye
Brad Wright	Aye
Daniela Lopez-Vargas	Aye
John Perez	Absent

Brad Wright made a motion to nominate Board Member Ibach to the Nominating Committee.

Danielle Malconian seconded the motion.

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

Roll Call

John Perez	Absent
Brad Wright	Aye
Danielle Malconian	Aye
Daniela Lopez-Vargas	Aye
Steven Kofahl	Aye
Linda Ibach	Aye

Brad Wright made a motion to nominate himself as a member of the Nominating Committee.

Danielle Malconian seconded the motion.

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

Roll Call

John Perez	Absent
Daniela Lopez-Vargas	Aye
Linda Ibach	Aye
Brad Wright	Aye
Danielle Malconian	Aye
Steven Kofahl	Aye

B. Discuss and Vote on Board Vice-Chair

Board Member/Chair Wright stated that the ECRA Board needs to fill the vacant position of Board Vice Chair and asked if anyone would like to self-nominate or nominate another Board Member for the position.

Brad Wright made a motion to nominate Board Member Ibach to the position of Board Vice Chair.

Steven Kofahl seconded the motion.

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

Roll Call

Brad Wright	Aye
John Perez	Absent
Danielle Malconian	Aye
Daniela Lopez-Vargas	Aye
Steven Kofahl	Aye
Linda Ibach	Aye

Board Member/Chair Wright noted that if Board Member Ibach is nominated and elected, there would need to be nominations for Board Secretary to replace her (Mbr. Ibach).

Brad Wright made a motion to nominate Board Member Malconian for the position of Board Secretary.

Steven Kofahl seconded the motion.

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

Roll Call

Daniela Lopez-Vargas	Aye
Linda Ibach	Aye
Danielle Malconian	Aye
Steven Kofahl	Aye
Brad Wright	Aye
John Perez	Absent

C. Discuss Filling Committee Openings

Board Member/Chair Wright noted that the Board needs to fill open committee positions and that given the Board's current number of six (6) Board members, each committee needs to be limited to two (2) members.

Additionally, Board Member/Chair Wright noted that at the Special Board meeting last week the Board had updated the Finance and Investment Committee such that Danielle Malconian is the new Chair and Daniela Lopez-Vargas is the other Committee member.

Dr. Lowry was asked to review the other committee openings and needs, which he did, as follows:

"The Travel Committee is now just Mr. Kofahl, so we need another committee member and we also need for one of them to be the committee chair. This committee does have some time sensitive business and does need to be filled."

Brad Wright made a motion to self-nominate as a member of the Travel Committee.

Steven Kofahl seconded the motion.

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

Roll Call

John Perez	Absent
Brad Wright	Aye
Daniela Lopez-Vargas	Aye
Linda Ibach	Aye
Steven Kofahl	Aye
Danielle Malconian	Aye

Brad Wright made a motion to nominate Board Member Kofahl as Chair of Travel Committee.

Danielle Malconian seconded the motion.

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

Roll Call

Steven Kofahl	Aye
Daniela Lopez-Vargas	Aye
Linda Ibach	Aye
Brad Wright	Aye
John Perez	Absent
Danielle Malconian	Aye

Dr. Lowry continued:

The Technology Committee is now (comprised of) just Ms. Lopez-Vargas. It either needs another member and a committee Chair or else it needs to be discontinued at this time.

Brad Wright made a motion to discontinue the Technology Committee at this time.

Steven Kofahl seconded the motion.

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

Roll Call

Danielle Malconian	Aye
Brad Wright	Aye
Daniela Lopez-Vargas	Aye
John Perez	Absent
Linda Ibach	Aye
Steven Kofahl	Aye

Dr. Lowry continued:

The Capitalization Projects Committee is now just Mr. Wright and Ms. Malconian, and needs a Chair.

Brad Wright made a motion to self-nominate for the position of Chair of the Capitalization Projects Committee.

Danielle Malconian seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Danielle Malconian	Aye
Daniela Lopez-Vargas	Aye
John Perez	Absent
Linda Ibach	Aye
Brad Wright	Aye
Steven Kofahl	Aye

Board Member/Chair Wright noted that the Board still needed to discuss and vote on whether the Board wants to reduce the number of Board Members to seven (7) from its previous number of nine (9).

Executive Director Hussey confirmed the need to vote on this item as it had not been officially voted on during the School Business section of the Agenda.

Board Member Kofahl asked what was the reason that the Board had been increased to nine (9) members.

Executive Director Hussey explained that when Charter revocation had been considered some years ago, LAUSD had added an additional member and a community representative position, thus bringing the total up from seven (7) to nine (9) voting members at the time and to present date.

Brad Wright made a motion to reduce the number of Board Members from nine (9) to seven (7).

Linda Ibach seconded the motion.

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

Roll Call

John Perez	Absent
Steven Kofahl	Aye
Brad Wright	Aye
Danielle Malconian	Aye
Daniela Lopez-Vargas	Aye
Linda Ibach	Aye

III. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to Adjourn the meeting.
Brad Wright seconded the motion.
Ayes and Nays not recorded in favor of a Roll Call vote.
The board **VOTED** to approve the motion.

Roll Call

Daniela Lopez-Vargas Aye

Brad Wright Aye

John Perez Absent

Linda Ibach Aye

Steven Kofahl Aye

Danielle Malconian Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:53 PM.

Respectfully Submitted,
Kurt Lowry

Coversheet

Approve Minutes of October 6, 2021 Special Board Meeting

Section: II. Consent
Item: E. Approve Minutes of October 6, 2021 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on October 6, 2021

APPROVED



El Camino Real Charter High School

Minutes

Special Board Meeting

Date and Time

Wednesday October 6, 2021 at 4:30 PM

Location

VIRTUAL BOARD MEETING - Please see below

SPECIAL BOARD MEETING

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VIRTUAL BOARD MEETING

VIRTUAL BOARD MEETING The meeting of the Board of Directors will take place via a virtual/teleconferencing environment based on the following:

1. California Assembly Bill 361, signed into law on September 16, 2021;
2. Governor Newsom's State of Emergency Declaration issued on March 4, 2020; and
3. County of Los Angeles Department of Public Health's recommendation that social distancing be maintained in schools.

To join the virtual Board meeting, please register through GoToWebinar at <https://attendee.gotowebinar.com/register/7356663394809551629>, webinar ID 495-344-235. 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

Brad Wright (remote), Daniela Lopez-Vargas (remote), Danielle Malconian (remote), Linda Ibach (remote), Steven Kofahl (remote)

Directors Absent

John Perez

Guests Present

David Hussey (remote), Gregory Wood (remote), Kurt Lowry (remote)

I. Opening Items

A. Call the Meeting to Order

Brad Wright called a meeting of the board of directors of El Camino Real Charter High School to order on Wednesday Oct 6, 2021 at 4:30 PM.

B. Record Attendance and Guests

C. Pledge of Allegiance

Mr. Hussey lead the Pledge of Allegiance.

D. Public Comments

Dr. Lowry recognized the following comments:

* Teacher M. Webster via "live" comment - Comments reflected her desire to have included a teachers' voice on the board and a pay raise for UTLA members above the Cost of Living Adjustment (COLA).

Dr. Lowry subsequently read email-based comments/statements from the following people and whose comments are summarized below:

* Carlos Monroy - Stated that UNESCO unveiled the theme for World Teachers' Day. It was "Teachers at the heart of education recovery." Stated that a year ago, teachers were praised as heroes and provided examples/quotes from parents. Stated ECRCHS has an opportunity to praise the work of educators here at ECRCHS by moving negotiations forward in a way that lifts educators rather than send the message that mediocrity is sufficient.

* James DeLarme - Expressed appreciation for Board Members' service as well as worry about the tension between teachers and administration, stating that we are on the same team. Expressed concern about negotiations between ECRA and UTLA, and is worried about ECRA not being sufficiently open to compromise.

Questioned whether or not the UTLA's leaders' statement that the ECRA Board had not given administration the approval to provide raises above 2% was true, and if true, asks why, given that LAUSD recently agreed to a 5% raise for their teachers. Cited apparent ECRCHS being in strong fiscal shape, per previous board meeting.

Further expressed concern about teachers' treatment as professionals and stated teachers deserve more respect. Feels that there is a new level of animosity between administration and teachers and decreased trust.

Cited UTLA chapter chair's report in which she alleges that ECRA legal counsel has made disrespectful and dismissive comments regarding union's requests.

* Eleanor Green - Stated she has never worked harder than during the past two years. Acknowledges mental strain felt by all. Cited administration has talked about showing grace to our students. Wants the same consideration for teachers who keep the school running.

Cited myriad pressures personally and professionally, traumas. Asks why ECRCHS does not consider it necessary to extend COVID leave policy. Cited constant Covid exposure risk due to students' poor mask-wearing discipline and no clear guidelines on how to manage that issue. Asks where is her grace, her consideration?

Cited insulting salary and new collaborative processes allegedly rolled out without proper allotment of time or resources. Feels greatly disrespected. Asserted that with expected 5% inflation this year, a salary offer of 2% is functionally being asked to take a pay cut. Cited LAUSD's 5% pay raise and stipend, and asked what makes ECRCHS staff less worthy.

Questioned whether or not this is a function of so many new teachers who are afraid to speak out because of their limited job protections. Claims that the message she hears loud and clear is that she does not matter to this school.

* Kyna Collins - Claimed ECR-UTLA negotiations had started over a year ago. Stated it is time to move negotiations forward and give ECRCHS educators the contract and compensation they deserve, and that time is of the essence.

Stated hope that in closed session, the ECRA Board directs ECRA bargaining team to act in good faith and submit compensation and health proposals that demonstrate ECRCHS teachers are respected and cared for as a staff. Cited morale as important for the school community and UTLA is awaiting fair proposals.

* Anita Gruen - Stated she is very disappointed by the current negotiations. Stated teachers work very hard and believes that ECRA's last offer does not show appreciation for how hard teachers are working. Claimed teachers work more hours now due to COVID, trying to bring students up to high school standards. Also claimed that ECRA salary proposal does not take inflation into consideration, either. Requests ECRA to do the right thing and increase teacher salaries appropriately.

###

After Public Comments concluded, Board Chair Wright asked Dr. Lowry to explain the procedures for entering the Closed session. Dr. Lowry so explained.

Board Chair Wright announced, "We are now going into Closed Session at 4:44 p.m."

II. Closed Session

A. Conference with Labor Negotiators

No actions were taken during closed session.

Closed session concluded at 5:50 p.m.

III. Reconvene to Open Session

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

Board Chair Wright stated, "We are now reconvened in Open session at 5:54 p.m."

Board Chair Wright stated, "No action was taken during our Closed session."

IV. Closing Items

A. Adjourn Meeting

Steven Kofahl made a motion to Adjourn meeting.

Daniela Lopez-Vargas seconded the motion.

All Board members present voice voted in the affirmative to adjourn.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:55 PM.

Respectfully Submitted,
Kurt Lowry

Coversheet

Review and Vote on September 2021 Check Registers

Section: II. Consent
Item: F. Review and Vote on September 2021 Check Registers
Purpose: Vote
Submitted by:
Related Material: September 2021 ECRCHS Check Registers.pdf

Check Register

Account: 1761 General

El Camino Real HS

Sept 2021

Grand Total: \$ 596,860.62

Name	Check Number	Date	Memo	Amount	Period
Purchase Power (Pitney Bowes)	ACH210901-01	9/1/2021	210816 Postage Meter and Supplies for 2021-2022	\$ 520.99	Sep 2021
PenServ Plan Services	ACH210902-1	9/2/2021	403(B) Funding 8/16-8/31/21	\$ 30,717.00	Sep 2021
Self Insured Schools of California	ACH210920-1	9/20/2021	21-Sep Employee Benefits INV# 99118	\$ 343,105.35	Sep 2021
California Department of Tax & Fee Administration	ACH210922-1	9/22/2021	Sales/Use TaxPrepayment 2 2 0-021-251-096	\$ 1,398.52	Sep 2021
U.S. Bank National Association (OPEB)	ACH210922-2	9/22/2021	9/21 OPEB Funding	\$ 220,000.00	Sep 2021
PenServ Plan Services	ACH210923	9/23/2021	403(B) Funding 9/01-9/15/21	\$ 780.00	Sep 2021
Solupay Merchant		9/3/2021	xx1886 Merchant account processing fees	\$ 224.55	Sep 2021
Solupay Merchant		9/3/2021	xx0888 Merchant Account processing fees	\$ 108.31	Sep 2021
Solupay Merchant		9/3/2021	xx1886 PCI Compliance Fees - Merchant Account	\$ 2.95	Sep 2021
Solupay Merchant		9/3/2021	xx0888 Merchant PCI Compliance Fees	\$ 2.95	Sep 2021

Check Register
Account: 1796 AP

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Grand Total: \$ 720,151.34

Educatius International (Attn Paul McLaughlin)	15693	9/1/2021	210820-1 Tuition Refund - Emilia Petterson	\$ 12,000.00
Educatius International (Attn Paul McLaughlin)	15694	9/2/2021	210820-2 Tuition Refund - Margit Kollstroem	11,975.00
Gerry Schipper	15695	9/2/2021	9/2/21 - JV Football vs Downey HS Line Judge	81.00
Beven Grossman	15696	9/2/2021	9/2/21 - JV Football vs Downey HS Umpire	81.00
Afolabi, Muideen	15697	9/2/2021	9/2/21 - JV Football vs Downey HS Linesman	81.00
Joseph Twiddy	15698	9/2/2021	9/2/21 - JV Football vs Downey HS REF	83.00
Nelson Bae	15699	9/3/2021	9/3/21 - Varsity Football vs Harvard Westlake HS Back Judge (Replacing Tyrone Clark)	89.00
Gill Correa	15700	9/3/2021	9/3/21 - Varsity Football vs Harvard Westlake HS REF Replacing Tony Crittendon	91.00
Joe Rice	15701	9/3/2021	9/3/21 - Varsity Football vs Harvard Westlake HS Linesman (Replacing Gill Corea)	89.00
Karmann Hillman	15702	9/3/2021	9/3/21 - Varsity Football vs Harvard Westlake HS Line Judge	89.00
Jeremy Jones	15703	9/3/2021	9/3/21 - Varsity Football vs Harvard Westlake HS Umpire	89.00
Accrediting Commission for Schools	15704	9/8/2021	2021-2022 Annual Accreditation Membership Fee	1,560.00
Yedor, Alison	15705	9/3/2021	Class Supplies	25.17
Rayzor, Megan	15706	VOID 9/3/2021	Fans for Classroom	166.19
TPRS Publishing, Inc. dba Fluency Matters	15707	9/3/2021	INV# 107991 Student Spanish Instructional Reading Supplies	1,512.00
Rayzor, Megan	15708	9/8/2021	Fans for Classroom	166.19
Ramirez, Billy	15709	9/8/2021	Golf reimbursement for team	92.00
117942 - Malmeth, Zevy : Hana Malmeth	15710	9/8/2021	Stylus Refund	25.00
Los Angeles County Department of Public Health	15711	9/9/2021	5/5/21 PR0149385 Food Safety Inspection	197.00
Jeremy Jones	15712	9/9/2021	9/9/21 - JV Football vs Calabasas HS Umpire	81.00
Velarde, Enrique	15713	9/9/2021	9/9/21 - JV Football vs Calabasas HS Linesman	81.00
Michael Lipton	15714	9/9/2021	9/9/21 - JV Football vs Calabasas HS Line Judge	81.00
Clayton, Mark	15715	9/9/2021	9/9/21 - JV Football vs Calabasas HS REF	83.00
Abdon Rosales	15716	9/9/2021	Gardening Service for Shoup 08-2021	1,175.00
National Speech & Debate Association	15717	9/9/2021	9/11-9/13/2021 446868 Speech Season Opener Student Entry Fees	160.00
Daniel Chang	15718	9/9/2021	9/21 ECR-202109 Monthly Consulting Charges	2,680.00
LADWP	15719	9/10/2021	21-Aug 6958788886 Shoup Utilities	5,815.37
City of Los Angeles Fire Dept. - CUPA	15720	9/10/2021	inv IN0317007 Fiscal Year: 2021/2022 Permits	1,849.00
Allied Private Investigations & Security Services, LLC	15721	9/10/2021	INV ELC 1014 Security Services 08/07/21	412.50
Yedor, Allison	15722	9/10/2021	Subscription Reimbursement	149.00
Bob Powers	15723	9/10/2021	9/10/21 - Varsity Football vs Calabasas HS Lines Judge	89.00
Owen Seiver	15724	9/10/2021	9/10/21 - Varsity Football vs Calabasas HS Back Judge	89.00
Kirk A West	15725	9/10/2021	9/10/21 - Varsity Football vs Calabasas HS Linesman	89.00
Robert Dinlocker	15726	9/10/2021	9/10/21 - Varsity Football vs Calabasas HS Umpire	89.00
Mark Millsom	15727	9/10/2021	9/10/21 - Varsity Football vs Calabasas HS REF	91.00
Los Angeles Cable Television Access Corp.	15728	9/10/2021	Livestream football game 9/10/21 - COVID 19	2,500.00
Herff Jones LLC	15729	9/10/2021	2730747 College office graduation cords 20-21 credit pending complete	4,240.53
T-Mobile US, Inc.	15730	9/13/2021	21-Sep 969604280 - WIFI Student Hot Spots	400.00
Kirk A West	15731	9/14/2021	9/14/21 Girls Volleyball vs Granada Hills CHS REF	148.00
David Musso	15732	9/14/2021	9/14/21 Girls Volleyball vs Granada Hills CHS Official	138.00
WGY Solutions LLC	15733	9/14/2021	INV ECR08-21 Network Engineering Services August 2021	2,400.00

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Academic Evaluation/ American Scholastic Mathematics Assn	15734	9/14/2021	INV 056MA-21 Math Contests (ASMA)	100.00
Daniel Chang	15735	9/15/2021	7/21 INV ECR-202108 Monthly Consulting Charges- Reissue Lost ck#32245	1,040.00
Garcia, Grecia	15736	9/15/2021	Reissue of stale payment 500379	44.49
Garcia, Grecia	15737	9/15/2021	04-15-2020 Payroll Reissue of stale check 500429	40.44
Los Angeles County Tax Collector	15738	9/15/2021	2021 Unsecured Property Tax Penalty	123.93
Hardwoods Specialty Products US LP	15739	9/20/2021	Acct ELC1516001 Wood for students (Woodshop Class)	6,338.84
Woodbridge High School	15740	9/20/2021	INV 1253407 Cross Country Invitational Fee	410.00
Friedberg, Jacob	15741	9/20/2021	Wood Shop Safety Glasses	260.68
Erez Ozeri	15742	9/20/2021	2021-09 stolen item refund	120.45
Spencer, Samantha	15743	9/21/2021	English novels	90.17
Jose L Garcia	15744	9/21/2021	INV 0002 Hand Sanitizer	600.00
U.S. Bank National Association	15745	9/22/2021	21-AUGUST 6539 Credit Card Charges	26,614.04
Gregory W Smith	15746	9/22/2021	9/22-9/23 Tuning Planos	435.00
Choi, Eric	15747	9/23/2021	Soccer Equipment	293.46
Ramirez, Billy	15748	9/24/2021	Girls Golf Green Fees	82.00
Ramirez, Billy	15749	9/24/2021	Girls Golf Green Fees	56.00
Royal High Band Boosters	15750	9/23/2021	Field Tournament 10/16/2021	325.00
Mackenna K Daum	15751	9/24/2021	INV 100 Science Test for ACADECA	250.00
Collin Origer	15752	9/24/2021	INV 9 Science Quizzes/ Tests ACADECA	500.00
Ayan Ahmed	15753	9/24/2021	INV 200 Economics tests	250.00
Hart High Music Boosters	15754	9/24/2021	10/30/21 34th marching band annual rampage field tournament entry fees	350.00
SVHS Music Boosters	15755	9/24/2021	11/06/21 52nd marching band annual field tournament entry fees	325.00
Tiffany Fraser	15756	9/27/2021	9/21/21 Mealtime Refund	46.50
Gregg Edler	15757	9/27/2021	9/21/21 Mealtime Refund	28.00
Erick Duran	15758	9/27/2021	9/21/21 Mealtime Refund	38.50
Samiye Braszel	15759	9/27/2021	9/21/21 Mealtime Refund	10.50
Karen Barnato	15760	9/27/2021	9/21/21 Mealtime Refund	11.00
Anthony Antonello	15761	9/27/2021	9/21/21 Mealtime Refund	10.00
Amy Anderson	15762	9/27/2021	9/21/21 Mealtime Refund	84.00
Clark Pest Control	15763	9/28/2021	07/21 INV 28639231 Pest Control on Shoup	77.00
Chartwells Division Services	15764	9/28/2021	08/21 Cafeteria Services INV 4034900114	53,141.61
Cory Wiener	15765	9/27/2021	9/2/21-9/10/21 Football Official	210.00
Marie Frazier	15766	9/27/2021	9/28/21 Girls Volleyball vs Birmingham CCHS Officials	138.00
Michelle Harris	15767	9/27/2021	9/29/21 Girls Volleyball vs Birmingham CCHS REF Michelle Harris	148.00
Karl Weingartner	15768	9/28/2021	9/30/2021 Girls Volleyball Officials	148.00
SJM Industrial Radio	15769	9/28/2021	254615 Radio equipment required for Graduation	1,149.76
LAUSD - Maintenance & Operations	15770	9/28/2021	Accrued-Facilities M & O Services performed at ECRCHS Q3 FY 2021 Partial Payment	27,562.66
LAUSD - Maintenance & Operations	15771	9/28/2021	Accrued-Facilities M & O Services performed at ECRCHS Q2 FY 2021 Paid In Full	46,693.12
Monte Murray	15772	9/28/2021	6/7/21 - Softball vs Legacy HS Bases (Reissue of ck#15501)	80.00
LAUSD - Maintenance & Operations	15773	9/28/2021	Accrued-Facilities M & O Services performed at ECRCHS Q2 FY 2021 Paid In Full	25,518.60
Pramwatee Miller	15774	9/29/2021	9/21/21 Mealtime Refund	25.50

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Marcella Lightfoot	15775	9/29/2021	9/21/21 Mealtime Refund	63.00
Kevin Godoy	15776	9/29/2021	9/3/21, 9/10/21 - Varsity Football EMT/Medic Coverage	200.00
Hart High School	15777	9/29/2021	Varsity Softball 2022 Hart Tournament Fee	485.00
Yuriy Nilan	15778	9/29/2021	9/21/21 Mealtime Refund	18.00
Kara Adame	15779	9/29/2021	9/21/21 Mealtime Refund	28.00
Crescenta Valley HS Baseball	15780	9/30/2021	2022 Babe Herman Tournament Fee	560.00
Providence High School	15781	9/30/2021	Tournament Fee - 10/9/21 JV Girls Volleyball Karri Kirsch JV Classic	250.00
Robert Knight	15782	9/30/2021	9/21/21 Mealtime Refund	34.50
Irina Incs	15783	9/30/2021	9/21/21 Mealtime Refund	10.00
Fred Turner	15784	9/30/2021	9/30/21 Girls Volleyball Officials	138.00
Choi, Eric	15785	9/30/2021	Soccer balls	337.37
The Master's University and Seminary	15786	9/30/2021	9/25/2021 Cross Country Invitational Fee	600.00
Amy Hanun	15787	9/30/2021	9/21/21 Mealtime Refund	20.00
Donna Nilson	15788	9/30/2021	9/21/21 Mealtime Refund	21.50
Donna Nilson	15789	9/30/2021	9/21/21 Mealtime Refund	39.00
Houghton Mifflin Harcourt	15790	9/30/2021	INV 955346521 Math dept textbooks	27,400.00
Catherine Shanks	15791	9/30/2021	9/21/21 Mealtime Refund	25.00
Michael Sobetzko	15792	9/30/2021	9/21/21 Mealtime Refund	41.00
Linda Rust	15793	9/30/2021	9/21/21 Mealtime Refund	55.00
Tri-County Forensic League	15794	9/30/2021	Entries in 3/6/21 Varsity Congress-Student Event (Reissue ck#15197)	105.00
Russell, Richard	15795	9/30/2021	Reimbursement for Goalie Chest Pads (Reissue of ck#15441)	218.98
International Cultural Exchange Service (ICES)	15796	9/30/2021	9/20/21 Tuition Refund (Alessandro Konrad Tosto)	12,500.00
1219 Jun Reichl	15797	9/30/2021	12-15-2020 Payroll - STRS 19-20 Excess Contr.	121.92
Brandon Stephens	15798	9/30/2021	12-15-2020 Payroll - STRS 19-20 Excess Contr.	82.04
Spectrum 5691	32303	9/8/2021	08/21 Inv# 7785691082221 Acct# 8448 20 001 7785691 Fiber backup line	1,185.00
Vanessa Nyblom	32304	9/8/2021	09032021 Textbook Refund	139.00
Brooks Transportation Inc.	32305	9/9/2021	INV16267 Athletics Transportation 8/16/2021	2,275.00
U.S. Bank Equipment Finance	32306	9/9/2021	8/21/21-9/20/21 INV# 451659809 Copiers Shoup	869.65
SoCalGas	32307	9/9/2021	7/23/21-8/23/21 Gas Charges for Shoup Acct 163 513 3769 2	20.31
Home Depot U.S.A., Inc. (The Home Depot Pro)	32308	9/9/2021	INV Custodial request - Rubber mats for Covid - 19	490.56
All American Sports Corp. (Riddell/All American)	32309	9/10/2021	INV 951406781 Annual helmets & Shoulder pads	10,916.62
The Shredders	32310	9/10/2021	INV CINV-006729 Shredding 08/21	96.00
Law Offices of Young, Minney & Corr, LLP	32311	9/10/2021	08/2021 Legal Services INV 72696	8,894.28
Yantzer brothers heating and air inc	32312	9/11/2021	INV 327-1 AC Repair Shoup Campus	5,353.28
U.S Bank PARS Account #6746022400	32313	9/14/2021	#6746022400 PARS Contributions for August 2021	403.30
Allied Private Investigations & Security Services, LLC	32314	VOID 9/14/2021	VOID	412.50
Kendall Hunt Publishing Company	32315	9/14/2021	inv 12753615 Alt Ed Math Textbooks	1,409.75
AT&T Business Service	32316	9/14/2021	08/21 - AN 051 933 37 92 001 LD Charges Main Fax REF#8187109023	44.63
Department of Toxic Substances Control	32317	9/14/2021	2021 EPA ID Verification Fee VQ# 202115518	225.00
ICON School Management	32318	9/14/2021	09/21 INV# 804 Charter School Consulting	8,000.00
UTLA	32319	9/14/2021	08/21 Union Dues Certificated	13,812.29

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AFSCME District Council 36	32320	9/14/2021	08/21 Union Dues	2,169.20
Kendall Hunt Publishing Company	32321	9/13/2021	Inv 12759599 Alt Ed Math Textbooks	1,486.38
Houghton Mifflin Harcourt	32322	9/15/2021	955346521 Math Textbooks Grades 9-12	55,780.12
Judy McLean	32323	9/15/2021	INV 3125 Payroll Services 07/2021	2,162.50
Canon Financial Services, Inc.	32324	9/14/2021	Lease buyout for copier in the media center Inv27316577	6,730.00
California Print Company	32325	9/15/2021	INV 10701 Girls Volleyball Shirts	388.79
Healy Awards	32326	9/15/2021	INV045201 Helmet Decals for Season 2021	1,161.63
The Print Spot	32327	9/15/2021	INV# 4281 Reprint of 2021 Graduation Programs	65.80
Yantzer brothers heating and air inc	32328	9/14/2021	I-528-1 Buildings and Grounds Services	1,022.31
Lorman Education Services	32329	9/15/2021	INV 3707921-1 Webinar trainings for Accounting and Payroll updates 2021-22	3,839.00
Brooks Transportation Inc.	32330	9/15/2021	INV 16310 Athletics Transportation	1,455.00
SJM Industrial Radio	32331	9/15/2021	INV 254726 Replacement batteries for radios	1,174.76
Insight Public Sector Inc	32332	9/15/2021	INV 1100862298 Scanners for covid testing	1,679.99
Extra Mile Timing / Corr-Robinett, Scott	32333	9/15/2021	INV 224 Finals Cross Country Services	135.40
The Print Spot	32334	9/15/2021	INV 4463 Business Cards for Counseling Office 1 & 2	780.45
Real Charter HS Charles Schwab & Co, Inc. 2563-4428	32335	9/16/2021	09/21 403(B) Plan 2563-4428 Charles Schwab	150.00
Allied Private Investigations & Security Services, LLC	32336	9/16/2021	INV ELC 1015 Covid Testing Security Officers	1,112.50
The Print Spot	32337	9/16/2021	INV 4495 Administrative Directors Business Cards	357.80
FedEx	32338	9/16/2021	7/21/21 FedEx Express Services	19.38
Real Charter HS Charles Schwab & Co, Inc. 2563-4428	32339	9/16/2021	08/21 403(B) Plan 2563-4428 Charles Schwab	7,006.82
FedEx	32340	9/16/2021	8/16/21 FedEx Express Services	229.15
Carolina Biological Supply Co.	32341	9/16/2021	51458004 RI - PLTW HBS Supplies	89.31
LACOE, Los Angeles County Office of Education	32342	9/16/2021	Inv 64302 AVID implementation	4,000.00
Chartwells Division Services	32343	9/17/2021	INV 4034900113 Teacher Orientation Breakfast Meetings 8/4-8/6	3,219.30
Taft Charter High School Student Body	32344	9/21/2021	Permit for use LA Community College District CIF-LA West Valley League Meets	440.48
Spectrum 5691	32345	9/21/2021	7/22/21-8/21/21 Inv#7785691072221 Acct# 8448 20 001 7785691 Fiber backup line	1,185.00
National Speech & Debate Association	32346	9/22/2021	*2604 NSDA -HS Annual Membership Dues/ Team Resource Package/ Coach NFHS Membe	282.00
Brooks Transportation Inc.	32347	9/21/2021	Athletics Budget - Transportation Week of 8/23/21	1,765.00
National Speech & Debate Association	32348	9/22/2021	INV 448853 Jack Howe Memorial Tournament Student Entry Fees 9/18-9/20	75.00
BSN Sports LLC	32349	9/21/2021	Inv 912032115 Game Balls	550.27
AT&T 0810	32350	9/22/2021	21-Sept 818 716-0810 246	180.95
Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc.	32351	9/21/2021	2021-2022 Student Accident Insurance Policy#SB21CCCA-P-052819	10,728.00
Child and Family Guidance Center	32352	9/22/2021	07/21 Special Ed Services Northpoint	3,179.30
AP fbo EdLogical Group Corp	32353	9/23/2021	INV 91359490 Special Ed Services	3,420.00
AT&T (CALNET)	32354	9/23/2021	7/20/21-8/19/21 INV#000016931033 BAN#9391080024 Phone Line	24.22
Canon Financial Services, Inc.	32355	9/23/2021	8/20/21-9/19/21 Equipment Leases	2,734.76
AT&T (CALNET)	32356	9/22/2021	7/20/21-8/19/21 INV# 000016931037 BAN#9391080076 Phone Line	100.92
Brooks Transportation Inc.	32357	9/23/2021	INV 16286 NJROTC field trip on 8-28-21	735.00
AT&T 8815	32358	9/23/2021	21-Sept 818 884-8815 516	228.51
AT&T (CALNET)	32359	9/23/2021	7/20/21-8/19/21 INV#000016787620 BAN#9391080026 Phone Line	105.37
AT&T (CALNET)	32360	9/23/2021	7/20/21-8/19/21 INV# BAN#9391080076 Phone Line	25.89

Check Register
Account: 1796 AP

El Camino Real HS

Sept 2021

Grand Total: \$ 720,151.34

AT&T 6340	32361	9/23/2021	21-Sept 818 888-6340 249	180.95
Yantzer brothers heating and air inc	32362	9/23/2021	Inv 101893 B&G Services	6,120.00
Department of Justice (State of CA)	32363	9/23/2021	08/21 inv 532930 Fingerprint Apps	192.00
Home Depot U.S.A., Inc. (The Home Depot Pro)	32364	9/23/2021	INV 640081204 Custodial request - Rubber mats for Covid - 19	1,611.84
AT&T 9221	32365	9/23/2021	21-Sept 818 887-9221 130	360.03
Southern California News Group	32366	9/23/2021	08/21 Daily News Print Marketing	1,745.00
Sunbelt Controls, Inc	32367	9/25/2021	INV 5045959 Repairing various ALC issues	1,360.00
Il Systems (Public Agency Retirement Services - PARS)	32368	9/27/2021	INV 48799 PARS ARS Fees Plan A5 - ARS11A 07/21	351.36
Allied Private Investigations & Security Services, LLC	32369	9/28/2021	INV ELC 1016 Security Services 8/16-8/31/21	28,878.13
AP fbo EdLogical Group Corp	32370	9/28/2021	7/21 Paraprofessional Tutors Services 91359489	16,282.51
Epic Sports, Inc.	32371	9/28/2021	inv 5644123 Nets - Girls Soccer Budget	582.97
Allied Private Investigations & Security Services, LLC	32372	9/29/2021	INV ELC 1017 Security Services 8/16-8/31/21	6,843.75
Project Lead The Way, Inc.	SPACH386	9/6/2021	INV 304122 Lab Notebooks/journals	114.98
Project Lead The Way, Inc.	SPACH387	9/6/2021	INV 304347 Supplies for Science Class	4,060.26
DLL Financial Services, Inc.	SPACH388	9/6/2021	INV 73559945 Copier Lease Contract 25426256	972.77
Mixtus Inc dba Mustang Marketing	SPACH389	9/8/2021	9779-0 Marketing services 6/21	2,000.00
Smart & Final	SPACH390	9/9/2021	ACH ElCaminoRealCharterHighSchool 512005 5120050006201 \$168.58	168.58
Smart & Final	SPACH391	9/9/2021	ACH ElCaminoRealCharterHighSchool 512005 5120050001506 \$427.36	427.36
Kelly Services, Inc.	SPACH392	9/9/2021	Substitutes through 5/31-6/25 Inv#465838	2,156.58
Mixtus Inc dba Mustang Marketing	SPACH393	9/10/2021	INV 9829-0 Marketing services 09/21	2,000.00
Nettime Solutions LLC	SPACH394	9/10/2021	08/21 INV 122981 stratustime Monthly Subscription	50.00
Vista Paint Corporation	SPACH395	9/11/2021	INV 2021-117055-00 Maintenance Supplies	294.82
ORACLE Enterprises	SPACH396	9/11/2021	1151660 Workflow implementation Sandbox Environment	795.30
Piece of Mind Care Services	SPACH397	9/14/2021	INV 00000101 Continuation School Services 08/2021	2,187.50
Amazon Capital Services	SPACH398	9/14/2021	Invoice 1TGK-NNRL-KPGK AP Office supplies	919.46
Kelly Services, Inc.	SPACH399	9/14/2021	Substitutes through 8/09-3/13 Inv#489380	18,816.65
IXL Learning	SPACH400	9/15/2021	INV S412057 IXL renewal for math intervention and independent studies	3,450.00
Vista Paint Corporation	SPACH401	9/15/2021	inv2021-154434-00 Supplies	412.32
Inspire Communication, Inc	SPACH402	9/16/2021	INV EC2021831 Speech-Language Services	15,873.75
Self Insured Schools of California	SPACH403	9/16/2021	CBR 2021-08-31 El Camino FSA	4,472.35
Xerox Financial Services	SPACH404	9/23/2021	08/31-09/29 Equipment Lease-Contract 010-0077477-001	1,058.12
Amazon Capital Services	SPACH405	9/23/2021	inv 17JK-9HJD-JCHG Classroom Fans used for Air Circulation Covid 19	4,522.36
SHI International Corp	SPACH406	9/24/2021	INV B14012960 Adobe Creative Cloud and Adobe Sign annual renewal	8,942.10
SHI International Corp	SPACH407	9/24/2021	INV B14000787 Pallet Pick up Fees	464.00
Piece of Mind Care Services	SPACH408	9/25/2021	INV 00000100 Students Support Services 08/21	94,227.70
Xerox Financial Services	SPACH409	9/27/2021	09/21 Equipment Lease-Contract 010-0077477-003	90.35
Amazon Web Services	SPACH410	9/27/2021	inv 839238029 08/21 AWS monthly subscription JAugust 2021	2,383.96
Spectrum Enterprise 4201	SPACH411	9/27/2021	09/21 Inv# 086084201090121Acct#086084201 Enterprise Fiber line	899.00
Amazon Capital Services	SPACH412	9/27/2021	inv 1L73-3YRL-NCCX Supplies for SPED - Ms. Guenther	4,568.74
ive Communications, Inc. (LogMeIn Communications)	SPACH413	9/27/2021	09/21 inv IN7100544921 VOIP Phone system	2,650.29
Xerox Financial Services	SPACH414	9/28/2021	08/28-09/27 Equipment Lease-Contract 010-0077477-002	80.57

Check Register
Account: 1796 AP

El Camino Real HS
Sept 2021

Amazon Capital Services SPACH415
Kelly Services, Inc. SPACH416
Amazon Capital Services SPACH417

9/29/2021
9/29/2021
9/30/2021

INV 1L73-3YRL-K19K Health Office Supplies
Substitutes through 8/16-8/27/21 Inv#495599
Inv# 1TMJ-L6P1-JJ79 Classroom Supplies

Grand Total: \$ 720,151.34

138.89
11,301.29
163.81

**ECRCHS
VENDOR COMPARISON
2021-2022**

VENDOR	Sep-21	Fiscal YTD Total
117942 - Malmeth, Zevy : Hana Malmeth	\$ 25.00	\$ 25.00
1219 Jun Reichl	121.92	121.92
Abdon Rosales	1,175.00	3,175.00
Accrediting Commission for Schools	1,560.00	1,560.00
Afolabi, Muideen	81.00	81.00
AFSCME District Council 36	2,169.20	3,968.40
All American Sports Corp. (Riddell/All American)	10,916.62	18,255.77
Allied Private Investigations & Security Services, LLC	37,659.38	99,612.52
Amazon Capital Services	10,313.26	31,084.48
Amazon Web Services	2,383.96	9,406.70
American Scholastic Evaluation/ American Scholastic Mathematics	100.00	100.00
Amy Anderson	84.00	84.00
Amy Hanun	20.00	20.00
Anthony Antonello	10.00	10.00
AP fbo EdLogical Group Corp	19,702.51	21,956.51
Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc.	10,728.00	10,728.00
AT&T (CALNET)	256.40	486.25
AT&T 0810	180.95	361.82
AT&T 6340	180.95	542.79
AT&T 8815	228.51	686.29
AT&T 9221	360.03	1,079.97
AT&T Business Service	44.63	134.43
Ayan Ahmed	250.00	250.00
Beven Grossman	81.00	81.00
Bob Powers	89.00	89.00
Brandon Stephens	82.04	82.04
Brooks Transportation Inc.	6,230.00	10,335.00
BSN Sports LLC	550.27	5,811.85
California Print Company	388.79	388.79
Canon Financial Services, Inc.	9,464.76	14,934.28
Carolina Biological Supply Co.	89.31	89.31
Catherine Shanks	25.00	25.00
Chartwells Division Services	56,360.91	96,829.53
Child and Family Guidance Center	3,179.30	14,008.70
Choi, Eric	630.83	630.83
City of Los Angeles Fire Dept. - CUPA	1,849.00	1,849.00
Clark Pest Control	77.00	77.00
Clayton, Mark	83.00	83.00
Collin Origer	500.00	500.00
Cory Wiener	210.00	210.00
Crescenta Valley HS Baseball	560.00	560.00
Daniel Chang	3,720.00	3,720.00
David Musso	138.00	138.00
Department of Justice (State of CA)	192.00	672.00
Department of Toxic Substances Control	225.00	225.00
DLL Financial Services, Inc.	972.77	1,966.41
Donna Nilson	60.50	60.50
Educatus International (Attn Paul McLaughlin)	23,975.00	23,975.00
Epic Sports, Inc.	582.97	582.97
Erez Ozeri	120.45	120.45
Erick Duran	38.50	38.50
Extra Mile Timing / Corr-Robinett, Scott	135.40	135.40
FedEx	248.53	331.23
Fred Turner	138.00	138.00
Friedberg, Jacob	260.68	260.68
Garcia, Grecia	84.93	84.93
Gerry Schipper	81.00	81.00

**ECRCHS
VENDOR COMPARISON
2021-2022**

VENDOR	Sep-21	Fiscal YTD Total
Gill Correa	91.00	91.00
Gregg Edler	28.00	28.00
Gregory W Smith	435.00	435.00
Hardwoods Specialty Products US LP	6,338.84	6,338.84
Hart High Music Boosters	350.00	350.00
Hart High School	485.00	485.00
Healy Awards	1,161.63	1,161.63
Herff Jones LLC	4,240.53	4,429.85
Home Depot U.S.A., Inc. (The Home Depot Pro)	2,102.40	3,013.44
Houghton Mifflin Harcourt	83,180.12	84,724.61
ICON School Management	8,000.00	24,000.00
Insight Public Sector Inc	1,679.99	1,679.99
Inspire Communication, Inc	15,873.75	20,888.75
International Cultural Exchange Service (ICES)	12,500.00	12,500.00
Irina Incs	10.00	10.00
IXL Learning	3,450.00	5,200.00
Jeremy Jones	170.00	170.00
Jive Communications, Inc. (LogMeln Communications)	2,650.29	7,813.67
Joe Rice	89.00	89.00
Jose L Garcia	600.00	600.00
Joseph Twiddy	83.00	83.00
Judy McLean	2,162.50	6,762.50
Kara Adame	28.00	28.00
Karen Barnato	11.00	11.00
Karl Weingartner	148.00	148.00
Karmann Hillman	89.00	89.00
Kelly Services, Inc.	32,274.52	153,930.25
Kendall Hunt Publishing Company	2,896.13	3,463.65
Kevin Godoy	200.00	200.00
Kirk A West	237.00	237.00
LACOE, Los Angeles County Office of Education	4,000.00	4,000.00
LADWP	5,815.37	16,796.74
LAUSD - Maintenance & Operations	53,081.26	53,081.26
Law Offices of Young, Minney & Corr, LLP	8,894.28	17,563.26
Linda Rust	55.00	55.00
Lorman Education Services	3,839.00	3,839.00
Los Angeles Cable Television Access Corp.	2,500.00	10,000.00
Los Angeles County Department of Public Health	197.00	197.00
Los Angeles County Tax Collector	123.93	123.93
Mackenna K Daum	250.00	250.00
Marcella Lightfoot	63.00	63.00
Marie Frazier	138.00	138.00
Mark Millsom	91.00	91.00
Michael Lipton	81.00	81.00
Michael Sobetzko	41.00	41.00
Michelle Harris	148.00	148.00
Mixtus Inc dba Mustang Marketing	4,000.00	10,000.00
Monte Murray	80.00	80.00
National Speech & Debate Association	517.00	1,017.00
Nelson Bae	89.00	89.00
Nettime Solutions LLC	50.00	250.00
ORACLE Enterprises	795.30	795.30
Owen Seiver	89.00	89.00
Phase II Systems (Public Agency Retirement Services - PARS)	351.36	1,045.96
Piece of Mind Care Services	96,415.20	122,157.27
Pramwatee Miller	25.50	25.50
Project Lead The Way, Inc.	4,175.24	6,575.24

**ECRCHS
VENDOR COMPARISON
2021-2022**

VENDOR	Sep-21	Fiscal YTD Total
Providence High School	250.00	500.00
Ramirez, Billy	230.00	230.00
Rayzor, Megan	166.19	166.19
Robert Dinlocker	89.00	89.00
Robert Knight	34.50	34.50
Royal High Band Boosters	325.00	325.00
RPS El Camino Real Charter HS Charles Schwab & Co, Inc.		
2563-4428	7,156.82	14,463.64
Russell, Richard	218.98	218.98
Samiye Braszel	10.50	10.50
Self Insured Schools of California	4,472.35	14,575.94
SHI International Corp	9,406.10	470,992.85
SJM Industrial Radio	2,324.52	8,095.84
Smart & Final	595.94	1,453.44
SoCalGas	20.31	62.34
Southern California News Group	1,745.00	3,495.00
Spectrum 5691	2,370.00	4,740.00
Spectrum Enterprise 4201	899.00	2,697.00
Spencer, Samantha	90.17	90.17
Sunbelt Controls, Inc	1,360.00	1,360.00
SVHS Music Boosters	325.00	325.00
Taft Charter High School Student Body	440.48	440.48
The Master's University and Seminary	600.00	600.00
The Print Spot	1,204.05	11,040.97
The Shredders	96.00	284.00
Tiffany Fraser	46.50	46.50
T-Mobile US, Inc.	400.00	1,200.00
TPRS Publishing, Inc. dba Fluency Matters	1,512.00	1,512.00
Tri-County Forensic League	105.00	150.00
U.S Bank PARS Account #6746022400	403.30	750.48
U.S. Bank Equipment Finance	869.65	2,608.95
U.S. Bank National Association	26,614.04	36,984.42
UTLA	13,812.29	26,368.12
Vanessa Nyblom	139.00	139.00
Velarde, Enrique	81.00	81.00
Vista Paint Corporation	707.14	1,219.35
WGY Solutions LLC	2,400.00	7,200.00
Woodbridge High School	410.00	410.00
Xerox Financial Services	1,229.04	1,661.23
Yantzer brothers heating and air inc	12,495.59	19,355.60
Yedor, Alison	174.17	1,840.27
Yuriy Nilan	18.00	18.00
Grand Total	\$ 720,151.34	\$ 2,766,348.39

Check Register
Account: 1826 ASB

El Camino Real HS
Sept 2021

Grand Total: \$41,650.00

Name	Check Number	VOID	Date	Memo	Amount	Period
Team Play Events	1676		9/3/2021	Deposit for Senior Picnic	\$ 500.00	Sep 2021
First Class Events	1677		9/13/2021	Homecoming Deposit Fall 2021- taken from ASB trust	5,000.00	Sep 2021
BSN Sports LLC	1678		9/15/2021	Uniforms - Girls Volleyball Trust	886.79	Sep 2021
BSN Sports LLC	1679		9/15/2021	inv 912909899 Coaches Gear - Boys Volleyball Trust	427.56	Sep 2021
AKD Ink/AKidzdream Inc	1680		9/15/2021	inv 33342 Polo and Pullover - Girls Golf Trust	1,023.85	Sep 2021
Team Play Events	1681		9/20/2021	210920 Remainder of 2021 Senior Picnic Balance	11,514.74	Sep 2021
Choi, Eric	1682		9/20/2021	Girls Soccer Bags	1,574.82	Sep 2021
U.S. Bank National Association	1683		9/22/2021	21-August 6539 Credit Card Charges - TRUST	98.45	Sep 2021
Winning Edge Cross Fit	1684	VOID	9/27/2021	INV 1015 35 Baseball Training Sessions	7,000.00	Sep 2021
Wyatt, Joe	1685		9/24/2021	ECR Boys Basketball Tournament	450.00	Sep 2021
Deny Sportswear	1686		9/24/2021	inv 1427 Game Day Shirts - Boys Soccer Trust	1,608.23	Sep 2021
Deny Sportswear	1687		9/29/2021	inv 1428 championship tees - Girls Lacrosse Trust	655.58	Sep 2021
Winning Edge Cross Fit	1688		9/30/2021	Inv 1017 Softball Training	3,200.00	Sep 2021
Winning Edge Cross Fit	1689		9/30/2021	INV 1015 35 Baseball Training Sessions (Re issue for CK#1684)	7,000.00	Sep 2021
Jennifer Smith	1690		9/30/2021	INV 5 After School Instruction (Reissue of ck#32141)	200.00	Sep 2021
Jennifer Smith	1691		9/30/2021	INV 3 After school band instruction (Reissue ck#1618)	400.00	Sep 2021
Solupay Merchant			9/8/2021	xx4210 Merchant Processing Fees	54.99	Sep 2021
Solupay Merchant			9/8/2021	xx4210 Merchant Processing Fees	54.99	Sep 2021

Coversheet

Review and Vote on September 2021 Credit Card Charges

Section: II. Consent
Item: G. Review and Vote on September 2021 Credit Card Charges
Purpose: Vote
Submitted by:
Related Material: September 2021 Credit Card Statement.pdf



P.O. BOX 6343
FARGO ND 58125-6343



ACCOUNT NUMBER 4866 9145 5552 6539
STATEMENT DATE 09-27-2021
AMOUNT DUE \$51,714.91
NEW BALANCE \$51,714.91
 PAYMENT DUE ON RECEIPT

000001365 01 SP 106481397427725 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 005171491 005171491

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	\$26,712.49	\$25,029.37	\$0.00	\$0.00	\$0.00	\$26.95	\$0.00	\$51,714.91

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
GREGORY WOOD 4866-9133-3444-7280				
		CREDITS	PURCHASES	CASH ADV
		\$0.00	\$2,755.00	\$0.00
				TOTAL ACTIVITY
				\$2,755.00
DAVID HUSSEY 4866-9137-0062-2540				
		CREDITS	PURCHASES	CASH ADV
		\$26.95	\$22,274.37	\$0.00
				TOTAL ACTIVITY
				\$22,247.42
09-21	09-20	24391211264286399905831	UCLA EXTENSION CASHIER 303-794-0534 CA	995.00
09-21	09-20	24391211264286399905864	UCLA EXTENSION CASHIER 303-794-0534 CA	995.00
09-21	09-20	24391211264286399905989	UCLA EXTENSION CASHIER 303-794-0534 CA	765.00
08-26	08-25	24431061237083069843383	TARGET.COM * 800-591-3869 MN	21.95
08-26	08-25	24431061237083069928416	TARGET.COM * 800-591-3869 MN	26.95
08-26	08-26	24431061238083037609105	TARGET.COM * 800-591-3869 MN	21.95
08-27	08-27	74431061239083002907215	TARGET.COM * 800-591-3869 MN	26.95 CR
08-27	08-27	24431061239083049852486	TARGET.COM * 800-591-3869 MN	21.95
08-27	08-27	24431061239083049853617	TARGET.COM * 800-591-3869 MN	21.95

CUSTOMER SERVICE CALL

800-344-5696

ACCOUNT NUMBER

4866-9145-5552-6539

ACCOUNT SUMMARY

PREVIOUS BALANCE	26,712.49
PURCHASES & OTHER CHARGES	25,029.37
CASH ADVANCES	.00
CASH ADVANCE FEES	.00
LATE PAYMENT CHARGES	.00
CREDITS	26.95
PAYMENTS	.00
ACCOUNT BALANCE	51,714.91

STATEMENT DATE

09/27/21

DISPUTED AMOUNT

.00

AMOUNT DUE

51,714.91

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



Company Name: EL CAMINO REAL CHS
Corporate Account Number: 4866 9145 5552 6539
Statement Date: 09-27-2021

NEW ACTIVITY

Post Date	Tran Date	Reference Number	Transaction Description	Amount
08-30	08-28	74208471240000013224702	YOU CAN BOOK.ME BEDFORD	70.00
08-31	08-31	24431061243083058660634	TARGET.COM * 800-591-3869 MN	21.95
08-31	08-31	24431061243083058660642	TARGET.COM * 800-591-3869 MN	21.95
09-02	09-01	24692161244100448756087	WWW COSTCO COM 800-955-2292 WA	120.00
09-02	09-02	24692161245100859494110	AGUAVIDA PREMIUM WATER 747-444-9637 CA	293.32
09-03	09-02	24692161245100518059403	WWW COSTCO COM 800-955-2292 WA	389.97
09-03	09-03	24692161246100854182016	WWW COSTCO COM 800-955-2292 WA	495.99
09-06	09-03	24164071246091017140282	TARGET 00002287 WEST HILLS CA	45.30
09-06	09-03	24492151246852588061493	AVENTRI EVENT REG 203-403-9470 CT	90.00
09-06	09-03	24906411246129466011710	FS *CERBERUS 877-3278914 CA	1,474.00
09-06	09-04	24910591247700472868210	DIGICERT INC DIGICERT.COM/ UT	399.00
09-10	09-09	74987501252000370027751	PRUSA RESEARCH PRAGUE	2,225.99
09-13	09-10	24011341254000001540358	WISESTAMP.COM HTTPSWWW.WISE DE	2,500.00
09-13	09-11	24164071255105361330014	STAPLES DIRECT 800-3333330 MA	251.84
09-13	09-11	24164071255105361337233	STAPLES DIRECT 800-3333330 MA	503.68
09-13	09-12	24204291255000255647548	MAILCHIMP 000-0000000 GA	185.00
09-13	09-11	24692161254100705526147	FLINN SCIENTIFIC INC 800-452-1261 IL	3,202.88
09-13	09-09	24943011253010179013131	THE HOME DEPOT #6632 WOODLAND HLS CA	719.42
09-13	09-10	24943011254010184051463	HOMEDEPOT.COM 800-430-3376 GA	650.43
09-13	09-11	24943011255010192220505	HOMEDEPOT.COM 800-430-3376 GA	313.65
09-15	09-14	24692161257100130843957	NBF OFFICEFURNITURE 800-933-0053 WI	7,372.28
09-16	09-16	24692161259100444526007	CALIFORNIA CONSORTIUM 916-521-1136 CA	325.00
09-23	09-22	24137461266600204236323	USPS.COM CLICKSHIP 800-344-7779 DC	38.55
09-27	09-23	24393491267007298445296	CONCORD THEATRICALS CORP. NEW YORK NY	449.42

Department: 00000 Total: \$25,002.42
 Division: 00000 Total: \$25,002.42

Coversheet

September 2021 Financial Update

Section: III. Financial
Item: A. September 2021 Financial Update
Purpose: Discuss
Submitted by:
Related Material: Sep '21 Financial Board Report.pdf
21.09.27 - CalCRD Recap.pdf

El Camino Real Charter High School



FINANCIAL REPORT AS OF: SEPTEMBER 30, 2021

PROVIDED BY: ICON School Management



BALANCE SHEET

Description	Actual September 2021	Prior September 2020	\$ Change to Prior	% Change
ASSETS				
Current Assets				
Cash	\$ 21,616,467	\$ 11,344,112	\$ 10,272,355	90.55%
Investments	7,329,391	6,002,126	1,327,265	22.11%
Accounts Receivable	774,770	3,960,646	(3,185,876)	-80.44%
Store Inventory	87,739	-	87,739	N/A
Prepaid Expenditures (Expenses)	46,958	419,008	(372,050)	-88.79%
Total Current Assets	29,855,325	21,725,892	8,129,433	37.42%
Fixed Assets, Net of Depreciation	6,296,202	6,549,937	(253,735)	-3.87%
Total Assets	\$ 36,151,527	\$ 28,275,829	\$ 7,875,698	27.85%
LIABILITIES & NET ASSETS				
Current Liabilities				
Accounts Payables	\$ 30,477	\$ 125,223	\$ (94,746)	-75.66%
Accrued Liabilities	2,056,732	738,614	1,318,118	178.46%
Deferred Revenue	2,955,347	57,897	2,897,450	5004.49%
Total Current Liabilities	5,042,556	921,734	4,120,822	447.07%
Long-Term Debt	11,384,872	19,715,091	(8,330,219)	-42.25%
Total Liabilities	16,427,428	20,636,825	(4,209,397)	-20.40%
Net Assets				N/A
Economic Uncertainty (3%)	1,302,280	1,142,320	159,960	14.00%
Restricted Net Position	1,204,650	-	1,204,650	N/A
Unrestricted	17,217,169	6,496,684	10,720,485	165.01%
Total Net Assets	19,724,099	7,639,004	12,085,095	158.20%
Total Liabilities & Net Assets	\$ 36,151,527	\$ 28,275,829	\$ 7,875,698	27.85%

- Cash has increased due to 20-21 One-Time Funds, PPP Loan, and 20-21 Deferral Payments
- State overpaid with Deferrals and will reduce revenue for 21-22 (\$2M)
- LT-Debt decreased due to FMV adjustment to OPEB Accounts.
- Restricted Net Position:
 - Lottery - \$233,711
 - ELO - \$733,967
 - ELO PP - \$239,972



CASH FLOW

Description	September 2021	September 2020
OPERATING ACTIVITIES		
Net Income	\$3,651,395.17	\$1,843,227.68
Total Adjustments to Reconcile Net Income to Net Cash provided by operations	(\$2,647,901.82)	(\$2,273,396.41)
Net Cash provided by Operating Activities	1,003,493.35	(430,168.73)
INVESTING ACTIVITIES		
Net Cash provided (used) by Investing Activities	\$67,454.48	\$114,576.41
FINANCING ACTIVITIES		
Net Cash provided by Financing Activities	(\$3,080,109.44)	\$4,625,244.00
NET CASH INCREASE (DECREASE) FOR PERIOD	(2,009,161.61)	4,309,651.68
CASH, BEGINNING	\$24,062,189.34	\$7,266,215.06
CASH, ENDING	\$ 22,053,027.73	\$ 11,575,866.74

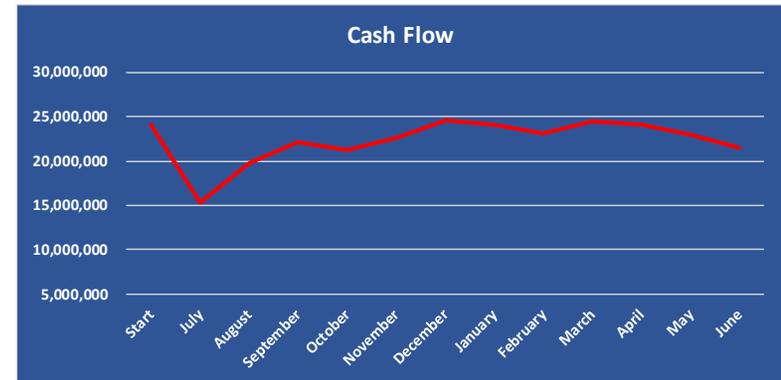
- School received one-time funding in 20-21 as well as PPP Funding



CASH ANALYSIS

- Days of Cash on Hand: 188 (Recommended: 90)

	Sep 2021	Aug 2021
Cash in County Treasury	\$ 11,065,950.07	\$ 10,817,800.87
Fundraising #1287	\$ 604.98	\$ 604.98
PPP Account #1309	3,816,190.75	3,816,139.48
General Account #1761	5,957,026.95	3,898,005.54
A/P Account #1796	247,674.55	411,928.71
ASB Trust #1826	344,631.45	361,536.11
CNB ZBA Account	(41,924.69)	(41,195.45)
US Bank MMA #0851	183,132.94	169,256.42
US Bank OPEB MMA #0852	436,560.69	305,345.16
Petty Cash	500.00	500.00
Undeposited Funds	42,680.04	8,339.34
Total Checking/Savings/CDs	\$ 22,053,027.73	\$ 19,748,261.16



Expected Cash Flow for 2021-2022



PROFIT & LOSS (SUMMARY)

	Adopted Budget 21-22	YTD 2021-22	PYTD 2020-21
REVENUES			
LCFF	\$ 36,897,468	\$ 8,140,169	\$ 7,712,842
Federal	2,129,265	4,466,311	1,122,669
State	3,178,858	155,042	626,758
Local	3,546,274	1,005,210	777,653
FMV Adjustment	-	(29,318)	684,500
	45,751,865	13,737,414	10,924,422
EXPENSES			
Salaries and benefits	32,311,946	7,609,055	7,311,409
Student supplies	2,654,022	1,327,736	690,242
Operating Exp	7,799,765	1,076,419	953,492
Capital Outlay	609,748	72,808	126,051
Other Outgo	33,866	-	-
	43,409,347	10,086,018	9,081,194
NET INCOME (LOSS)	\$ 2,342,518	\$ 3,651,396	\$ 1,843,228
NET INCOME BEFORE FMV ADJ.	\$ 2,342,518	\$ 3,680,714	\$ 1,158,728



PROFIT & LOSS (YTD)

Description	Actual YTD Sep 2021	Prior YTD Sep 2020	\$ Change	% Change
REVENUES				
LCFF Revenues	\$ 8,140,169	\$ 7,712,842	\$ 427,327	5.54%
Federal Revenues	4,466,311	1,122,669	3,343,642	297.83%
State Revenues	155,042	626,758	(471,716)	-75.26%
Local Revenues	1,005,210	777,653	227,557	29.26%
FMV Adjustment	(29,318)	684,500	(713,818)	-104.28%
Total Revenues	13,737,414	10,924,422	2,812,992	25.75%
EXPENDITURES				
Certificated Salaries	4,049,264	3,686,932	362,332	9.83%
Classified Salaries	977,868	876,581	101,287	11.55%
Employee Benefits	2,581,923	2,747,896	(165,973)	-6.04%
Books & Supplies	1,327,736	690,242	637,494	92.36%
Services and Operations	1,076,419	953,492	122,927	12.89%
Capital Outlay	72,808	126,051	(53,243)	-42.24%
Other Outgo	-	-	-	N/A
Total Expenditures	10,086,018	9,081,194	1,004,824	11.06%
NET INCOME (LOSS)	\$ 3,651,396	\$ 1,843,228	\$ 1,808,168	98.10%
NET INCOME BEFORE FMV ADJ.	\$ 3,680,714	\$ 1,158,728	\$ 2,521,986	217.65%

- In-Person Instruction and Sport Activities will incur additional expenses with the re-opening of School
- PPP Loan Forgiven (recorded as Federal Revenue)



BUDGET COMPARISON (YTD)

- Lottery Amounts went from \$150 – Unrestricted / \$49 – Restricted to \$163 – Unrestricted / \$65 – Restricted (more revenue)
- SEF Tax Rate went down from 1.23% to 0.50% (Savings)
- SPED Rates are projected to increase from the \$689 – State/ \$267 – Federal (more revenue)
- Pending Negotiations will affect Salaries for 21-22 FY Budget

Description	Actual Sep 2021	Adopted Budget	% Used
REVENUES			
LCFF Revenues	\$ 8,140,169	\$ 36,897,468	22.06%
Federal Revenues	4,466,311	2,129,265	209.76%
State Revenues	155,042	3,178,858	4.88%
Local Revenues	1,005,210	3,546,274	28.35%
FMV Adjustment	(29,318)	-	N/A
Total Revenues	13,737,414	45,751,865	30.03%
EXPENDITURES			
Certificated Salaries	4,049,264	16,370,172	24.74%
Classified Salaries	977,868	4,169,754	23.45%
Employee Benefits	2,581,923	11,772,020	21.93%
Books & Supplies	1,327,736	2,654,022	50.03%
Services and Operations	1,076,419	7,799,765	13.80%
Capital Outlay	72,808	609,748	11.94%
Other Outgo	-	33,866	0.00%
Total Expenditures	10,086,018	43,409,347	23.23%
NET INCOME (LOSS)	\$ 3,651,396	\$ 2,342,518	155.87%
NET INCOME BEFORE FMV ADJ.	\$ 3,680,714	\$ 2,342,518	157.13%



Department Budgets (4000s)

Approved Textbooks & Core Curricula Materials

Department	Actual Sep 2021	Adopted Budget	% Used
EXPENDITURES			
Alternative Education/ISP	2,054	-	N/A
Business Technology	2,469	4,000	61.73%
Career/Voc Ed/Arts	7,328	5,000	146.56%
English	54,120	73,000	74.14%
Foreign Languages	-	3,000	0.00%
Math	84,590	25,000	338.36%
Social Studies	33,239	35,000	94.97%
Schoolwide	-	30,000	0.00%
Total Expenditures	183,800	175,000	105.03%

- Textbooks and Instructional Materials in certain departments have exceeded budgeted amounts due to the need of purchasing more materials in order to continue higher educational standards

Instructional Materials & Supplies

Department	Actual Sep 2021	Adopted Budget	% Used
EXPENDITURES			
Academic Decathlon	1,500	-	N/A
Academics	186	-	N/A
Administrative	4,294	-	N/A
Alternative Education/ISP	-	8,750	0.00%
Athletics	7,649	1,250	611.92%
Audio, Visual, Performing	664	-	N/A
Boys Basketball	43	-	N/A
Business Technology	-	3,750	0.00%
Career/Voc Ed/Arts	-	2,500	0.00%
Counselling	-	6,750	0.00%
English	75	31,250	0.24%
Foreign Languages	1,512	12,500	12.10%
General Academic	49,393	-	N/A
Health and Life Skills	-	5,000	0.00%
Math	-	21,250	0.00%
Physical Education	-	10,000	0.00%
ROTC	-	2,500	0.00%
STEAM	138	-	N/A
Science	10,977	38,500	28.51%
Social Studies	376	21,250	1.77%
Speech & Debate	442	-	N/A
Special Education	-	55,000	0.00%
Technology	51,010	-	N/A
Schoolwide	-	30,000	0.00%
Visual and Performing Arts	-	22,000	0.00%
Vocational Arts	6,935	-	N/A
Total Expenditures	135,194	272,250	49.66%



OTHER MATTERS

- 2021-2022 1st Interim Budget process has begun. Will review financials every month to continue to monitor 21-22 financial activity.



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

Financial Row	Amount (As of Sep 2021)	Comparison Amount (As of Sep 2020)	Variance	% Variance
ASSETS				
Current Assets				
Bank				
9110 - Cash and County Treasury Account	\$11,065,950.07	\$0.00	\$11,065,950.07	0.00%
9120-100 - ECR Petty Cash	\$500.00	\$0.00	\$500.00	0.00%
9121-1287 - CNB Checking - Fundraising #1287	\$604.98	\$87.95	\$517.03	587.87%
9121-1295 - CNB Checking - LAUSD Account #1295	\$0.00	\$548,910.95	(\$548,910.95)	-100.00%
9121-1309 - CNB Checking - PPP Account #1309	\$3,816,190.75	\$3,815,700.00	\$490.75	0.01%
9121-1761 - CNB Checking - General Account #1761	\$5,957,026.95	\$4,927,253.99	\$1,029,772.96	20.90%
9121-1796 - CNB Checking - A/P Account #1796	\$247,674.55	\$229,812.78	\$17,861.77	7.77%
9122-1826 - CNB Checking - ASB Trust #1826	\$344,631.45	\$317,868.06	\$26,763.39	8.42%
9124-2717 - ECRCHS : CNB ZBA account	(\$41,924.69)	(\$23,805.32)	(\$18,119.37)	76.11%
9135-0851 - US Bank MMA #0851	\$183,132.94	\$0.00	\$183,132.94	0.00%
9135-0852 - US Bank OPEB MMA #0852	\$436,560.69	\$0.00	\$436,560.69	0.00%
9135-3344 - Cetera Investments #3344	\$0.00	\$1,525,886.27	(\$1,525,886.27)	-100.00%
9135-4925 - Cetera OPEB Investments #4925	(\$0.00)	\$231,755.06	(\$231,755.06)	-100.00%
Total Bank	\$22,010,347.69	\$11,573,469.74	\$10,436,877.95	90.18%
Accounts Receivable				
9200 - Accounts Receivable				
9200 - Accounts Receivable	\$264,389.77	\$0.00	\$264,389.77	0.00%
9219 - AR - Special Ed (Fed)	\$0.00	\$0.00	\$0.00	0.00%
9232 - AR - Property Taxes	\$0.00	(\$3,228.97)	\$3,228.97	-100.00%
9239 - AR - Special Education	\$0.00	\$0.03	(\$0.03)	-100.00%
9253 - AR - AR1	\$270,664.53	\$1,905,009.00	(\$1,634,344.47)	-85.79%
9260 - AR - Misc	\$0.00	\$18,264.44	(\$18,264.44)	-100.00%
Total - 9200 - Accounts Receivable	\$535,054.30	\$1,920,044.50	(\$1,384,990.20)	-72.13%
9290 - Due from Grantor Gov't				
9211 - AR - Title I	\$6,500.00	\$57,828.00	(\$51,328.00)	-88.76%
9212 - AR - Title II	\$37,739.00	\$39,137.00	(\$1,398.00)	-3.57%
9213 - AR - Title III	\$0.00	\$9,218.00	(\$9,218.00)	-100.00%
9214 - AR - Title IV	\$8,599.00	\$13,418.00	(\$4,819.00)	-35.91%
9215 - AR - LLMF	\$0.00	\$0.00	\$0.00	0.00%
9226 - AR- Child Nutrition (Federal)	\$151,337.13	\$17,110.72	\$134,226.41	784.46%
9230 - AR - State Aid	\$0.00	\$1,535,130.00	(\$1,535,130.00)	-100.00%
9233 - AR - Lottery	\$0.00	\$367,318.19	(\$367,318.19)	-100.00%
9246 - AR - Child Nutrition (State)	\$10,545.35	\$1,441.09	\$9,104.26	631.76%
9249 - AR - Other State Grants	\$24,995.21	\$0.00	\$24,995.21	0.00%
Total - 9290 - Due from Grantor Gov't	\$239,715.69	\$2,040,601.00	(\$1,800,885.31)	-88.25%
Total Accounts Receivable	\$774,769.99	\$3,960,645.50	(\$3,185,875.51)	-80.44%
Other Current Asset				
9150 - Investments	\$7,329,391.22	\$5,252,126.03	\$2,077,265.19	39.55%
9151 - OPEB Investments	\$21,465,298.57	\$15,107,308.94	\$6,357,989.63	42.09%
9152 - Other Investments	\$0.00	\$750,000.00	(\$750,000.00)	-100.00%
9320 - Store Inventory	\$87,738.91	\$0.00	\$87,738.91	0.00%
9330 - PrePaid Expenses	\$46,958.41	\$419,008.19	(\$372,049.78)	-88.79%
Undeposited Funds	\$42,680.04	\$2,397.00	\$40,283.04	1,680.56%
Total Other Current Asset	\$28,972,067.15	\$21,530,840.16	\$7,441,226.99	34.56%
Total Current Assets	\$51,757,184.83	\$37,064,955.40	\$14,692,229.43	39.64%
Fixed Assets				
9410 - Land	\$2,019,963.89	\$2,019,963.89	\$0.00	0.00%
9420 - Land Improvements	\$222,188.36	\$168,345.25	\$53,843.11	31.98%
9425 - Accumulated Depreciation - Land Improvements	(\$172,751.24)	(\$164,712.16)	(\$8,039.08)	4.88%
9430 - Buildings	\$3,604,984.27	\$3,559,839.36	\$45,144.91	1.27%
9431 - Fixed Asset - Building Improvements	\$139,467.91	\$139,467.91	\$0.00	0.00%
9435 - Accumulated Depreciation-Buildings	(\$474,631.74)	(\$391,956.61)	(\$82,675.13)	21.09%
9436 - Accumulated Depreciation - Building Improvements	(\$139,467.91)	(\$132,494.65)	(\$6,973.26)	5.26%
9440 - Equipment	\$1,673,040.34	\$1,703,221.18	(\$30,180.84)	-1.77%
9445 - Accumulated Depreciation-Equipment	(\$1,553,517.88)	(\$1,479,718.88)	(\$73,799.00)	4.99%
9450 - Construction in Progress	\$0.00	\$3,200.00	(\$3,200.00)	-100.00%
9460 - Fixed Asset - Leasehold Improvements	\$1,478,554.00	\$1,478,554.00	\$0.00	0.00%
9465 - Accumulated Depreciation - Leaseholds	(\$501,627.57)	(\$353,772.09)	(\$147,855.48)	41.79%
Total Fixed Assets	\$6,296,202.43	\$6,549,937.20	(\$253,734.77)	-3.87%
Total ASSETS	\$58,053,387.26	\$43,614,892.60	\$14,438,494.66	33.10%
Liabilities & Equity				
Current Liabilities				
Accounts Payable	\$36,151,528.00	\$28,275,828.60		

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

Financial Row	Amount (As of Sep 2021)	Comparison Amount (As of Sep 2020)	Variance	% Variance
9500 - Accounts Payable				
9500 - Accounts Payable	\$15,826.78	\$124,162.76	(\$108,335.98)	-87.25%
Total - 9500 - Accounts Payable	\$15,826.78	\$124,162.76	(\$108,335.98)	-87.25%
9504 - AMEX - Accounts Payable	\$0.00	\$65.63	(\$65.63)	-100.00%
9505 - CalCard - Accounts Payable	\$14,650.17	\$995.00	\$13,655.17	1,372.38%
Total Accounts Payable	\$30,476.95	\$125,223.39	(\$94,746.44)	-75.66%
Credit Card				
6539 - 2540 - CalCard - Hussey	(\$21,180.59)	\$0.00	(\$21,180.59)	0.00%
6539 - 7280 - CalCard - Wood	(\$5,201.07)	\$0.00	(\$5,201.07)	0.00%
9515-1039 - American Express - Darby	(\$0.00)	\$320.00	(\$320.00)	-100.00%
Total Credit Card	(\$26,381.66)	\$320.00	(\$26,701.66)	-8,344.27%
Other Current Liability				
9501 - Accrued Accounts Payable	\$30,081.31	\$548,910.69	(\$518,829.38)	-94.52%
9530 - Garnishment/Lien Payable	(\$6,066.11)	\$26.45	(\$6,092.56)	-23,034.25%
9550 - Retirement Liability - PERS	\$166,638.39	(\$79,260.56)	\$245,898.95	-310.24%
9552 - Sales Taxes Payable CA	\$610.21	\$93.08	\$517.13	555.58%
9555 - Retirement Liability - STRS	\$740,616.55	(\$398,727.84)	\$1,139,344.39	-285.74%
9558 - Retirement Liability - PARS	\$728.08	\$23,352.04	(\$22,623.96)	-96.88%
9573 - Accrued Salaries	\$317,504.47	\$19,492.98	\$298,011.49	1,528.81%
9574 - Accrued Payroll Taxes	\$0.00	(\$4,215.25)	\$4,215.25	-100.00%
9580 - 403B Payable	\$46,010.64	\$41,967.00	\$4,043.64	9.64%
9585 - Other Payroll Liabilities	\$42,620.93	\$44,863.26	(\$2,242.33)	-5.00%
9589 - OPEB Current Liability	\$285,556.32	\$284,760.07	\$796.25	0.28%
9590 - Due to Grantor Governments	\$0.00	(\$49,112.90)	\$49,112.90	-100.00%
9620 - Due to Student Groups/Other Agencies				
9620 - Due to Student Groups/Other Agencies	\$118,365.07	\$0.00	\$118,365.07	0.00%
9621 - Due to (From) School 1	\$340,448.25	\$306,145.41	\$34,302.84	11.20%
Total - 9620 - Due to Student Groups/Other Agencies	\$458,813.32	\$306,145.41	\$152,667.91	49.87%
9650 - Deferred Revenue	\$1,866,346.95	\$0.00	\$1,866,346.95	0.00%
9651 - Deposit	\$12,373.85	\$2,222.00	\$10,151.85	456.88%
9652 - Deferred Tuition	\$1,076,626.00	\$56,500.00	\$1,020,126.00	1,805.53%
Refunds Payable	\$0.00	(\$825.00)	\$825.00	-100.00%
Total Other Current Liability	\$5,038,460.91	\$796,191.43	\$4,242,269.48	532.82%
Total Current Liabilities	\$5,042,556.20	\$921,734.82	\$4,120,821.38	447.07%
Long Term Liabilities				
9664 - OPEB Liability	\$33,054,040.24	\$30,813,104.00	\$2,240,936.24	7.27%
9665 - Compensated Absences Payable	\$232,691.11	\$193,596.42	\$39,094.69	20.19%
9669 - Other general Long Term Debt	\$0.00	\$3,815,700.00	(\$3,815,700.00)	-100.00%
Total Long Term Liabilities	\$33,286,731.35	\$34,822,400.42	(\$1,535,669.07)	-4.41%
Equity				
9760 - Fund Balance	\$14,865,054.13	\$6,027,612.68	\$8,837,441.45	146.62%
9781 - Temporarily Restricted	\$0.00	\$0.00	\$0.00	0.00%
9797 - Temporarily Restricted	\$1,207,650.41	\$0.00	\$1,207,650.41	0.00%
Total - Equity	\$16,072,704.54	\$6,027,612.68	\$10,045,091.86	166.65%
Retained Earnings	\$0.00	(\$83.00)	\$83.00	-100.00%
Net Income	\$3,651,395.17	\$1,843,227.68	\$1,808,167.49	98.10%
Total Equity	\$19,724,099.71	\$7,870,757.36	\$11,853,342.35	150.60%
Total Liabilities & Equity	\$58,053,387.26	\$43,614,892.60	\$14,438,494.66	33.10%

El Camino Real Charter High School Comparative Income Statement From July 2021 to September 2021

Financial Row	Amount (Sep 2021)	Comparative Amount (Sep 2020)	Variance	% Variance
Ordinary Income/Expense				
Income				
8000 - Revenue				
8010 - Principal Apportionment				
8011 - Charter Schools General Purpose Entitlement - State Aid	\$2,821,215.00	\$3,240,830.00	(\$419,615.00)	-12.95%
8012 - Education Protection Account Entitlement	\$2,437,021.00	\$1,905,009.00	\$532,012.00	27.93%
8019 - State Aid - Prior Years	\$305,980.00	\$0.00	\$305,980.00	0.00%
8096 - Charter Schools in Lieu of Property Taxes	\$2,575,953.00	\$2,567,003.00	\$8,950.00	0.35%
Total - 8010 - Principal Apportionment	\$8,140,169.00	\$7,712,842.00	\$427,327.00	5.54%
8100 - Federal Revenue				
8220 - Child Nutrition Programs	\$151,337.13	\$39,981.72	\$111,355.41	278.52%
8285 - Interagency Contracts Between LEAs	\$234,754.00	\$182,054.00	\$52,700.00	28.95%
8290 - Every Student Succeeds Act	\$202,571.00	\$95,233.39	\$107,337.61	112.71%
8292 - Title II	\$0.00	\$0.00	\$0.00	0.00%
8294 - Title IV	\$0.00	\$98.00	(\$98.00)	-100.00%
8295 - Federal Learning Loss Funding	\$37,836.00	\$782,299.54	(\$744,463.54)	-95.16%
8296 - Other Federal Revenue				
8299 - All Other Federal Revenue	\$3,839,813.03	\$23,002.17	\$3,816,810.86	16,593.26%
Total - 8296 - Other Federal Revenue	\$3,839,813.03	\$23,002.17	\$3,816,810.86	16,593.26%
Total - 8100 - Federal Revenue	\$4,466,311.16	\$1,122,668.82	\$3,343,642.34	297.83%
8300 - Other State Revenues				
8520 - Child Nutrition - State	\$10,545.35	\$1,441.09	\$9,104.26	631.76%
8560 - State Lottery Revenue	\$8,190.41	\$209,515.67	(\$201,325.26)	-96.09%
8590 - All Other State Revenue	\$136,306.21	\$415,801.31	(\$279,495.10)	-67.22%
Total - 8300 - Other State Revenues	\$155,041.97	\$626,758.07	(\$471,716.10)	-75.26%
8600 - Other Local Revenue				
8600 - Other Local Revenue	\$2,833.60	\$0.00	\$2,833.60	0.00%
8631 - Sales				
8634 - Food Service Sales	\$12,817.25	(\$290.50)	\$13,107.75	-4,512.13%
Total - 8631 - Sales	\$12,817.25	(\$290.50)	\$13,107.75	-4,512.13%
8650 - Leases and Rentals	\$7,290.00	\$0.00	\$7,290.00	0.00%
8660 - Interest				
8660 - Interest	\$56,387.09	\$120,158.02	(\$63,770.93)	-53.07%
8661 - Dividends	\$29,435.20	\$0.00	\$29,435.20	0.00%
8664 - Gain (Loss) on Sale of Investments	\$491.37	\$0.00	\$491.37	0.00%
Total - 8660 - Interest	\$86,313.66	\$120,158.02	(\$33,844.36)	-28.17%
8662 - Net Increase (Decrease) in the Fair Value of Investments	(\$29,318.21)	\$684,500.49	(\$713,818.70)	-104.28%
8677 - Interagency Services Between LEAs	\$605,018.97	\$576,443.00	\$28,575.97	4.96%
8690 - Other Local Revenue	\$287,084.68	\$81,382.50	\$205,702.18	252.76%
Total - 8600 - Other Local Revenue	\$972,039.95	\$1,462,193.51	(\$490,153.56)	-33.52%
Total - 8000 - Revenue	\$13,733,562.08	\$10,924,462.40	\$2,809,099.68	25.71%
8804 - ASB Revenues	\$3,851.80	(\$41.00)	\$3,892.80	-9,494.63%
Total - Income	\$13,737,413.88	\$10,924,421.40	\$2,812,992.48	25.75%
Gross Profit	\$13,737,413.88	\$10,924,421.40	\$2,812,992.48	25.75%
Expense				
1000 - Certificated Salaries				
1100 - Teachers Salaries	\$3,252,278.51	\$3,007,956.06	\$244,322.45	8.12%
1200 - Certificated Pupil Support Salaries	\$524,053.72	\$447,043.81	\$77,009.91	17.23%
1300 - Certificated Supervisor & Administrator Salaries	\$272,931.89	\$231,932.43	\$40,999.46	17.68%
Total - 1000 - Certificated Salaries	\$4,049,264.12	\$3,686,932.30	\$362,331.82	9.83%
2000 - Classified Salaries				
2100 - Classified Instructional Aide Salaries	\$213,087.97	\$175,349.41	\$37,738.56	21.52%
2200 - Classified Support Salaries	\$373,171.41	\$322,406.90	\$50,764.51	15.75%
2300 - Classified Supervisor & Administrator Salaries	\$150,980.78	\$169,173.90	(\$18,193.12)	-10.75%
2400 - Classified Clerical & Office Salaries	\$224,925.85	\$195,158.81	\$29,767.04	15.25%
2900 - Classified Other Salaries	\$15,701.75	\$14,491.71	\$1,210.04	8.35%
Total - 2000 - Classified Salaries	\$977,867.76	\$876,580.73	\$101,287.03	11.55%
3000 - Employee Benefits				
3100 - STRS				
3101 - State Teachers Retirement System, certificated positions	\$650,868.30	\$591,176.89	\$59,691.41	10.10%
3102 - State Teachers Retirement System, classified positions	\$21,949.43	\$14,818.05	\$7,131.38	48.13%
Total - 3100 - STRS	\$672,817.73	\$605,994.94	\$66,822.79	11.03%
3200 - PERS				
3201 - Public Employees Retirement System, certificated positions	\$11,619.59	\$9,711.67	\$1,907.92	19.65%
3202 - Public Employees Retirement System, classified positions	\$161,593.80	\$149,678.06	\$11,915.74	7.96%
Total - 3200 - PERS	\$173,213.39	\$159,389.73	\$13,823.66	8.67%

El Camino Real Charter High School Comparative Income Statement From July 2021 to September 2021

Financial Row	Amount (Sep 2021)	Comparative Amount (Sep 2020)	Variance	% Variance
Ordinary Income/Expense				
3300 - OASDI-Medicare-Alternative				
3301 - OASDI/Alternative, certificated positions	\$61,880.93	\$47,169.20	\$14,711.73	31.19%
3302 - OASDI/Alternative, classified positions	\$64,791.35	\$58,450.58	\$6,340.77	10.85%
Total - 3300 - OASDI-Medicare-Alternative	\$126,672.28	\$105,619.78	\$21,052.50	19.93%
3400 - Health & Welfare Benefits				
3401 - Health & Welfare Benefits - Certificated Positions	\$613,580.07	\$772,977.81	(\$159,397.74)	-20.62%
3402 - Health and Welfare Benefits - Classified Positions	\$252,329.60	\$252,940.47	(\$610.87)	-0.24%
Total - 3400 - Health & Welfare Benefits	\$865,909.67	\$1,025,918.28	(\$160,008.61)	-15.60%
3500 - Unemployment Insurance				
3501 - State Unemploy. Insurance - Certificated Positions	\$2,137.15	\$0.00	\$2,137.15	0.00%
3502 - State Unemploy. Insurance - Classified Positions	\$568.10	\$0.00	\$568.10	0.00%
Total - 3500 - Unemployment Insurance	\$2,705.25	\$0.00	\$2,705.25	0.00%
3600 - Workers Comp Insurance				
3601 - Worker's Comp Insurance - Certificated Positions	\$7,794.86	\$30,125.56	(\$22,330.70)	-74.13%
3602 - Workers' Comp Insurance - Classified Positions	\$4,144.56	\$8,008.06	(\$3,863.50)	-48.25%
Total - 3600 - Workers Comp Insurance	\$11,939.42	\$38,133.62	(\$26,194.20)	-68.69%
3700 - Retiree Benefits				
3701 - OPEB, Allocated, Certificated Positions	\$586,423.46	\$656,705.47	(\$70,282.01)	-10.70%
3702 - OPEB, Allocated, Classified Positions	\$141,502.78	\$152,838.53	(\$11,335.75)	-7.42%
Total - 3700 - Retiree Benefits	\$727,926.24	\$809,544.00	(\$81,617.76)	-10.08%
3900 - Other Employee Benefits				
3902 - Other Benefits - Classified Positions	\$739.28	\$3,295.33	(\$2,556.05)	-77.57%
Total - 3900 - Other Employee Benefits	\$739.28	\$3,295.33	(\$2,556.05)	-77.57%
Total - 3000 - Employee Benefits	\$2,581,923.26	\$2,747,895.68	(\$165,972.42)	-6.04%
4000 - Books & Supplies				
4100 - Approved Textbooks & Core Curricula Materials	\$183,799.48	\$78,126.22	\$105,673.26	135.26%
4200 - Books & Other Reference Materials	\$2,770.17	\$27,954.12	(\$25,183.95)	-90.09%
4300 - Materials & Supplies				
4300 - Materials & Supplies	\$5,871.62	\$7,884.77	(\$2,013.15)	-25.53%
4325 - Instructional Materials & Supplies	\$135,193.41	\$63,934.08	\$71,259.33	111.46%
4330 - Office Supplies	\$20,043.79	\$7,223.32	\$12,820.47	177.49%
4345 - Non Instructional Student Materials & Supplies	\$126,902.16	\$85,700.97	\$41,201.19	48.08%
Total - 4300 - Materials & Supplies	\$288,010.98	\$164,743.14	\$123,267.84	74.82%
4400 - Noncapitalized Equipment	\$827,721.59	\$417,343.78	\$410,377.81	98.33%
4700 - Food				
4710 - Student Food Services	\$25,434.10	\$2,074.95	\$23,359.15	1,125.77%
Total - 4700 - Food	\$25,434.10	\$2,074.95	\$23,359.15	1,125.77%
Total - 4000 - Books & Supplies	\$1,327,736.32	\$690,242.21	\$637,494.11	92.36%
5000 - Services & Other Operating Expenses				
5000 - Services & Other Operating Expenses	\$132.19	\$17,317.36	(\$17,185.17)	-99.24%
5100 - Subagreement for Services	\$0.00	\$10,766.78	(\$10,766.78)	-100.00%
5200 - Employee Travel	\$450.00	\$2,830.16	(\$2,380.16)	-84.10%
5210 - Conferences and Professional Development	\$8,314.00	\$995.00	\$7,319.00	735.58%
5300 - Dues & Memberships	\$138,576.63	\$63,503.62	\$75,073.01	118.22%
5400 - Insurance	\$47,355.00	\$114,378.83	(\$67,023.83)	-58.60%
5500 - Operations & Housekeeping				
5500 - Operations & Housekeeping	\$52,496.52	\$34,251.20	\$18,245.32	53.27%
5520 - Security	\$79,794.28	\$0.00	\$79,794.28	0.00%
Total - 5500 - Operations & Housekeeping	\$132,290.80	\$34,251.20	\$98,039.60	286.24%
5600 - Rentals, Leases, & Repairs				
5605 - Equipment Leases	\$22,242.87	\$20,970.22	\$1,272.65	6.07%
5610 - Rent	\$0.00	\$926.81	(\$926.81)	-100.00%
5616 - Repairs and Maintenance - Computers	\$0.00	\$1,727.86	(\$1,727.86)	-100.00%
5631 - Other Rentals, Leases and Repairs 1	\$0.00	\$837.04	(\$837.04)	-100.00%
Total - 5600 - Rentals, Leases, & Repairs	\$22,242.87	\$24,461.93	(\$2,219.06)	-9.07%
5800 - Other Services & Operating Expenses				
5800 - Other Services & Operating Expenses	\$8,614.54	\$14,024.83	(\$5,410.29)	-38.58%
5807 - Investment Taxes	\$14.73	\$0.00	\$14.73	0.00%
5808 - Investment Fees	\$86,764.09	\$58,478.92	\$28,285.17	48.37%
5809 - Banking Fees	\$8,395.73	\$715.31	\$7,680.42	1,073.72%
5815 - Consultants - Instructional	\$148,467.48	\$111,500.62	\$36,966.86	33.15%
5820 - Consultants - Non Instructional - Custom 1	\$90,393.48	\$98,132.18	(\$7,738.70)	-7.89%
5824 - District Oversight Fees	\$89,853.00	\$89,830.00	\$23.00	0.03%
5830 - Field Trips Expenses	\$13,006.48	(\$359.94)	\$13,366.42	-3,713.51%
5833 - Fines and Penalties	\$0.00	\$22.00	(\$22.00)	-100.00%

El Camino Real Charter High School Comparative Income Statement From July 2021 to September 2021

Financial Row	Amount (Sep 2021)	Comparative Amount (Sep 2020)	Variance	% Variance
Ordinary Income/Expense				
5840 - Onboarding Fees	\$608.00	\$448.00	\$160.00	35.71%
5845 - Legal Fees	\$30,467.51	\$89,814.99	(\$59,347.48)	-66.08%
5848 - Licenses and Other Fees	\$535.42	\$435.00	\$100.42	23.09%
5851 - Marketing and Student Recruiting	\$8,565.00	\$3,470.00	\$5,095.00	146.83%
5857 - Payroll Fees	\$20,456.16	\$14,913.69	\$5,542.47	37.16%
5872 - Special Education Encroachment	\$167,954.00	\$151,700.00	\$16,254.00	10.71%
5884 - Substitutes	\$32,144.58	\$14,820.33	\$17,324.25	116.90%
Total - 5800 - Other Services & Operating Expenses	\$706,240.20	\$647,945.93	\$58,294.27	9.00%
5900 - Communications	\$20,817.80	\$37,041.08	(\$16,223.28)	-43.80%
Total - 5000 - Services & Other Operating Expenses	\$1,076,419.49	\$953,491.89	\$122,927.60	12.89%
6000 - Capital Outlay				
6900 - Depreciation	\$72,807.76	\$126,050.91	(\$53,243.15)	-42.24%
Total - 6000 - Capital Outlay	\$72,807.76	\$126,050.91	(\$53,243.15)	-42.24%
Total - Expense	\$10,086,018.71	\$9,081,193.72	\$1,004,824.99	11.06%
Net Ordinary Income	\$3,651,395.17	\$1,843,227.68	\$1,808,167.49	98.10%
Net Income	\$3,651,395.17	\$1,843,227.68	\$1,808,167.49	98.10%

El Camino Real Charter High School Budget vs. Actual From July 2021 to September 2021

Financial Row	Amount	Budget Amount	Amount Remaining (Overspent) Budget	% of Budget
Ordinary Income/Expense				
Income				
8000 - Revenue				
8010 - Principal Apportionment				
8011 - Charter Schools General Purpose Entitlement - State Aid	\$2,821,215.00	\$19,434,702.00	\$16,613,487.00	14.52%
8012 - Education Protection Account Entitlement	\$2,437,021.00	\$7,990,169.00	\$5,553,148.00	30.50%
8019 - State Aid - Prior Years	\$305,980.00	\$0.00	(\$305,980.00)	N/A
8096 - Charter Schools in Lieu of Property Taxes	\$2,575,953.00	\$9,472,597.00	\$6,896,644.00	27.19%
Total - 8010 - Principal Apportionment	\$8,140,169.00	\$36,897,468.00	\$28,757,299.00	22.06%
8100 - Federal Revenue				
8220 - Child Nutrition Programs	\$151,337.13	\$740,691.00	\$589,353.87	20.43%
8285 - Interagency Contracts Between LEAs	\$234,754.00	\$916,197.00	\$681,443.00	25.62%
8290 - Every Student Succeeds Act	\$202,571.00	\$0.00	(\$202,571.00)	N/A
8291 - Title I	\$0.00	\$387,347.00	\$387,347.00	0.00%
8292 - Title II	\$0.00	\$77,321.00	\$77,321.00	0.00%
8293 - Title III	\$0.00	\$7,709.00	\$7,709.00	0.00%
8295 - Federal Learning Loss Funding	\$37,836.00	\$0.00	(\$37,836.00)	N/A
8296 - Other Federal Revenue				
8299 - All Other Federal Revenue	\$3,839,813.03	\$0.00	(\$3,839,813.03)	N/A
Total - 8296 - Other Federal Revenue	\$3,839,813.03	\$0.00	(\$3,839,813.03)	N/A
Total - 8100 - Federal Revenue	\$4,466,311.16	\$2,129,265.00	(\$2,337,046.16)	209.76%
8300 - Other State Revenues				
8520 - Child Nutrition - State	\$10,545.35	\$131,070.00	\$120,524.65	8.05%
8550 - Mandated Cost Reimbursements	\$0.00	\$161,596.00	\$161,596.00	0.00%
8560 - State Lottery Revenue	\$8,190.41	\$682,092.00	\$673,901.59	1.20%
8590 - All Other State Revenue	\$136,306.21	\$2,204,100.00	\$2,067,793.79	6.18%
Total - 8300 - Other State Revenues	\$155,041.97	\$3,178,858.00	\$3,023,816.03	4.88%
8600 - Other Local Revenue				
8600 - Other Local Revenue	\$2,833.60	\$0.00	(\$2,833.60)	N/A
8631 - Sales				
8634 - Food Service Sales	\$12,817.25	\$45,000.00	\$32,182.75	28.48%
Total - 8631 - Sales	\$12,817.25	\$45,000.00	\$32,182.75	28.48%
8660 - Interest				
8650 - Leases and Rentals	\$7,290.00	\$50,000.00	\$42,710.00	14.58%
8660 - Interest	\$56,387.09	\$340,000.00	\$283,612.91	16.58%
8661 - Dividends	\$29,435.20	\$0.00	(\$29,435.20)	N/A
8664 - Gain (Loss) on Sale of Investments	\$491.37	\$0.00	(\$491.37)	N/A
Total - 8660 - Interest	\$93,603.66	\$390,000.00	\$296,396.34	24.00%
8662 - Net Increase (Decrease) in the Fair Value of Investments	(\$29,318.21)	\$0.00	\$29,318.21	N/A
8677 - Interagency Services Between LEAs	\$605,018.97	\$2,411,274.00	\$1,806,255.03	25.09%
8690 - Other Local Revenue	\$287,084.68	\$0.00	(\$287,084.68)	N/A
8699 - All Other Local Revenue	\$0.00	\$700,000.00	\$700,000.00	0.00%
Total - 8600 - Other Local Revenue	\$972,039.95	\$3,546,274.00	\$2,574,234.05	27.41%
Total - 8000 - Revenue	\$13,733,562.08	\$45,751,865.00	\$32,018,302.92	30.02%
8804 - ASB Revenues	\$3,851.80	\$0.00	(\$3,851.80)	N/A
Total - Income	\$13,737,413.88	\$45,751,865.00	\$32,014,451.12	30.03%
Gross Profit	\$13,737,413.88	\$45,751,865.00	\$32,014,451.12	30.03%
Expense				
1000 - Certificated Salaries				
1100 - Teachers Salaries	\$3,252,278.51	\$13,319,831.00	\$10,067,552.49	24.42%
1200 - Certificated Pupil Support Salaries	\$524,053.72	\$1,839,386.00	\$1,315,332.28	28.49%
1300 - Certificated Supervisor & Administrator Salaries	\$272,931.89	\$1,159,562.00	\$886,630.11	23.54%
1900 - Other Certificated Salaries	\$0.00	\$51,393.00	\$51,393.00	0.00%
Total - 1000 - Certificated Salaries	\$4,049,264.12	\$16,370,172.00	\$12,320,907.88	24.74%
2000 - Classified Salaries				
2100 - Classified Instructional Aide Salaries	\$213,087.97	\$884,063.00	\$670,975.03	24.10%
2200 - Classified Support Salaries	\$373,171.41	\$1,491,266.00	\$1,118,094.59	25.02%
2300 - Classified Supervisor & Administrator Salaries	\$150,980.78	\$664,127.00	\$513,146.22	22.73%
2400 - Classified Clerical & Office Salaries	\$224,925.85	\$909,198.00	\$684,272.15	24.74%
2900 - Classified Other Salaries	\$15,701.75	\$221,100.00	\$205,398.25	7.10%
Total - 2000 - Classified Salaries	\$977,867.76	\$4,169,754.00	\$3,191,886.24	23.45%
3000 - Employee Benefits				
3100 - STRS				
3101 - State Teachers Retirement System, certificated positions	\$650,868.30	\$2,769,832.00	\$2,118,963.70	23.50%
3102 - State Teachers Retirement System, classified positions	\$21,949.43	\$0.00	(\$21,949.43)	N/A
Total - 3100 - STRS	\$672,817.73	\$2,769,832.00	\$2,097,014.27	24.29%
3200 - PERS				

El Camino Real Charter High School Budget vs. Actual From July 2021 to September 2021

Financial Row	Amount	Budget Amount	Amount Remaining (Overspent) Budget	% of Budget
3201 - Public Employees Retirement System, certificated positions	\$11,619.59	\$0.00	(\$11,619.59)	N/A
3202 - Public Employees Retirement System, classified positions	\$161,593.80	\$775,451.00	\$613,857.20	20.84%
Total - 3200 - PERS	\$173,213.39	\$775,451.00	\$602,237.61	22.34%
3300 - OASDI-Medicare-Alternative				
3301 - OASDI/Alternative, certificated positions	\$61,880.93	\$237,367.00	\$175,486.07	26.07%
3302 - OASDI/Alternative, classified positions	\$64,791.35	\$318,986.00	\$254,194.65	20.31%
Total - 3300 - OASDI-Medicare-Alternative	\$126,672.28	\$556,353.00	\$429,680.72	22.77%
3400 - Health & Welfare Benefits				
3401 - Health & Welfare Benefits - Certificated Positions	\$613,580.07	\$2,906,163.00	\$2,292,582.93	21.11%
3402 - Health and Welfare Benefits - Classified Positions	\$252,329.60	\$919,464.00	\$667,134.40	27.44%
Total - 3400 - Health & Welfare Benefits	\$865,909.67	\$3,825,627.00	\$2,959,717.33	22.63%
3500 - Unemployment Insurance				
3501 - State Unemploy. Insurance - Certificated Positions	\$2,137.15	\$201,353.00	\$199,215.85	1.06%
3502 - State Unemploy. Insurance - Classified Positions	\$568.10	\$51,287.00	\$50,718.90	1.11%
Total - 3500 - Unemployment Insurance	\$2,705.25	\$252,640.00	\$249,934.75	1.07%
3600 - Workers Comp Insurance				
3601 - Worker's Comp Insurance - Certificated Positions	\$7,794.86	\$202,171.00	\$194,376.14	3.86%
3602 - Workers' Comp Insurance - Classified Positions	\$4,144.56	\$51,497.00	\$47,352.44	8.05%
Total - 3600 - Workers Comp Insurance	\$11,939.42	\$253,668.00	\$241,728.58	4.71%
3700 - Retiree Benefits				
3701 - OPEB, Allocated, Certificated Positions	\$586,423.46	\$2,621,758.00	\$2,035,334.54	22.37%
3702 - OPEB, Allocated, Classified Positions	\$141,502.78	\$703,020.00	\$561,517.22	20.13%
Total - 3700 - Retiree Benefits	\$727,926.24	\$3,324,778.00	\$2,596,851.76	21.89%
3900 - Other Employee Benefits				
3902 - Other Benefits - Classified Positions	\$739.28	\$13,671.00	\$12,931.72	5.41%
Total - 3900 - Other Employee Benefits	\$739.28	\$13,671.00	\$12,931.72	5.41%
Total - 3000 - Employee Benefits	\$2,581,923.26	\$11,772,020.00	\$9,190,096.74	21.93%
4000 - Books & Supplies				
4100 - Approved Textbooks & Core Curricula Materials	\$183,799.48	\$175,000.00	(\$8,799.48)	105.03%
4200 - Books & Other Reference Materials	\$2,770.17	\$83,698.00	\$80,927.83	3.31%
4300 - Materials & Supplies				
4300 - Materials & Supplies	\$5,871.62	\$31,509.00	\$25,637.38	18.63%
4325 - Instructional Materials & Supplies	\$135,193.41	\$272,250.00	\$137,056.59	49.66%
4330 - Office Supplies	\$20,043.79	\$90,593.00	\$70,549.21	22.13%
4345 - Non Instructional Student Materials & Supplies	\$126,902.16	\$1,141,143.00	\$1,014,240.84	11.12%
Total - 4300 - Materials & Supplies	\$288,010.98	\$1,535,495.00	\$1,247,484.02	18.76%
4400 - Noncapitalized Equipment	\$827,721.59	\$500,000.00	(\$327,721.59)	165.54%
4700 - Food				
4710 - Student Food Services	\$25,434.10	\$359,829.00	\$334,394.90	7.07%
Total - 4700 - Food	\$25,434.10	\$359,829.00	\$334,394.90	7.07%
Total - 4000 - Books & Supplies	\$1,327,736.32	\$2,654,022.00	\$1,326,285.68	50.03%
5000 - Services & Other Operating Expenses				
5000 - Services & Other Operating Expenses	\$132.19	\$33,295.00	\$33,162.81	0.40%
5100 - Subagreement for Services	\$0.00	\$393,821.00	\$393,821.00	0.00%
5200 - Employee Travel	\$450.00	\$27,450.00	\$27,000.00	1.64%
5210 - Conferences and Professional Development	\$8,314.00	\$0.00	(\$8,314.00)	N/A
5300 - Dues & Memberships	\$138,576.63	\$225,055.00	\$86,478.37	61.57%
5400 - Insurance	\$47,355.00	\$413,948.00	\$366,593.00	11.44%
5500 - Operations & Housekeeping				
5500 - Operations & Housekeeping	\$52,496.52	\$416,358.00	\$363,861.48	12.61%
5520 - Security	\$79,794.28	\$444,192.00	\$364,397.72	17.96%
Total - 5500 - Operations & Housekeeping	\$132,290.80	\$860,550.00	\$728,259.20	15.37%
5600 - Rentals, Leases, & Repairs				
5605 - Equipment Leases	\$22,242.87	\$195,922.00	\$173,679.13	11.35%
5610 - Rent	\$0.00	\$5,665.00	\$5,665.00	0.00%
5616 - Repairs and Maintenance - Computers	\$0.00	\$14,110.00	\$14,110.00	0.00%
5620 - Utilities	\$0.00	\$624,537.00	\$624,537.00	0.00%
5631 - Other Rentals, Leases and Repairs 1	\$0.00	\$4,120.00	\$4,120.00	0.00%
Total - 5600 - Rentals, Leases, & Repairs	\$22,242.87	\$844,354.00	\$822,111.13	2.63%
5800 - Other Services & Operating Expenses				
5800 - Other Services & Operating Expenses	\$8,614.54	\$42,925.00	\$34,310.46	20.07%
5807 - Investment Taxes	\$14.73	\$0.00	(\$14.73)	N/A
5808 - Investment Fees	\$86,764.09	\$329,600.00	\$242,835.91	26.32%
5809 - Banking Fees	\$8,395.73	\$4,120.00	(\$4,275.73)	203.78%
5812 - Business Services	\$0.00	\$96,000.00	\$96,000.00	0.00%
5815 - Consultants - Instructional	\$148,467.48	\$1,349,853.00	\$1,201,385.52	11.00%
5820 - Consultants - Non Instructional - Custom 1	\$90,393.48	\$582,213.00	\$491,819.52	15.53%

El Camino Real Charter High School Budget vs. Actual From July 2021 to September 2021

Financial Row	Amount	Budget Amount	Amount Remaining (Overspent) Budget	% of Budget
5824 - District Oversight Fees	\$89,853.00	\$368,975.00	\$279,122.00	24.35%
5830 - Field Trips Expenses	\$13,006.48	\$341,283.00	\$328,276.52	3.81%
5833 - Fines and Penalties	\$0.00	\$515.00	\$515.00	0.00%
5840 - Onboarding Fees	\$608.00	\$66,000.00	\$65,392.00	0.92%
5845 - Legal Fees	\$30,467.51	\$319,774.00	\$289,306.49	9.53%
5848 - Licenses and Other Fees	\$535.42	\$15,450.00	\$14,914.58	3.47%
5851 - Marketing and Student Recruiting	\$8,565.00	\$90,000.00	\$81,435.00	9.52%
5857 - Payroll Fees	\$20,456.16	\$76,440.00	\$55,983.84	26.76%
5872 - Special Education Encroachment	\$167,954.00	\$669,404.00	\$501,450.00	25.09%
5884 - Substitutes	\$32,144.58	\$466,790.00	\$434,645.42	6.89%
Total - 5800 - Other Services & Operating Expenses	\$706,240.20	\$4,819,342.00	\$4,113,101.80	14.65%
5900 - Communications	\$20,817.80	\$181,950.00	\$161,132.20	11.44%
Total - 5000 - Services & Other Operating Expenses	\$1,076,419.49	\$7,799,765.00	\$6,723,345.51	13.80%
6000 - Capital Outlay				
6900 - Depreciation	\$72,807.76	\$609,748.00	\$536,940.24	11.94%
Total - 6000 - Capital Outlay	\$72,807.76	\$609,748.00	\$536,940.24	11.94%
7000 - Other Outflows				
7438 - Debt Service: Interest	\$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	\$10,086,018.71	\$43,409,347.00	\$33,323,328.29	23.23%
Net Ordinary Income	\$3,651,395.17	\$2,342,518.00	(\$1,308,877.17)	155.87%
Net Income	\$3,651,395.17	\$2,342,518.00	(\$1,308,877.17)	155.87%

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

Financial Row	2021	2020
Operating Activities		
Net Income	\$3,651,395.17	\$1,843,227.68
Adjustments to Net Income		
Accounts Receivable	\$2,547,122.75	\$381,784.35
Other Current Asset	(\$7,029,562.86)	(\$729,329.01)
Accounts Payable	(\$644,357.83)	\$33,305.58
Sales Tax Payable	\$610.21	\$93.08
Other Current Liabilities	\$2,478,285.91	(\$1,959,250.41)
Total Adjustments to Net Income	(\$2,647,901.82)	(\$2,273,396.41)
Total Operating Activities	\$1,003,493.35	(\$430,168.73)
Investing Activities		
Fixed Asset	\$67,454.48	\$114,576.41
Total Investing Activities	\$67,454.48	\$114,576.41
Financing Activities		
Long Term Liabilities	(\$3,087,773.76)	\$4,625,244.00
Other Equity	\$7,664.32	\$0.00
Total Financing Activities	(\$3,080,109.44)	\$4,625,244.00
Net Change in Cash for Period	(\$2,009,161.61)	\$4,309,651.68
Cash at Beginning of Period	\$24,062,189.34	\$7,266,215.06
Cash at End of Period	\$22,053,027.73	\$11,575,866.74

ECRCHS
CREDIT CARD RECONCILIATION FORM
FOR THE PERIOD OF: 08/26/2021 - 09/27/2021 - CAL Card xx7280

DATE	VENDOR	CARDHOLDER	REQUESTED BY	AMOUNT	RESOURCE	DESCRIPTION
9/21/2021	UCLA EXTENSION	G.WOOD	R.GUINTO	\$ 995.00	GENERAL TECHNOLOGY	PROFESSIONAL DEVELOPMENT
9/21/2021	UCLA EXTENSION	G.WOOD	F.DELGADO	\$ 995.00	GENERAL TECHNOLOGY	PROFESSIONAL DEVELOPMENT
9/21/2021	UCLA EXTENSION	G.WOOD	A.DELOSSANTOS	\$ 765.00	GENERAL OPERATIONS	PROFESSIONAL DEVELOPMENT
				\$ 2,755.00		

CREDIT CARD RECONCILIATION FORM
FOR THE PERIOD OF: 08/26/2021 - 09/27/2021 - CAL Card xx2540

DATE	VENDOR	CARDHOLDER	REQUESTED BY	AMOUNT	RESOURCE	DESCRIPTION
8/26/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ 21.95	ASB	ASB STUDENT WATER FOR FUNDRAISING
8/26/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ 26.95	ASB	ASB STUDENT WATER FOR FUNDRAISING
8/26/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ 21.95	ASB	ASB STUDENT WATER FOR FUNDRAISING
8/27/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ (26.95)	ASB	REFUND TARGET UNABLE TO FULFILL ASB STUDENT WATER
8/27/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ 21.95	ASB	ASB STUDENT WATER FOR FUNDRAISING
8/27/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ 21.95	ASB	ASB STUDENT WATER FOR FUNDRAISING
8/30/2021	YOUCANBOOK.ME	D.HUSSEY	S.JAQUEZ	\$ 70.00	LCAP	SUBSCRIPTION TOOL SFTWR
8/31/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ 21.95	ASB	ASB STUDENT WATER FOR FUNDRAISING
8/31/2021	TARGET.COM *	D.HUSSEY	G.PAEZ	\$ 21.95	ASB	ASB STUDENT WATER FOR FUNDRAISING
9/2/2021	WWW COSTCO COM	D.HUSSEY	G.PAEZ	\$ 120.00	GENERAL OPERATIONS	PURCHASING SUBSCRIPTION
9/2/2021	AGUAVIDA PREMIUM WATER	D.HUSSEY	A.DELOSSANTOS	\$ 293.32	GENERAL OPERATIONS	WATER SUPPLY FOR OFFICE USE
9/3/2021	WWW COSTCO COM	D.HUSSEY	G.PAEZ	\$ 389.97	SUMMER FOOD SERVICE PROGRAM	MICROWAVE OVENS CAFETERIA
9/3/2021	WWW COSTCO COM	D.HUSSEY	G.PAEZ	\$ 495.99	ASB	ASB STUDENT WATER FOR FUNDRAISING
9/6/2021	TARGET 00002287	D.HUSSEY	G.PAEZ	\$ 45.30	ASB	ASB STUDENT WATER FOR FUNDRAISING
9/6/2021	AVENTRI EVENT REG	D.HUSSEY	R.BERENEY	\$ 90.00	GENERAL OPERATIONS	PROFESSIONAL DEVELOPMENT
9/6/2021	FS *CERBERUS	D.HUSSEY	R. GUINTO	\$ 1,474.00	COVID TESTING	COVID SAFETY SFTWR
9/6/2021	DIGICERT INC	D.HUSSEY	R.GUINTO	\$ 399.00	GENERAL TECHNOLOGY	SUBSCRIPTION TOOL SFTWR
9/10/2021	PRUSA RESEARCH	D.HUSSEY	S.SCHUSTER	\$ 2,225.99	GENERAL ACADEMIC	INSTRUCTIONAL STUDENT MATERIALS ENGINEERING
9/13/2021	WISESTAMP.COM	D.HUSSEY	R.GUINTO	\$ 2,500.00	GENERAL TECHNOLOGY	SUBSCRIPTION TOOL SFTWR
9/13/2021	STAPLES DIRECT	D.HUSSEY	L.PRATT	\$ 503.68	GENERAL ACADEMIC	OFFICE SUPPLIES
9/13/2021	STAPLES DIRECT	D.HUSSEY	L.PRATT	\$ 251.84	GENERAL ACADEMIC	OFFICE SUPPLIES
9/13/2021	MAILCHIMP	D.HUSSEY	R.GUINTO	\$ 185.00	GENERAL TECHNOLOGY	SUBSCRIPTION TOOL SFTWR
9/13/2021	FLINN SCIENTIFIC INC	D.HUSSEY	D.BENNETT	\$ 3,202.88	EXPANDED LEARNING OPPORTUNITY	REPLACEMENT OF GOGGLES DONATED TO HELP WITH COVID-19
9/13/2021	THE HOME DEPOT #6632	D.HUSSEY	J. FRIEDBERG	\$ 719.42	GENERAL ACADEMIC	INSTRUCTIONAL STUDENT MATERIALS WOODSHOP
9/13/2021	HOMEDEPOT.COM	D.HUSSEY	J. FRIEDBERG	\$ 650.43	GENERAL ACADEMIC	INSTRUCTIONAL STUDENT MATERIALS WOODSHOP
9/13/2021	HOMEDEPOT.COM	D.HUSSEY	J. FRIEDBERG	\$ 313.65	GENERAL ACADEMIC	INSTRUCTIONAL STUDENT MATERIALS WOODSHOP
9/15/2021	NBF OFFICEFURNITURE	D.HUSSEY	G.PAEZ	\$ 7,372.28	EXPANDED LEARNING OPPORTUNITY	COVID -19 WELLNESS CENTER FURNITURE
9/16/2021	CALIFORNIA CONSORTIUM	D.HUSSEY	L.SHANO	\$ 325.00	GENERAL OPERATIONS	PROFESSIONAL DEVELOPMENT
9/23/2021	USPS.COM CLICKNSHIP	D.HUSSEY	R.GUINTO	\$ 38.55	GENERAL TECHNOLOGY	TECH MATERIALS COURIER RETURN
9/27/2021	CONCORD THEATRICALS CORP.	D.HUSSEY	J.HARVESON	\$ 449.42	GENERAL ACADEMIC	INSTRUCTIONAL STUDENT MATERIALS DRAMA
				\$ 22,247.42		
				\$ 25,002.42		
			Total Purchases			

Coversheet

Discuss and Vote on LCAP Updates Requested by CSD

Section: IV. School Business
Item: A. Discuss and Vote on LCAP Updates Requested by CSD
Purpose: Vote
Submitted by:
Related Material: LCAP FINAL FINAL FOR BOARD PRESENTATION 28OCT2021.pdf

LCFF Budget Overview for Parents

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

CDS Code: 19647331932623

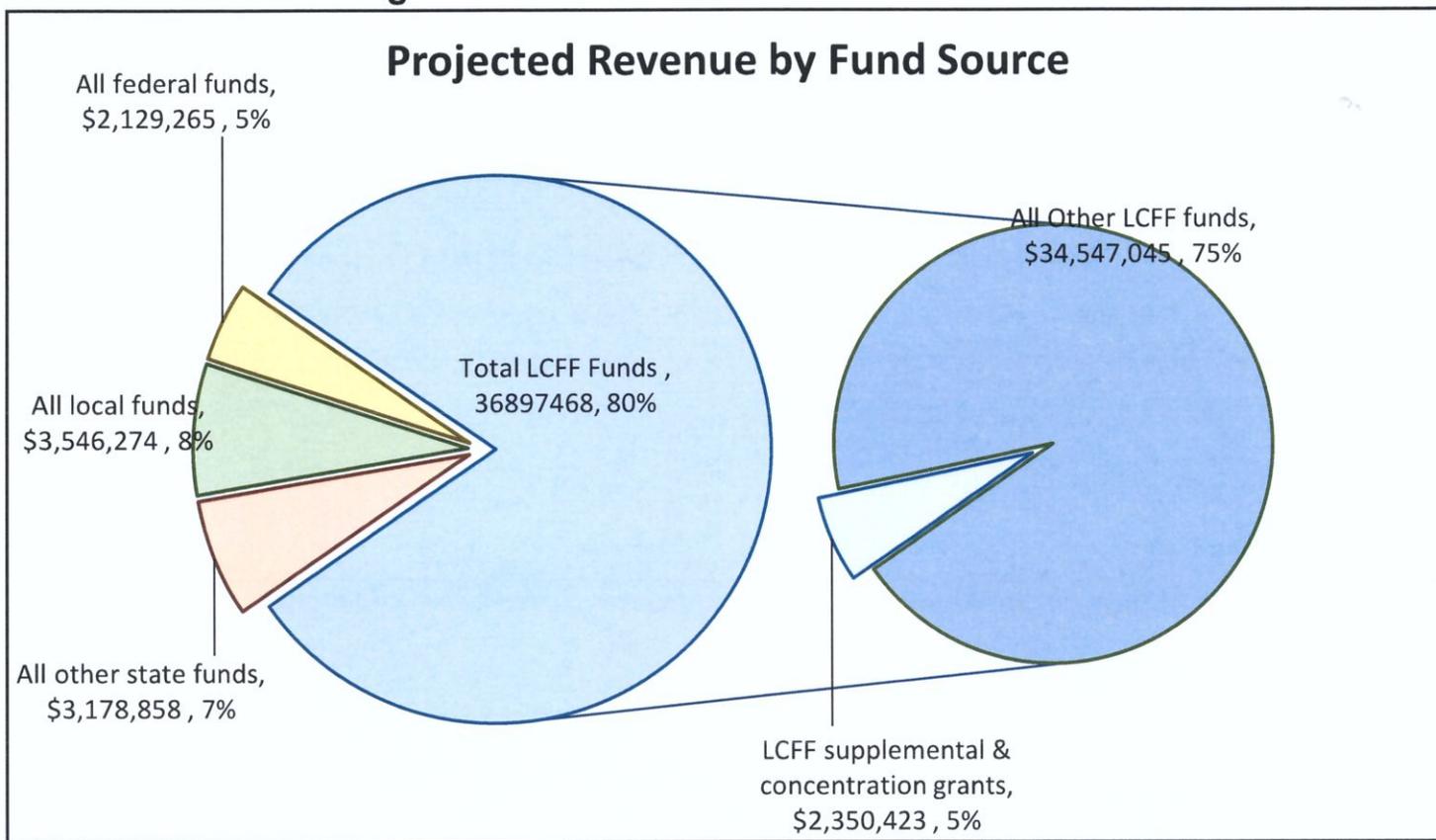
School Year: 2021 – 22

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

Projected Revenue by Fund Source

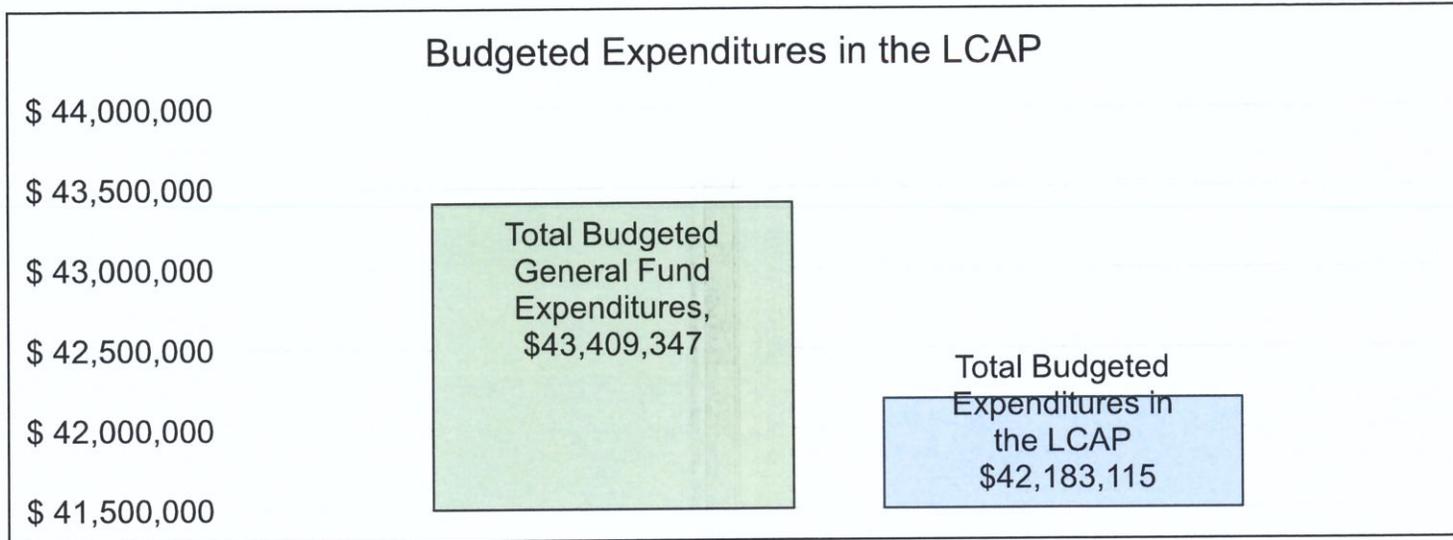


This chart shows the total general purpose revenue El Camino Real Charter HS expects to receive in the coming year from all sources.

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, \$2,350,423.00 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:

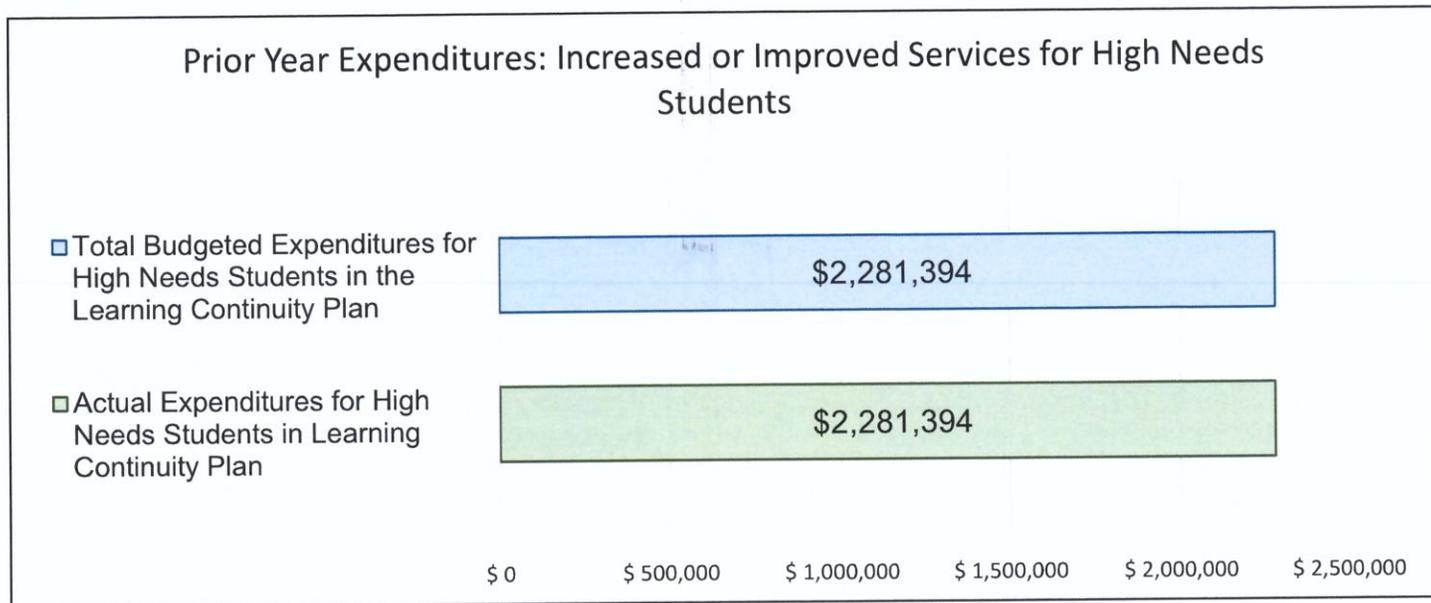
[Respond to prompt here.]

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 \$2,350,423.00 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 \$2,440,423.00 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
% of grade 11 students scoring "Exceeded" and "Met" standard in ELA on SBAC	61% (2015-16)	Not Met - 59%. Target: 2% above baseline	Not Met 59.46% Target: 4% above baseline (Goal: 64%)	7% above baseline COVID 19 Cancelled testing

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

<p>% of parents returning the annual survey agree or strongly agree that, "The school provides high quality instruction to my child"</p>	<p>76%</p>	<p>Not Met. 69.6% 1% above baseline</p>	<p>2% above baseline MET. 80% as of May 20th.</p>	<p>3% above baseline</p>
<p>% 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) **</p>	<p>N/A</p>	<p>N/A</p>	<p>55.8% - Baseline year</p>	<p>2% above baseline</p>
<p>% 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 **</p>	<p>N/A</p>	<p>N/A</p>	<p>43.1% - Baseline year</p>	<p>2% above baseline</p>
<p>% of teachers using of research based classroom strategies as evidenced by observations</p>	<p>N/A</p>	<p>N/A</p>	<p>Baseline year</p>	<p>5% above baseline</p>
<p># of school wide PD minutes dedicated to instruction</p>	<p>N/A</p>	<p>600</p>	<p>Met. 660 minutes. 11 late start CPD meetings. Target: 650</p>	<p>Target:700 800 Met</p>

# 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
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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
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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
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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
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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
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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
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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
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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>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>

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

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

Action 1

<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
<p>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>	<p>AP update for teachers teaching AP courses; recruited new AP teachers, sent to AP by the Sea Collaboration with colleges and universities grew with the College and Careers Access Pathway (CCAP) agreement ECR partnered with community businesses and organizations to revive our annual Career Expo/Job Fair.</p>	<p>\$26,010</p>	<p>\$44,900 Howard Group \$17,500 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
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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
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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 achieved

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 . That the college office uses to counsel students through the college application and selection process. This includes the college search, planning, and application. In addition, Naviance allows us the ability to see where ECR alumni attend post-secondary through data provided by the National Clearinghouse. We recognize that usage rates need to improve and have made this one focus area in the upcoming

year for College Counselors. Usage rates for 2020-2021 were as follows:
 Grade 12 – 43%
 Grade 11 – 27%
 Grade 10 – 25%
 Grade 9 – 29%

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
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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
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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
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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
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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 9 th grade students earning 55+ credits and successfully matriculating to 10 th 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

<p>% of students marked chronically absent school wide</p>	<p>7.3% (2015-16)</p>	<p>7.0% total 12% Not Met</p>	<p>6% total 13.01% Not Met</p>	<p>5% total Not available until after June 5th</p>
<p>% of African Americans students marked chronically absent</p>	<p>9.9% (2015-16)</p>	<p>9% total 11% Not Met</p>	<p>8% total 8.7% Not Met</p>	<p>7% total Not available until after June 5th</p>
<p>Percent of parents returning the survey that agree or strongly agree with the following statement: "The teachers at the school care about students' progress."</p>	<p>73.15% (Spring 2016)</p>	<p>1% above baseline 51.2% Not Met</p>	<p>2% above baseline 55% Not Met</p>	<p>3% above baseline Not available until after June 5th</p>
<p>% of Latino students that complete an AP class with a "C" or higher</p>	<p>94.4% (Spring 2016)</p>	<p>1% above baseline</p>	<p>1.5% above baseline 92% Not Met</p>	<p>2% above baseline Not available until after June 5th</p>
<p>% of African Americans that complete an AP class with a "C" or higher</p>	<p>88.9% (Spring 2016)</p>	<p>2% above baseline</p>	<p>3.5% above baseline 100% Met</p>	<p>5% above baseline Not available until after June 5th</p>

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Restructure Intervention Coordinator position	Restructure Intervention Coordinator position	\$46,975	\$46,975
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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 numeracy 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
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trips and guest speakers. Continue the club La Familia.	trips and guest speakers. Continue the club La Familia.	
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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-Healthycity.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%	55%	60%
		50%	56.8%	69.2%
		MET	MET	MET

<p>% of parents/families in Back-to-School Night</p>	<p>N/A</p>	<p>50% 40% Not Met</p>	<p>55% 40% Not Met</p>	<p>60%</p>
<p>% of parents/families that complete an annual needs assessment and school climate survey</p>	<p>3% (2016)</p>	<p>12% above baseline</p>	<p>22% above baseline 6.3% 159 responses</p>	<p>32% above baseline 14.7% 500 responses</p>
<p>% of parents/families agree or strongly agree that, "The school encourages me to participate in parent groups."</p>	<p>63.95% (2016)</p>	<p>66%</p>	<p>68% 58% agree 22% neutral Not Met</p>	<p>70%</p>
<p>% of parents/families agree or strongly agree that, "I feel welcome to participate at the school."</p>	<p>63.09% (2016)</p>	<p>72%</p>	<p>74% 58% agree 22% neutral Not Met Combined with above goal</p>	<p>76%</p>

<p>% 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)</p>	<p>N/A</p>	<p>5% Not met</p>	<p>8% MET</p>	<p>12%</p>
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Actions / Services

Action 1

<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
<p>Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments</p>	<p>Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments</p>	<p>\$16,650</p>	<p>\$27,224.50</p>

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
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<p>Present 2 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and</p>	<p>Present 2 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and</p>	<p>\$7,285</p>	<p>\$1470.52</p>
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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		
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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, and 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, and 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. After one week of cohorts, ECR was able to accept students Tuesday through Friday. (sentence 2 was added)
- 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.
- Students, through PETS tutoring, supported peers during the lunch hour. (added)

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
- Communications in Spanish have been greatly appreciated by parents and the community.

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.
- For the first time ECR was able to obtain commodities from the FDA that allowed us to reduce some potential cost and broaden outreach to the community during the pandemic.

- 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 (contactless distribution)	\$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: 25% White; 36% Hispanic/Latino; 25% Asian/Filipino/Pacific Islander; 2% African American; 3% Two or More Races; and 0.26% 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), Humanities, 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

CP 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

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	Students will demonstrate academic growth in ELA, Math, & Science.

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School has a standard of excellence for all students. We set high expectations and goals for our leadership, teachers, and staff that will help students achieve at higher levels. Our long-term goal is for 100% of our students to meet standards as evidenced by either State or Local assessments.

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: Percentage of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in ELA	59.46% (per 2019 SBAC data)	TBD Year 1	TBD Year 2	TBD Year 3	Increase 8% above latest baseline (i.e., 75% met or exceeded)
Measurable Outcome for Action Step #2: Percentage of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in Math	41.18% (per 2019 SBAC data)	TBD Year 1	TBD Year 2	TBD Year 3	Increase 9% above the latest baseline (i.e., 60% met or exceeded)
Measurable Outcome for Action Step #3: Percentage of 12th grade students scoring 'Met' or	29.03% (per 2019 CAST)	TBD Year 1	TBD Year 2	TBD Year 3	Increase 11% above baseline (i.e., 40% met or exceeded)

<p>Exceeded' on CAST in Science</p>	<p>Measurable Outcome for Action Step #4: Percentage of students enrolled in at least one advanced class will increase by 1% as measured by students enrolled in at least one Honors, Advanced Placement, or Junior/Community College Class</p>	<p>53 % of the students enrolled at ECR are in at least one Honors or AP class.</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>56% of the students enrolled at ECR will be enrolled in at least one Honors or AP class.</p>
<p>Measurable Outcome for Action Step #5: Percentage of students who are College & Career Ready will increase by 25% as measured by the CA dashboard</p>	<p>The A-G completion rate for the class of 2020 was 55.9%. We did not have a CTE program this particular year.</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Increase to 75% by 2024</p>	<p>Increase to 75% by 2024</p>
<p>Measurable Outcome for Action Step #6: Increase the % of Special Education (SPED) students achieving SBAC met/exceeded status</p>	<p>English - 85.6 points below standard (CA Dashboard) Math - 166 points below standard (CA Dashboard)</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>English: Increase to 25% meeting standards by 2024 an increase of 25 points Math: Increase by 25 points by 2024</p>	<p>English: Increase to 25% meeting standards by 2024 an increase of 25 points Math: Increase by 25 points by 2024</p>
<p>Measurable Outcome for Action Step #7: Increase the % of English Language Learners (ELLs)</p>	<p>English - 76.3 points below standard (CA Dashboard)</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Increase to 40% meeting standards by 2024</p>	<p>Increase to 40% meeting standards by 2024</p>

achieving SBAC met/exceeded status	Math - 96.1 points below standard (CA Dashboard)	TBD Year 1	TBD Year 2	TBD Year 3	English: Increase by 25 points for students meeting standards
Measurable Outcome for Action Step 8: Increase the percentage of English Language Proficiency Assessments for California (ELPAC) students who achieve moderate/well status	37.5% of students achieving moderate/well status	TBD Year 1	TBD Year 2	TBD Year 3	90% of ELs will make at least one year of progress by 2024.
Measurable Outcome for Action Step 9: Maintain or Increase - reclassification rate	39.5% - 48 EL students / 19 reclassified in year 2020-2021	TBD Year 1	TBD Year 2	TBD Year 3	46% of ELs reclassified each year
Measurable Outcome for Action Step 10: Increase AP pass rate by 12%	63% of students in 2021 passed AP exams with a 3 or higher	TBD Year 1	TBD Year 2	TBD Year 3	75% of students will pass with a 3 or higher
Measurable Outcome for Action Step 11: Increase graduation rate in CALPADS by 2.4%	93.6% (California Dashboard)	TBD Year 1	TBD Year 2	TBD Year 3	95% of students will graduate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: CAASSP/SBAC Improvement ELA	ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE)	\$375,000 staffing	Y
2	Action 2: CAASSP/SBAC Improvement Math	ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles. (1FTE)	\$375,000 staffing	Y
3	Action 3: CAST/Science Improvement	Provide Science intervention, tutoring, during and after the school day to improve student achievement.	\$50,000	Y
4	Action 4: Advanced class enrollment increase	Review MAP and Classroom data and reach out to students who stand out as AP/Honors potential students	\$0	N
5	Action 5: College and Career ready students	Expose students to various careers and colleges through workshops, seminars, company/organization tours, virtual college/university tours, and possible on-campus college/university/historically black college and university (hbcu) tours	\$50,000	Y
6	Action 6: SPED students meets/exceeds SBAC/CAASSP	Teachers are allowed additional time to work and plan with SPED teachers to improve student learning as well as providing weekly tutoring	\$25,000	Y
7	Action 7: ELLs meets/exceeds SBAC/CAASSP	Support ELLs through targeting intervention and virtual tutoring opportunities	\$50,000	Y
8	Action 8: Increase reclassification rate	Purchase research based programs that specifically support EL learners in reading and math	\$10,000	Y

9	Action 9: Increase % of English learners who increase in English Proficiency as measured by ELPAC	Continue to provide in-class supports for ELs	\$30,000	Y
10	Action 10: Increase AP pass rate	Students will improve AP pass rates with a score of 3 or higher	\$0	N
11	Action 11: Increase graduation rate	Increase the number of students who graduate from ECR college and/or career ready	\$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.

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 are provided a high quality education with equitable access to standards based instruction, innovative strategies and programs, and rigorous learning. Students have access and are enrolled in a broad course of study (i.e., social science, science, health, PE, VAPA, world language)

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
Measurable Outcome for Action Step #1: Purchase or Create an intervention curriculum to be used in all intervention classes	New program; no baseline data yet	TBD Year 1	TBD Year 2	TBD Year 3	Standards-based alignment for all classes
Measurable Outcome for Action Step #2: Administer MAP assessment to incoming freshman throughout June and July 2021	Summer 2021 - TBD	TBD Year 1	TBD Year 2	TBD Year 3	Early awareness of student achievement levels in order to plan for each year
Measurable Outcome for Action Step #3: All departments will implement Common	Departments provide data outlining performance of all students as a result	TBD Year 1	TBD Year 2	TBD Year 3	Maintain the most current and beneficial instructional

Core State Standards and ECR will provide differentiated standards-based instructional materials	of new instructional materials..				materials for teachers annually
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	Approximately 20 classrooms in need of tutors	TBD Year 1	TBD Year 2	TBD Year 3	Tutors will provide support for student learning in large classes to improve student achievement
Measurable Outcome for Action Step #5: Quarterly aggregated 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:	0 held last year due to COVID 19 pandemic	TBD Year 1	TBD Year 2	TBD Year 3	Ensure students are receiving most

Schedule of dates on which depts will work to meet outside of work hours					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	Curriculum maps are a living document, constantly used, reviewed, and updated
Measurable Outcome for Action Step 9: Credentialed Teachers	100% credentialed teaching	TBD Year 1	TBD Year 2	TBD Year 3	Maintain 100% credentialed teaching staff
Measurable Outcome for Action Step 10: students are allowed to take any academic course on campus with no level restrictions	Our students were typically selected for higher level courses.	TBD Year 1	TBD Year 2	TBD Year 3	Equitable curriculum access and Honor/AP support classes

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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: Data Mining/Visualization/Applications	Data metrics will support Curriculum & Instruction to analyze school and grade level data with departments and individual teachers. Data will be used in professional development and board meetings in conjunction with Administrative Directors.	\$130,000	Y
9	Action 9: Credentialed Teaching Staff	Maintain 100% credentialed teaching staff and continue to provide funds to clear teaching credentials	\$100,000	Y
10	Action 10: Equitable curriculum support	All students will have access to AP & Honors courses as well as needed instructional support	\$ 75,000	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 3

Goal #	Description
3	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 and establish two CTE pathways
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 with 93% 9th graders enrolled in three or more academic classes.	TBD Year 1	TBD Year 2	TBD Year 3	Increased rigor and offering of higher level classes and have 96% enrolled in three or more academic 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 A-G completion rate to 66%
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.	TBD Year 1	TBD Year 2	TBD Year 3	70 students in dual enrollment and 100 in concurrent enrollment

	Not currently tracking concurrent enrollment classes.				
<p>Measurable Outcome for Action Step #5: 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</p>	<p>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 3% of FRMP students</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Increase enrollment of each subgroup (i.e., FRMP, Latinx and African American students) in AP classes by 7% each</p>
<p>Measurable Outcome for Action Step #7: Provide 1-2 college career focused PD trainings for the staff per school year.</p>	<p>In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Provide 2 college and career focused PD trainings for the staff per school year.</p>
<p>Measurable Outcome for Action Step #7: Increase # of students who earn the seal of biliteracy by 15%.</p>	<p>132 students earned the seal of biliteracy in 2021</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Have 150 students earn the seal of biliteracy</p>
<p>Measurable Outcome for Action Step #8: Continue to fund the PSAT for the 9th-11th grade students.</p>	<p>ECR has funded the PSAT for 9th-11th graders.</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>Cover the cost to all students so that PSAT testing is accessible to all students</p>
<p>Measurable Outcome for Action Step #9: Quarterly after hour events hosted by counselors and weekly</p>	<p>In the year 2019-2020, counselors offered weekly extended hours but were not able to do so in the</p>	TBD Year 1	TBD Year 2	TBD Year 3	<p>30 hours each quarter</p>

extended hours to meet with counselors.	year 2020-2021 due to COVID.			
Measurable Outcome or Action Step #10: Increase academic counselors to lower caseload.	ECR currently has 7 academic counselors with an average caseload of about 480 students.	TBD Year 1	TBD Year 2	TBD Year 3
				Increase from 7 to 9 academic counselors.

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 4

Goal #	Description
4	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	Have a professional development calendar that creates more awareness of interactions and sensitivity to diverse communities at the beginning of each school year
Measurable Outcome for Action Step2: Monthly social-emotional events calendar with weekly activities and events	Create community and staff events promoting wellness under development	TBD Year 1	TBD Year 2	TBD Year 3	10 workshops and events that improve mental health for staff and students

<p>Measurable Outcome for Action Step 3: Increase awareness of parent groups and facilitate 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>
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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
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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	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: Increase the level of attendance at parent workshops and/or trainings, focusing on unduplicated students and students with exceptional needs	Less than 2% of total student populations parents attend school workshops and training	TBD Year 1	TBD Year 2	TBD Year 3	Increase the level of attendance by 5% at parent workshops and/or trainings, focusing on unduplicated students and students with exceptional needs
Measurable Outcome	Attendance at current meeting	TBD Year 1	TBD Year 2	TBD Year 3	Weekly newsletters, daily social media

<p>or Action Step 2: Create meeting logs; weekly newsletters and daily website postings</p>				updates, and meeting logs	
<p>Measurable Outcome for Action Step 3: Maintain an expulsion rate of 0%</p>	Current expulsion rate is 0%	TBD Year 1	TBD Year 2	TBD Year 3	Expulsion rate 0%
<p>Measurable Outcome for Action Step 4: Maintain a dropout rate of 5% or less</p>	Current dropout rate is 5.45% in 2021	TBD Year 1	TBD Year 2	TBD Year 3	Dropout rate 5% or less
<p>Measurable Outcome for Action Step 5: Attendance rate</p>	Current attendance rate is 96.57%	TBD Year 1	TBD Year 2	TBD Year 3	Increase attendance rate to 98%
<p>Measurable Outcome for Action Step 6: Chronic Absenteeism rates</p>	Current chronic absenteeism rate is 9% for 20-21	TBD Year 1	TBD Year 2	TBD Year 3	Lower Chronic Absenteeism rate to 5% or lower

<p>Measurable Outcome for Action Step 7: Quarterly Planned meeting dates with Instructional Cabinet; Agendas</p>	<p>Committee is currently formed</p>	<p>TBD Year 1</p>	<p>TBD Year 2</p>	<p>TBD Year 3</p>	<p>Teacher leaders will have an opportunity to meet monthly with parents</p>
<p>Measurable Outcome for Action Step 8: 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 9: 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 10: Hiring of Social</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 or</p>

Media/Outreach/Marketing position					marketing firm is hired; 100% filled
Measurable Outcome for Action Step 11: 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	100% of the parents will be able to create, update, and verify Aeries account

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent attendance at meetings for unduplicated & EL students	Increase meeting and event attendance of parents of unduplicated students	\$0	N
2	Chat with Directors	Continue hosting Chat with the Directors on a biweekly basis	\$ 2,500	Y
3	Expulsion Rate	Maintain zero expulsion rate by using restorative justice practices to keep students in school	\$0	N
4	Dropout Rate	Maintain low dropout rate with goal of reaching zero by providing students with alternative methods such as Independent Study, Alternative Education, and use of restorative justice practices to keep students in school	\$0	N
5	Attendance Rate	ECR will promote improved student attendance through prompt parent contacts and utilization of on-campus resources to help students	\$0	N
6	Chronic Absenteeism Rate	Decrease the chronic absenteeism rate (320 students chronically absent out of 3564)	\$0	N
7	Parent Group collaboration	Invite parent groups to some Instructional Cabinet meetings to share pertinent information and build school-home relationships	\$ 0	N

8	School to Home Communications	Provide text messaging and other types of communications for parents and staff.	\$15,000	Y
9	Canvas Parent Signup	Increase parent engagement and education on Canvas/Canvas app.	\$0	N
10	Marketing Initiatives	To promote ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media.	\$90,000	Y
11	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 6

Goal #	Description
6	Provide specific support to meet social- emotional, mental health, and physical needs of all students while maintaining a safe and secure campus that is conducive to learning.

An explanation of why the LEA has developed this goal.

Meeting students' needs in the aforementioned areas helps ensure the well-being of the whole child. Services that benefit students socially and emotionally are proven to promote student success. In addition, a safe campus environment makes students feel good about themselves, comfortable in their surroundings, and safe and protected.

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: Safe and Functional Campus facility for all stakeholders per facility inspection tool (need data/results from last inspection)	99.5% Exemplary Rating on FIT	TBD Year 1	TBD Year 2	TBD Year 3	Continue Exemplary A+ rating on facility inspection tool
Measurable Outcome for Action Step 2: Onboarding of new PSW	0% position is currently unfilled	TBD Year 1	TBD Year 2	TBD Year 3	2 full time PSW's
Measurable Outcome for Action Step 3: 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	100% availability for all students and staff members.

Measurable Outcome for Action Step 4: Create a wellness center onsite to support students and staff with social-emotional well being	In progress - new initiative	TBD Year 1	TBD Year 2	TBD Year 3	100% of the student body will have access to a PSW
Measurable Outcome for Action Step 5: 100% of students/peers supporting the Wellness Center will receive First Aid training.	This is a new initiative. 0% baseline with plans to have 2 students/peers supporting per period.	TBD Year 1	TBD Year 2	TBD Year 3	100% of students/peers supporting the Wellness Center will receive First Aid training.
Measurable Outcome for Action Step 6: 100% of staff will receive SEL and restorative justice training by 2024.	New initiative; all teachers and staff will attend (appx 175) training SEL and Restorative Justice	TBD Year 1	TBD Year 2	TBD Year 3	100% of the staff will be trained

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Functional Campus	Maintain safe and secure school facility with ontime maintenance and upgrades as needed	\$ 0	N
2	Increased Mental Health Staff Support	Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus	\$138,000	Y
3	Mental Health Activities	Mental health activities will be planned for students and staff daily during the lunch hour and weekly for after school and other events.	\$ 0	N
4	Create Wellness Center	Create an on-campus wellness center to provide a safe and welcoming	\$15,000	Y

		space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources		
5	Psychological First Aid Training	Train student/peers in psychological first aid to provide peer support in the Wellness Center	\$10,000	Y
6	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]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
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

- o 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 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:
 - o 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)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o 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.

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 improve 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.

or School Districts Only:

ctions 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 a 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.

EL CAMINO REAL CHARTER HIGH SCHOOL- Local Control and Accountability Plan (LCAP) Expenditure

Developed by the California Department of Education, January 2020

Total Expenditures Table

EL CAMINO REAL CHARTER HIGH SCHOOL

		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		\$ 1,432,500	\$ 708,000	\$ -	\$ 1,265,000	\$ 3,405,500	\$ 2,185,200	\$ 1,220,300
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	CAASP/SBAC Improved ELA					\$ 375,000	\$ 375,000
1	2	CAASP/SBAC Improved Math					\$ 375,000	\$ 375,000
1	3	CAST/Science Improvement					\$ 50,000	\$ 50,000
1	4	Advance Class Enrollment Incr.					\$ -	\$ -
1	5	College & Career Ready					\$ 50,000	\$ 50,000
1	6	SPED Students Meets/Exceeds SBAC/CAA	\$ 25,000				\$ 50,000	\$ 50,000
1	7	ELL Students Meets/Exceeds SBAC/CAASI					\$ 10,000	\$ 10,000
1	8	Increase Reclassification Rates					\$ 30,000	\$ 30,000
1	9	Increase % of English learners in Proficiency					\$ -	\$ -
1	10	Increase AP Pass Rate					\$ -	\$ -
1	11	Increase Graduation Rate					\$ -	\$ -
2	1	Targeted Intervention	\$ 10,000				\$ -	\$ 10,000
2	2	Assessment of Learning	\$ 25,000				\$ -	\$ 25,000
2	3	Instructional Materials	\$ 325,000				\$ -	\$ 500,000
2	4	Teacher Support	\$ 460,000				\$ -	\$ 460,000
2	5	Common Assessment	\$ 100,000				\$ -	\$ 100,000
2	6	Department Planning Days	\$ 75,000				\$ -	\$ 75,000
2	7	Curriculum Map Review	\$ 100,000				\$ -	\$ 100,000
2	8	Data Mining /Visualization/ Applications				\$ 130,000	\$ -	\$ 130,000
3	1	Develop CTE Curricula		\$ 25,000			\$ -	\$ 25,000
3	2	Increase Rigor		\$ 50,000			\$ -	\$ 50,000
3	3	Prioritize A-G Completion Rate		\$ 40,000			\$ -	\$ 40,000
3	4	Increase College/University Partnerships					\$ -	\$ -
3	5	Expand AP Services					\$ 31,000	\$ 31,000
3	6	Professional Development			\$ 50,000		\$ 34,000	\$ 84,000
3	7	Biliteracy					\$ -	\$ -
3	8	PSAT Funding		\$ 40,000			\$ -	\$ 40,000
3	9	After Hours Counseling Services					\$ 10,000	\$ 10,000
3	10	Hire Two New Counselors			\$ 260,000		\$ -	\$ 260,000
4	1	Equity Training					\$ 20,000	\$ 20,000
4	2	Cultural Workshops & Experiences					\$ 25,000	\$ 25,000
4	3	Underserved Parent Groups					\$ -	\$ -
5	1	Parent Attendance at meetings for Undup/E					\$ -	\$ -
5	2	Chat with the Directors		\$ 2,500			\$ -	\$ 2,500
5	3	Expulsion Rate					\$ -	\$ -
5	4	Drop Out Rate					\$ -	\$ -
5	5	Attendance Rate					\$ -	\$ -
5	6	Chronic Absenteeism Rate					\$ -	\$ -
5	7	Parent Group Collaboration					\$ -	\$ -
5	8	School to Home Communications					\$ 15,000	\$ 15,000
5	9	Canvas Parent Sign Up		\$ 15,000			\$ -	\$ 15,000
5	10	Marketing Initiatives					\$ -	\$ -
5	11	Aeries Parent Connection		\$ 90,000			\$ -	\$ 90,000
6	1	Safe and Functional Campus					\$ -	\$ -

Total Expenditures Table

EL CAMINO REAL CHARTER HIGH SCHOOL

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,432,500	\$ 708,000	\$ -	\$ 1,265,000	\$ 3,405,500	\$ 2,185,200	\$ 1,220,300

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	2	Increased Mental Health Support			\$ 138,000			\$ 138,000
6	3	Mental Health Activities						\$ -
6	4	Create Wellness Center			\$ 15,000			\$ 15,000
6	5	Psychological First Aid Training		\$ -	\$ 10,000			\$ 10,000
6	6	SEL & Restorative Justice Training to Staff		\$ 10,000				\$ 10,000

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Contributing Expenditure Table

EL CAMINO REAL CHARTER HIGH SCHOOL

		Totals by Type		Total LCFF Funds		Total Funds	
Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
						\$ 1,332,500	\$ 3,230,500
						\$ 1,332,500	\$ 3,230,500
						\$ -	\$ -
						\$ -	\$ -
1	1	CAASP/SBAC Improved ELA	LEA-wide	All	High Schools		\$ 375,000
1	2	CAASP/SBAC Improved Math	LEA-wide	All	High Schools		\$ 375,000
1	3	CAST/Science Improvement	LEA-wide	All	High Schools		\$ 50,000
1	4	Advance Class Enrollment Incr.	LEA-wide	All	High Schools		\$ -
1	5	College & Career Ready	LEA-wide	All	High Schools		\$ 50,000
1	6	SPED Students Meets/Exceeds	LEA-wide	All	High Schools		\$ 25,000
		SBAC/CAASP					\$ -
1	7	ELL Students Meets/Exceeds	LEA-wide	All	High Schools		\$ 50,000
1	8	SBAC/CAASP	LEA-wide	All	High Schools		\$ 10,000
1	9	Increase Reclassification Rates	LEA-wide	All	High Schools		\$ -
1	10	Increase % of English learners in Proficiency by ELPAC	LEA-wide	All	High Schools		\$ 30,000
1	11	Increase AP Pass Rate	LEA-wide	All	High Schools		\$ -
2	1	Targeted Intervention	LEA-wide	All	High Schools	\$ -	\$ -
2	3	Instructional Materials	LEA-wide	All	High Schools	\$ 325,000	\$ 500,000
2	4	Teacher Support	LEA-wide	All	High Schools	\$ 460,000	\$ 460,000
2	5	Common Assessment	LEA-wide	All	High Schools	\$ 100,000	\$ 100,000
2	6	Department Planning Days	LEA-wide	All	High Schools	\$ 75,000	\$ 75,000
2	7	Curriculum Map Review	LEA-wide	All	High Schools	\$ 100,000	\$ 100,000
2	8	Data Mining /Visualization/ Applications	LEA-wide	All	High Schools		\$ 130,000
3	1	Develop CTE Curricula	LEA-wide	All	High Schools	\$ 25,000	\$ 25,000
3	2	Increase Rigor	LEA-wide	All	High Schools	\$ 50,000	\$ 50,000
3	3	Prioritize A-G Completion Rate	LEA-wide	All	High Schools	\$ 40,000	\$ 40,000
3	4	Increase College/University Partnerships	LEA-wide	All	High Schools		\$ -
3	5	Expand AP Services	LEA-wide	All	High Schools		\$ 31,000
3	6	Professional Development	LEA-wide	All	High Schools		\$ 84,000
3	7	Bliteracy	LEA-wide	All	High Schools		\$ -
3	8	PSAT Funding	LEA-wide	All	High Schools	\$ 40,000	\$ 40,000
3	9	After Hours Counseling Services	LEA-wide	All	High Schools		\$ 10,000
3	10	Hire Two New Counselors	LEA-wide	All	High Schools		\$ 260,000
4	1	Equity Training	LEA-wide	All	High Schools		\$ 20,000
4	2	Cultural Workshops & Experiences	LEA-wide	All	High Schools		\$ 25,000
4	3	Underserved Parent Groups	LEA-wide	All	High Schools		\$ -
5	2	Chat with the Directors	LEA-wide	All	High Schools	\$ 2,500	\$ 2,500
5	7	Parent Group Collaboration	LEA-wide	All	High Schools		\$ -
5	8	School to Home Communications	LEA-wide	All	High Schools	\$ 15,000	\$ 15,000
5	9	Canvas Parent Sign Up	LEA-wide	All	High Schools		\$ -

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Contributing Expenditure Table

EL CAMINO REAL CHARTER HIGH SCHOOL

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,332,500	\$ 3,230,500
LEA-wide Total:	\$ 1,332,500	\$ 3,230,500
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	10	Marketing Initiatives	LEA-wide	All	High Schools	\$ 90,000	\$ 90,000
5	11	Aeries Parent Connection	LEA-wide		High Schools	\$ -	\$ -
6	2	Increased Mental Health Support	LEA-wide	All	High Schools	\$ 138,000	\$ 138,000
6	4	Create Wellness Center	LEA-wide	All	High Schools	\$ 15,000	\$ 15,000
6	5	Psychological First Aid Training	LEA-wide	All	High Schools	\$ -	\$ 10,000
6	6	SEL & Restorative Justice Training to Staff	LEA-wide	All	High Schools	\$ 10,000	\$ 10,000

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Annual Update Table Year 1

EL CAMINO REAL CHARTER HIGH SCHOOL

Totals:		Planned Expenditure Total	Estimated Actual Total
Totals:	\$	3,230,500	\$

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	CAASP/SBAC Improved ELA	Yes	\$ 375,000	
1	2	CAASP/SBAC Improved Math	Yes	\$ 375,000	
1	3	CAST/Science Improvement	Yes	\$ 50,000	
1	4	Advance Class Enrollment Incr.	No	-	
1	5	College & Career Ready	Yes	\$ 50,000	
1	6	SPED Students Meets/Exceeds SBAC/CAASP	Yes	\$ 25,000	
1	7	ELL Students Meets/Exceeds SBAC/CAASP	Yes	\$ 50,000	
1	8	Increased Reclassification Rates	Yes	\$ 10,000	
1	9	Increase % of English learners in Proficiency by	Yes	\$ 30,000	
1	10	Increase AP Pass Rate	No	-	
1	11	Increase Graduation Rate	No	-	
2	1	Targeted Intervention	Yes	\$ 10,000	
2	2	Assessment of Learning	Yes	\$ 25,000	
2	3	Instructional Materials	Yes	\$ 500,000	
2	4	Teacher Support	Yes	\$ 460,000	
2	5	Common Assessment	Yes	\$ 100,000	
2	6	Department Planning Days	Yes	\$ 75,000	
2	7	Curriculum Map Review	Yes	\$ 100,000	
2	8	Data Mining /Visualization/ Applications	Yes	\$ 130,000	
3	1	Develop CTE Curricula	Yes	\$ 25,000	
3	2	Increase Rigor	Yes	\$ 50,000	
3	3	Prioritize A-G Completion Rate	Yes	\$ 40,000	
3	4	Increase College/University Partnerships	No	-	
3	5	Expand AP Services	Yes	\$ 31,000	
3	6	Professional Development	Yes	\$ 84,000	
3	7	Biliteracy	No	-	
3	8	PSAT Funding	Yes	\$ 40,000	
3	9	After Hours Counseling Services	Yes	\$ 10,000	
3	10	Hire Two New Counselors	Yes	\$ 260,000	
4	1	Equity Training	Yes	\$ 20,000	
4	2	Cultural Workshops & Experiences	Yes	\$ 25,000	

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Annual Update Table Year 1

EL CAMINO REAL CHARTER HIGH SCHOOL

		Planned Expenditure		Estimated Actual	
		Total		Total	
Totals:		\$	3,230,500	\$	-
Totals:		\$	3,230,500	\$	-
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
4	3	Underserved Parent Groups	Yes	\$ -	
5	2	Chat with the Directors	Yes	\$ 2,500	
5	7	Parent Group Collaboration	No	\$ -	
5	8	School to Home Communications	Yes	\$ 15,000	
5	9	Canvas Parent Sign Up	No	\$ -	
5	10	Marketing Initiatives	Yes	\$ 90,000	
5	11	Aeries Parent Connection	No	\$ -	
6	2	Increased Mental Health Support	Yes	\$ 138,000	
6	4	Create Wellness Center	Yes	\$ 15,000	
6	5	Psychological First Aid Training	Yes	\$ 10,000	
6	6	SEL & Restorative Justice Training to Staff	Yes	\$ 10,000	

Coversheet

Discuss and Vote on ESSER III Funding

Section: IV. School Business
Item: B. Discuss and Vote on ESSER III Funding
Purpose: Vote
Submitted by:
Related Material: Final ESSER Plan 21-22.pdf

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Camino Real Charter High School	David Hussey, Executive Director Gregory Wood, Chief Business Officer Minita Clark, Administrative Director	d.hussey@ecrchs.net g.wood@ecrchs.net m.clark@ecrchs.net

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Learning Continuity and Attendance Plan (LCP)	https://ecrchs.net/pdf/Learning%20Continuity%20and%20Attendance%20Plan.pdf
Local Control Accountability Plan (LCAP)	https://ecrchs.net/pdf/2021%20LCAP%20with%20Annual%20Updates%20FINAL.pdf
Expanded Learning Opportunities (ELO) Grant Plan	https://ecrchs.net/pdf/Final%20ELO%202021%20_2_.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,025,712	
Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$1,325,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$475,712
Use of Any Remaining Funds	\$225,000

Total ESSER III funds included in this plan

\$2,025,712

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

El Camino Real Charter High School (ECR) values the active engagement of its neighborhood and various communities. Part of our community outreach efforts include providing opportunities for families and the community to offer valuable input into the overall

learning experiences of our students. We have consistently involved our stakeholder groups in gathering feedback pertaining to the virtual model used during the COVID-19 pandemic. Plans that included this feedback were the Learning Continuity and Attendance Plan, Local Control Accountability Plan, and now the ESSER III Plan.

In response to the COVID-19 pandemic, ECR launched a schoolwide Intervention Program to combat learning loss, met with stakeholder groups virtually, generated surveys with valuable perspectives and information from thousands of student, parent, community and staff respondents. Specific efforts were taken to ensure important constituencies were heard representing students with special needs, English learners, foster youth, Title I students, and students of color.

Stakeholder feedback was used monitor existing programs and services as well as guide future planning efforts. Alignment of priority interests and needs has been continuously analyzed. All plans informed the development of subsequent plans.

Multiple modalities were used for communication and data collection including email, surveys, text messaging and social media. Survey links were shared in weekly newsletters, during parent group/committee meetings, and via email. Additional information was gathered using a pre-made questionnaire and comments were clustered together, which highlighted emergent themes. Below are dates indicating when feedback was gathered for each respective plan:

Learning Continuity and Attendance Plan: August-September 2020

Local Control Accountability Plan: February-April 2021

ESSER Plan: August-September 2021

A description of how the development of the plan was influenced by community input.

As stated previously, the ESSER III plan is a combination of strategies and other schoolwide efforts developed in previous plans as mandated by the California Department of Education. This input and feedback was used to guide decision-making. Listed below are overarching themes resulted from the LCP, LCAP, and the ESSER III Plan surveys. The ESSER III plan directly aligned with ECR needs and interests as noted by faculty, staff, students, community members, and the ECR Board.

LCP overarching themes:

- Meet social emotional needs of students
- Create a block schedule to provide adequate time
- Ensure access to meal program regardless of socio-economic status
- Address learning loss

- Provide access to virtual/distance learning for every student
- Educational Equity
- Continuity of services (without gaps) for Special Needs students

LCAP overarching themes:

Areas ECRCHS has improved:

- Translation of documents in multiple languages
- Development of Programs and Initiatives to support mental health such as a new Wellness Center
- School-to-Home Communication (includes communication between teachers and administrators to parents and vice versa)
- Teachers have gone out of their way to support students during the pandemic
- Posting of information for all stakeholders viewing
- Support for high-risk learners

Areas ECRCHS still needs improvement:

- Development and/or Staffing of needed positions in a timely manner (e.g., marketing coordinator still vacant and positions that oversee needs of unduplicated students)
- Class sizes still too big; need to re-visit classrooms to replace the bungalows as the plan is already ready and hire additional staff
- Some teachers are slow to provide feedback and grade work; need a universal policy
- Some teachers do not contact parents; need a universal policy

How additional funds will address student academic needs?

- Intervention & Tutoring programs
- Virtual Instruction supplies, materials, apps, and related programs
- Wellness Center to support social emotional needs of students and staff
- Class size reduction
- Additional staffing
- Health and Safety supplies and materials
- Technology supplies and materials including laptops, upgrades, replenishments, and equipment
- Sports and Extracurricular activities

How additional funds will address social emotional needs?

- Hiring of a second Psychiatric Social Worker to support student and staff wellness
- Professional Development for staff on Mental Health Awareness as well as tips and techniques to manage
- School Nurse support
- Additional classroom paraprofessional staffing
- Peer tutoring and support
- Food/Meals

How additional funds will address mental health needs?

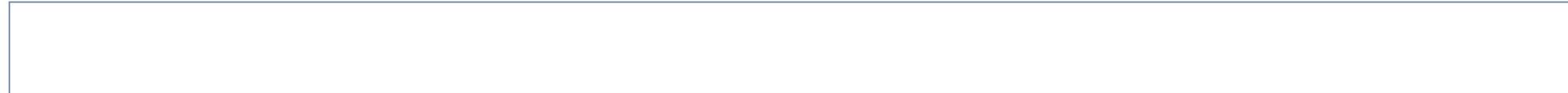
- Professional Development for staff
- School Nurse support
- Stress Reduction for staff and students
- Mental Health Awareness

How additional funds will address safety/security needs?

- PPE equipment, Masks, and other cleaning supplies
- Security Staffing
- Emergency Preparation
- COVID 19 Testing

How additional funds will be used to address student, family, and community needs?

- Two way communication efforts between school-parents
- Student Engagement
- Student Events
- Support Athletic Program
- Virtual Instructional (or Hybrid possibilities)
- COVID 19 Testing
- Food/Meals



Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$1,325,000.

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Schoolwide Testing	Block Scheduling for schoolwide internal assessments such as MAP & Math diagnostic for incoming freshmen. This will limit movement for students.	\$265,000 / 3yrs
ESSER III	Virtual Instruction	Students who are quarantined will continue to receive instruction virtually through the use of our LMS (Canvas) to facilitate continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19.	\$375,000 / 3yrs
LCP ESSER III	Actions Related to the Distance Learning Program	ECR will utilize a comprehensive CCTV system that incorporates AI, Motion Sensors, Air Quality sensors, heat maps (identify foot traffic data) and access door controls to ensure that proper social distancing and sanitation schedules are followed and enforced. The system's	\$375,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		powerful edge-based computing capabilities will provide increased visibility and insights into what is happening across and within the campus. These features will help in planning and responding to pandemic needs while keeping both employees and students safe.	
ESSER III	Classroom Supplies & Materials	Purchase of individual use classroom supplies and materials to prevent spread of COVID-19 (including instruments)	\$310,000 / 3yrs

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$475,712

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Goal 1; Action1 - Targeted Intervention	Purchase/Create EL/Intervention Curriculum to support the learning of all students (particular interest in meeting the needs of students of color and unduplicated students)	\$75,712/3yrs (EL curriculum such as Edge and Writing Workshop)
LCAP	Goal 1; Action 3 - Instructional materials	Standardize instructional materials for all subject areas through retreats, before and after school professional work sessions, as well as additional time requested by departments and/or collaborative teams.	\$200,000/3yrs
ESSER III	Learning Loss Data management System	Develop a system for staff to access student data as a result learning to improve student learning.	\$200,000/3yrs

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$225,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Parent Engagement	Current parent groups such as RISE, Padres Latinos, and Friends of ECR to design and implement trainings, workshops, and other parent/student events and activities to support learning loss and other needs related to or as a result of Covid-19	\$75,000/3yrs

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Addressing social emotional needs of students and staff	Psychiatric Social Workers (PSWs) will keep logs of interactions with students and/or staff	Monthly by direct supervisor (or as needed)
Targeted Interventions	Grade monitoring via teachers and student-teacher check-ins	Teachers should check-in weekly with students and report to parents
Standardize Instructional Materials	Check-ins by Administrative Directors with Dept Chairs and PLC teams	Weekly during CPD
Teacher Support	Check-ins by Administrative Directors with hired staff	Ongoing and as needed

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Schoolwide Testing	Oversight by Administrative Director with implementation by Testing Coordinator	Ongoing and as needed
Virtual Instruction	Check-ins by Administrative Directors with teachers	Ongoing and as needed
Actions Related to the Distance Learning Program	Oversight by Chief Technology Officer and Technology Staff	Ongoing and as needed
Actions Related to Pupil Learning Loss	Check-ins by Administrative Directors with hired staff	Ongoing and as needed
Classroom Supplies & Materials	Administrative Directors in conjunction with Dept Chairs with monitor budgets	Ongoing and as needed
Extended Learning	Oversight by Administrative Director of Counseling	Ongoing and as needed
Parent Engagement	Oversight by Administrative Directors of Curriculum & Instruction	Ongoing and as needed

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Coversheet

Discuss and Vote on Metro Fareless System Initiative

Section: IV. School Business
Item: C. Discuss and Vote on Metro Fareless System Initiative
Purpose: Vote
Submitted by:
Related Material: Metro Fareless System Initiative FINAL FINAL PDF.pdf

EL CAMINO REAL ALLIANCE

EXECUTIVE DIRECTOR RECOMMENDATION

BOARD MEETING DATE October 28th, 2021__

AGENDA ITEM:

Metro Fareless System Initiative

BRIEF SUMMARY OF THE ISSUE:

<i>What is the Metro Fareless System Initiative?</i>	The Metro Fareless System Initiative is a two-year pilot program through which Metro partners with a school district to cover the cost of TAP cards for unlimited rides on all Metro services and participating FSI partner transit agencies. Districts are charged a flat rate for every student in the district and every student is then eligible for a TAP card. The program would give our students free access to transit through June 30 th , 2023.
<i>How much would access expand?</i>	In 2019-2020, we had about 225 students participate in the program at a rate of 24 dollars, per student, per month. Only students on the free and reduced meal plan can apply for a free TAP card. We have 1,154 FRMP students this year, leaving out 2,460 student who could possibly benefit from free transit. This pilot program would allow all our students a free TAP card.

PERSONNEL INVOLVED:

Board Members (to approve), Executive Director (to sign), Intervention Coordinator (to organize and implement), Business Office (for payments)

FISCAL IMPLICATIONS (IF ANY):

<i>What is the total proposed budget?</i>	\$22,000
<i>Isn't Metro currently free?</i>	Metro will start charging again in January 2022 (https://thesource.metro.net/2021/09/23/metro-board-approves-fareless-plan-for-k-14-students-and-easier-access-to-discounted-fares-for-many-riders/)
<i>How does the flat rate work?</i>	El Camino will pay a three-dollar flat rate for each student at our school based on the previous year of attendance. For this 2021-2022, we will owe 10,857 (3619x3). Our

	current ADA is 3614, so we can expect to pay 10,842 (3614x3) next year. The proposed budget is 22,000 to allow free access to transit for all students through June 30 th , 2023.
<i>How much would we save?</i>	In 2019-2020, we spent 30,720 (see excel attachment) from 8/20/19-3/31/20 (COVID). With over two months of school added, we could have expected to see over 10,000 added (monthly charges the three months prior were over 5,000). This modest projection estimates we would save about 30,000 per year.

IMPACT ON SCHOOL MISSION, VISION OR GOALS (IF ANY):

This program is in line with our mission of wanting to “prepare our diverse student body for the next phase of their educational, professional, and personal journey” and vision to be a school that “empowers students to be independent, determined, compassionate, global citizens”.

Partnering with Metro on this pilot program will increase student access to free transit at a significantly reduced budget. The program would allow every student at ECRCHS, rather than just our FRMP students, free transit. We know an increasing percentage of students are enrolling from outside our attendance boundaries. Free transit can decrease barriers that prevent students from coming to school and promote independent living skills. Therefore, this program can further increase attendance, access to curriculum, grades, and test scores. The budget to participate in the program for the remainder of this school year and next school year is far less than the budget the board has already approved for this school year alone. In short: increased student access to free transit for a decreased budget would be provided through this program.

OPTIONS OR SOLUTIONS:

Approve budget for pilot program 2021-2022 through 2022-2023
 Continue current program/method for bus program
 Discontinue bus program after 2021-2022 (current year already approved)

EXECUTIVE DIRECTOR’S RECOMMENDATION:

Vote to approve the budget for the two-year pilot program - Metro Fareless System Initiative

PROPOSED MOTION:

Pass

Coversheet

Discuss and Vote on Revised ECR Employee Handbook for 2021-2022

Section: IV. School Business
Item: F. Discuss and Vote on Revised ECR Employee Handbook for 2021-2022
Purpose: Vote
Submitted by:
Related Material: ECRCHS Employee Handbook 2021-2022 .pdf

EMPLOYEE HANDBOOK



Revised July, 2020

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FOREWORD

Dear Valued Employee:

Congratulations and welcome to El Camino Real Charter High School (“ECRCHS” or the “School”). Whether you have recently joined our team or have worked with us for some time, we are excited to work with you. Your performance will be an integral part of the School’s future success. In order to help you perform at your full potential and create a safe and enjoyable work environment, we are providing you this Employee Handbook to inform you of the many important aspects of your employment and guide you along the way.

There are a few things to keep in mind when reading this Employee Handbook. This document is not a comprehensive compilation of all ECRCHS policies and procedures and does not cover all possible circumstances and exceptions that may arise. Many of the policies summarized in this Employee Handbook are covered in more detail in other official documentation. Consult such documentation for additional information regarding specific policies. Please address any specific questions regarding the interpretation or applicability of ECRCHS policies and procedures to Human Resources or such designated ECRCHS officer or manager. Note that the terms of the official ECRCHS insurance and benefits policies supersede any terms to the contrary stated herein.

This Employee Handbook is not an employment contract, and nothing in this Employee Handbook gives you any right, expressed or implied, to continued employment. Furthermore, all terms, conditions, policies, and procedures as stated in this document are subject to change, and nothing stated herein is to be construed as a guarantee of employment or creates a fixed term for your employment.

As the School’s employee you have an obligation to keep the information provided to you in this Employee Handbook confidential. Do not discuss the contents of this document with persons who are not employees, officers, or otherwise privy to this information through an affiliation with the School.

Please take time to thoroughly review this Employee Handbook, noting how each section relates to your employment. Pass along any questions or concerns you may have to your immediate supervisor. We look forward to a harmonious and mutually fruitful relationship with you and are confident you will find your experience with us dually rewarding.

Lastly, please note that ECRCHS recognizes all sanctioned labor unions and their role in representing the interests of the School’s unionized employees. This Employee Handbook does not impair or otherwise alter any terms or conditions of the collective bargaining agreements held by such unions. When a policy in this Handbook contradicts terms and conditions set out in the collective bargaining agreement, the collective bargaining agreement shall take precedence for applicable employees only.

Again, welcome!

SECTION I - Introduction

1.1 Who Are We?

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.

1.2 This Employee Handbook

This Employee Handbook summarizes some of the School's key expectations and employment policies. As such, it cannot provide guidance for every possible circumstance that may arise during employment and is not intended as an exhaustive resource for all ECRCHS policies. Furthermore, should any provision of this Handbook contradict a provision of an applicable collective bargaining agreement at ECRCHS, the applicable collective bargaining agreement shall be controlling. Employees who desire elaboration on specific policies should refer to official policy documentation or consult a supervisor.

This Employee Handbook replaces all prior employee handbooks, employment policies, and ECRCHS rules and practices, expressed or implied, whether written or oral. In addition, this Employee Handbook is subject to the provisions of official ECRCHS policy documents, including insurance and benefits policies, plan documents, and applicable law. All ECRCHS employees are required to abide by the terms of this Employee Handbook as a condition of employment. The terms of an individual employee's employment contract may supersede this Employee Handbook where applicable.

1.3 Policy Changes

As circumstances warrant, ECRCHS may, in its sole discretion, deviate from the terms stated herein as it sees fit. ECRCHS has the express right to amend, modify, revoke, and add to the terms of this Employee Handbook as well as other official ECRCHS policy documentation. The terms of this Employee Handbook may only be altered through official ECRCHS written policy notices. No terms of this Employee Handbook may be altered via oral statements or other representations. The School's interpretation of the terms stated herein is absolute. Employees who need clarification as to the School's policy on a specific matter should consult a human resources manager or such designated ECRCHS officer or manager. Each employee is responsible for remaining informed of policy changes.

1.4 No Guarantee of Employment

Nothing in this Employee Handbook creates a binding employment contract between ECRCHS and its employees or provides a guarantee of continued employment for any amount of time. At-will employment status may only be altered through an express, signed, written agreement between ECRCHS and an employee to that specific and intended effect.

1.5 At-Will Employment

While most employment with ECRCHS is contractual and as dictated by an applicable collective bargaining agreement, some employees and all extra positions are employed on an at-will basis. Unless expressly prohibited by statute, all employees without a written employment agreement to the contrary are employed on an "at-will"

basis. As has always been the case at ECRCHS, either ECRCHS or the at-will employee may conclude the employment relationship either with or without advance notice, at any time and for any reason, and no term in this Employee Handbook will alter or restrict the right of ECRCHS or an at-will employee to end the employment relationship accordingly. Nothing in this Employee Handbook impairs the School's right to make changes in employment status, including without limitation promotions and demotions, reassignments, transfers, and wage and benefit changes. ECRCHS may only enter into an employment relationship that is not on an at-will basis through a written employment agreement signed by the Executive Director, or an ECRCHS officer or manager authorized with such capacity by the Executive Director.

SECTION II - Employment Policies

2.1 Employee Classification Categories

All ECRCHS employees are either classified as exempt or nonexempt.

Exempt Employees - Employees exempted from the minimum wage and overtime provisions hold positions that satisfy all applicable legal requirements. These employees are generally executives, managers, professionals, administrators, and technical staff who receive salaries. Moreover, certificated staff (teachers) are all exempt employees.

Nonexempt Employees - Employees who are NOT exempt hold positions which do not satisfy the legal requirements for exempt employees. These employees are typically paid on an hourly basis.

In addition, the following mutually exclusive classifications apply to both exempt and nonexempt employees and help determine an employee's employment status and eligibility for employee benefits, but in no way guarantee continued employment for any amount of time:

Regular Full-Time Employees - Employees are considered full-time employees if they are normally scheduled to work at least thirty (30) hours per week. These employees are generally eligible to receive ECRCHS benefits, if any, subject to the terms and conditions of each benefit plan. Please note this includes those staff members who may only work one hundred eighty-two (182) days per calendar year.

Regular Part-Time Employees - Employees are considered part-time employees if they are NOT normally scheduled to work at least thirty (30) hours per week during the regular school year, or if they only irregularly work thirty (30) or more hours per week. These employees are NOT generally eligible to receive ECRCHS benefits, but shall receive any benefits required by law.

Temporary Employees - Full-time or part-time employees hired for a limited duration, generally for three (3) months or less, are considered temporary employees. These employees are typically interim replacements or hired for work on a specific project. Temporary employee work duration may be extended upon written permission; however, status as a temporary employee may only be changed by a written agreement signed by authorized ECRCHS personnel. Temporary employees are employed on an at-will basis unless expressly stated otherwise in a written employment agreement with ECRCHS. As at-will employees, temporary employees may be terminated prior to the end of the initially planned work duration for any or no reason, with or without notice. Temporary employees are generally not eligible for ECRCHS benefits unless required by law or expressly stated otherwise in a written employment agreement.

Employees not notified of their particular classification upon hire should ask Human Resources. Note that independent contractors are not ECRCHS employees. As such, they are not entitled to receive ECRCHS benefits unless expressly provided in a written agreement between such individuals and ECRCHS. Furthermore, these individuals will have control over the manner of completing assigned tasks, while ECRCHS has control over assigning the tasks that independent contractors complete and defining the specific outcomes sought.

2.2 Confidentiality

ECRCHS requires that employees keep strictly confidential certain information related to ECRCHS and those with which ECRCHS conducts business. Employees are prohibited from disclosing "**Confidential Information**," as defined below, to any external parties without prior ECRCHS authorization or to other ECRCHS employees or independent contractors who do not have a legitimate business reason to know such information. External parties are any person or entity besides the School's employees, representatives, and authorized agents. Employees must maintain confidentiality in all locations, all modes of communication, and at all times, continuing indefinitely after termination of their employment relationship with ECRCHS. Employees are responsible for knowing what information should be treated as Confidential Information and should consult their supervisor for clarification if in doubt.

Confidential Information – Includes all information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Confidential information also includes information that relates to ECRCHS, its operations, or technology that is generally not known to the public such as, but not limited to, attorney communications.

Employees can help ECRCHS safeguard its Confidential Information by adhering to the following guidelines:

- Do not discuss Confidential Information in public places.
- When discussing Confidential Information, or matters that may potentially pertain to Confidential Information, employees should be aware of who is around them and consider whether they have a specific need to know such.
- Do not take hard copies of Confidential Information off ECRCHS premises unless absolutely necessary. If an employee does so, they should be sure to keep such information in a safe and secure place.
- Keep electronically-stored Confidential Information password protected, and store hard copies out of sight in secure locations.
- Shred or tear up hard copies of Confidential Information before disposing in the trash.

Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment or dismissal for cause.

Student Information – Student information and records are private and confidential under the Family Educational Rights and Privacy Act of 1974 (FERPA) and the California Constitution. As such, student information is to remain confidential at all times, and may not be disclosed to anyone unless there is a direct educational need or safety issue involved. This includes, but is not limited to, any disciplinary action taken against a student.

2.3 Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether

a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

2.4 Employment of Relatives and Personal Relationships

Nepotism and favoritism may jeopardize ECRCHS operations and success. Therefore, employees are prohibited from supervising or reporting to their relatives or persons with whom they have close personal relationships outside of their employment with ECRCHS, except where such relationships are disclosed to and approved by a senior member of the Business Office. "**Relatives**" include spouses/domestic partners, children (including adopted children), parents, siblings, grandparents, uncles, aunts, cousins, nieces, nephews, step relatives, brother- and sister-in-law, mother- and father-in-law, and relatives of domestic partners. "**Close personal relationships**" includes relationships with persons with whom the employee shares a household, dates, or has had personal and close friendships for an extended period of time outside of employment with ECRCHS. Typically, informal acquaintances are not considered close personal relationships.

In order to safeguard ECRCHS interests, employees must disclose any relatives or close personal relationships that exist or may exist with other ECRCHS employees, contractors, consultants, students, or suppliers. An employee should also disclose this fact if, during employment, he or she becomes a relative of or develops a close personal relationship with (though marriage or dating, for instance) another employee, contractor, consultant, student, or supplier.

The Business Office may approve working with relatives or persons holding close personal relationships where such relationships do not create substantial conflicts of interest threatening the wellbeing of ECRCHS operations or activities, for instance, by creating potential supervisory, morale, safety, fairness, or public relations problems. Where possible, ECRCHS will strive to neutralize such conflicts of interests without impairing the benefits employees receive from ECRCHS; however, ECRCHS reserves the right to take any action necessary to remove conflicts of interest that threaten ECRCHS interests.

2.5 Personnel Files

ECRCHS maintains confidential employee records and files according to law. Supervisors and managers may only have access to an employee's file with a legitimate business need to know and as permitted by applicable law. Current and former employees are entitled to access their files upon providing reasonable notice.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative at a mutually convenient time during regular business hours inside of the office or department where they are normally stored. Employees may not tamper with or remove any part of their personnel file; however, they are entitled to copies of any documents contained in their personnel file. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Should an employee wish to dispute any item in their file, they are permitted to make a signed and dated written statement of the dispute that will become part of their file as well.

A personnel file is comprised of documents and information relating to each employee's relationship with ECRCHS, including among other items the employment application, employment history verification documents, resumes, background checks, emergency contact information, contracts of employment, tax forms, payroll and benefits information, and performance reviews, if any of these should exist and according to ECRCHS policy.

Employees are required to notify the fiscal analyst/specialist, as applicable, if any information previously provided to ECRCHS should change, including information provided on an employment application or form, insurance form, or tax form. Misrepresenting information in an employee file, or failing to correct a known mistake in the file, is grounds for discipline, possibly including immediate termination.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

2.6 Child Abuse and Neglect Reporting / Additional Training

California Penal Code Section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

ECRCHS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail or by a fine of One Thousand Dollars (\$1,000.00), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge that he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code Section 11166 and will comply with its provisions.

In addition to the mandated reporter training, all individuals working or volunteering at ECRCHS will be required to complete additional online training on those subjects required under California law. This shall include, but not necessarily be limited to, subjects related to Bloodborne Pathogens, Sexual Harassment, and Youth Suicide. All employees and volunteers will be required to complete the training within the timeline specified by the School.

2.7 Criminal Background Checks

As required by law, all individuals working or volunteering at ECRCHS will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged with or convicted of any offense, the employee must immediately report the charge or conviction to the Executive Director.

2.8 Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School.

2.9 Healthcare Information

Information related to an employee's healthcare enrollment or plan will be managed according to the School's policy for conformity with the Health Insurance Portability and Accountability Act (HIPPA), as applicable. ECRCHS does not regularly maintain records of its employees' private healthcare information, and any such information voluntarily shared with ECRCHS by an employee will be kept confidential.

2.10 Immigration Compliance

ECRCHS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, ECRCHS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic

areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If any employee has questions or needs more information on immigration compliance issues, they should contact the Human Resources department.

2.11 Political Views

ECRCHS will not discriminate against employees based on their engaging in legal political activities or their affiliation with a particular political view or group. However, ECRCHS encourages employees to focus this expression exclusively *outside* of their role at ECRCHS. All employees have a responsibility to ensure that the political views they communicate and political activities engaged in are seen as separate from ECRCHS and their role as a ECRCHS employee.

2.12 Termination and Change of Employment Status

A change in employment status may occur for different reasons, including termination by ECRCHS, resignation, abandonment, reassignment, or retirement. Should a change in employment status occur, wages will only accrue up to the effective date of separation with ECRCHS, unless contrary to a written employment contract or state law.

- **Termination by ECRCHS** – Any employee whose employment is governed by a collective bargaining agreement may only have their employment terminated in accordance with the collective bargaining agreement. Unless expressly prohibited by statute, all other employees without a written employment agreement to the contrary are employed on an "at-will" basis. This means that ECRCHS may conclude the employment relationship with or without advance notice at any time and for any reason.
- **Resignation** - If an employee is an at-will employee, they may choose to conclude the employment relationship at any time and for any reason. If an employee is considering resignation, they are encouraged to consult their supervisor in order to discuss whether other options are available to accommodate an employee's needs. If an employee does decide to resign, ECRCHS asks that they provide at least two (2) weeks advance written notice of their departure. In addition, such employees who fail to provide the full requested advance notice may be deemed ineligible for future rehire, at the discretion of ECRCHS. At the School's sole discretion and business needs under the circumstances, ECRCHS may choose to require an employee's immediate departure. Should ECRCHS so require, employees agree to complete an exit interview or memorandum prior to departure.
- **Job Abandonment** – Job abandonment occurs where an employee fails to be present during scheduled work hours for three (3) or more consecutive days without prior approval for the absence. If an employee is considering abandoning their position with ECRCHS, employees are encouraged to consult their supervisor in order to discuss whether options are available to accommodate the employee's needs.
- **Reassignment** - Based on ECRCHS needs, employment status may occasionally change through ECRCHS reassigning an employee to a different shift, department, or location, unless the employee has a written employment contract to the contrary. ECRCHS may choose to take into consideration

employee requests concerning reassignment. Should ECRCHS so require, employees agree to complete an exit interview or memorandum prior to departure.

- **Retirement** - Employees seeking to retire must provide at least four (4) weeks' advance written notice to a human resources manager. This will allow ECRCHS sufficient time to finalize any payroll and benefits issues, determine and prepare for any hiring needs, and wrap up all other outstanding employment matters related to the planned retirement. Should ECRCHS so require, employees agree to complete an exit interview or memorandum prior to departure.

2.13 Return of ECRCHS Property

Employees must return all ECRCHS property in their possession upon ending employment with ECRCHS. Unless otherwise notified, ECRCHS property includes, but is not limited to, identification cards, uniforms, cell phones, laptops, electronics, office supplies, keys, and all other tangible items in the possession of employees that is provided to the employee by ECRCHS. Employees may be provided with a voluntary option of purchasing property which they have used while employed with ECRCHS on an "as is" basis.

Upon formal approval from the Business Office, employees will be provided with the market cost of specific property and required to pay for said property in full prior to exchanging ownership of the property. ECRCHS is not responsible for any previous or future damage or maintenance needs of purchased equipment.

2.14 Rehire

ECRCHS, in its sole discretion, may choose to rehire former employees. Former employees are still required to submit to the School's regular hiring process and screening, including, at the School's discretion, submitting an employment application and completing any required exams. Hiring managers seeking to hire former employees must submit a request for review and approval from a human resources manager prior to hiring. Except when set forth by written employment agreement or applicable law, former employees who are rehired will begin accruing benefits at the same rate and in the same manner as new employees, and tenure for all purposes will be calculated starting from the date of rehire.

2.15 Labor Unions

ECRCHS recognizes all sanctioned labor unions and their role in representing the interests of the School's unionized employees. This Employee Handbook does not impair or otherwise alter any terms or conditions of the collective bargaining agreements in place with such unions.

SECTION III - Payroll Practices

3.1 Payment of Wages

Salaried employees are paid monthly for their regular wages due. Paydays will fall on the last working day of each month. Employees will be paid on the last business day prior to any payday that happens to fall on a weekend or holiday.

Hourly employees are paid semi-monthly for their regular wages due. Paydays will fall on the fifteenth (15th) and last day of each month. Employees will be paid on the last business day prior to any payday that happens to fall on a weekend or holiday.

Employees will be paid by either check or direct deposit on their scheduled paydays, in accordance with payroll policy and as permitted by California state law. Checks will be either hand-delivered or mailed to employees. Please refrain from leaving paychecks in unsecured areas. If a paycheck is lost or stolen, employees must notify a payroll manager at once. Employees will receive any direct deposit of wages in a savings or checking account at the financial institution of their choosing. Employees must submit a new Form W-4 to a human resources manager if the marital status or the number of exemptions claimed changes.

3.2 Overtime Pay

Whether an employee is exempt from, or subject to, overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. ECRCHS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the employee’s supervisor. ECRCHS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees who are subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

3.3 Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee’s pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask Human Resources or such designated ECRCHS officer or manager to explain them.

Employees may change the number of withholding allowances claimed for Federal and/or State Income Tax purposes at any time by filling out a new W-4 and/or DE-4 form online through the School's payroll processing system (Paycom) and submitting it to Human Resources. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

3.4 Faithful Performance

All employees are expected to promote the School's operational interests at all times and to devote their full time and attention during working hours to faithfully and efficiently performing their assigned duties to the fullest extent possible within their individual means and talents.

3.5 Outside Work

Employees may hold other jobs or engage in work outside of their role with ECRCHS so long as such outside work does not have a negative impact on fulfilling their responsibilities to ECRCHS. Furthermore, any outside work must not conflict or compete with ECRCHS interests or be conducted during an employee's scheduled work time. Employees engaging in outside work that require ten (10) hours or more of attendance during the regular Monday-Friday work week must notify their supervisor or manager so that ECRCHS can determine if such work presents a problem or a conflict with ECRCHS interests.

The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee’s work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee’s position with our School.
- Additional employment that impairs or has a detrimental effect on the employee’s work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School’s property during the employer’s working hours or using our School’s facilities and/or equipment.
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees are prohibited from using Confidential Information or ECRCHS tools, equipment, or other property for outside work.

Employees may not use outside work as an excuse for failing to perform their responsibilities to ECRCHS, for poor job performance, or for failing to be present during scheduled work hours. Therefore, Employees should refrain from taking on any outside work that may demand too much of their time, energy, or attention. ECRCHS may ask an employee to stop or decrease their involvement in any outside work that become a detriment to job performance.

Outside work includes any work outside of employee obligations to ECRCHS for which employees are compensated, monetarily or otherwise, including self-employment. Outside work also includes service on a board or commission for a public entity or governing body, whether or not an employee is paid or otherwise compensated for such work.

3.6 Expense Reimbursements

ECRCHS reimburses employees' reasonable pre-approved expenses incurred while conducting ECRCHS business. All purchases made by an employee must be accompanied by an original or electronic receipt. When receipts are lost, employees must make every effort to retrieve a copy of the receipt or provide a document with comparable detail. There are a few exceptions for which credit card receipts or cancelled checks will be considered sufficient, as itemized descriptions of these expenses would likely not show details of personal use (i.e., taxi fares on conference days and parking fees incurred the day an employee attended workshops or other work events). For non-student related meals, detailed receipts are a requirement. Employees are allowed to tip up to eighteen (18%) of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary. Any incremental excess is the responsibility of the employee.

Employees may only travel on ECRCHS business when authorized and should verify which travel expenses are eligible for reimbursement prior to making travel arrangements. While traveling, employees must keep a detailed report of their business activities and the expenses they incur, including supporting documentation. Employees must submit their expense reports within one hundred eighty (180) days of their return from travel, but no later

than June 30 of each calendar year. Employees should use discretion while traveling to keep expenses at a minimum and to avoid inappropriate expenses. Employees may not be reimbursed for expenses that are excessive or improper under the circumstances. Where appropriate, all reimbursement rates will be based on criteria set forth in the U.S. General Services Administration website, which can be found at www.gsa.gov.

Employees will be reimbursed for expenditures within fifteen (15) working days of presentation of appropriate documentation.

Nonexempt employees will be paid for travel while on ECRCHS business. Exempt employees will be paid their normal salary while traveling for ECRCHS.

3.7 Meal Breaks

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. Employees must immediately inform their supervisor if they are prevented from taking their meal period.

3.8 Rest Breaks

Nonexempt employees are provided with a paid ten (10) minute rest break for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of each four (4) hour work period as is practicable. However, employees are not required to receive a rest period where the total work shift is less than three-and-a-half (3 ½) hours. ECRCHS may permit rest breaks in excess of the minimum amount required by law.

Supervisors may choose to stagger rest breaks as needed to manage operations. Rest breaks must be taken at the assigned times. Rest breaks may not be accumulated or combined with other break periods into longer rest or meal breaks, and employees may not use rest breaks to cover their late arrival or early departure from their shifts. Employees must immediately inform their supervisor if they are prevented from taking their rest period.

3.9 Lactation Accommodation

ECRCHS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

ECRCHS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

3.10 Time Reporting

By law, ECRCHS is obligated to keep accurate records of the time worked by its employees. Such employees shall keep be required to utilize the School's electronic timecard system.

Time worked is recorded based on the actual amount of time worked, to the nearest minute. The time card indicates when the employee arrived and when the employee departed. All employees (exempt and non-exempt)

must record their arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees (exempt and non-exempt) are required to keep the office advised of their departures from and returns to the school premises during the workday.

Employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must request time card corrections in Paycom to make the correction and such correction must be initialed by both the employee and Human Resources or such designated ECRCHS officer or manager.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to, checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may enter time on behalf of another employee, nor modify another employee's time records unless expressly authorized to do so. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including termination.

3.11 Attendance

The School's success relies on employees arriving on time and regularly attending work. Employees must notify their supervisor in advance of the scheduled starting time if the employee will not be able to attend work that day for any reason or will be arriving late. Failure to notify a supervisor in advance will result in an unexcused absence, which is serious misconduct. ECRCHS may consider an employee's job abandoned and their employment status voluntarily resigned for any unexcused absence lasting three (3) or more consecutive days you are scheduled to work. Employees must also receive prior supervisor approval should they need to leave work early for any reason. Employees who display a pattern of excessive absences or tardiness may be disciplined despite not having used all of their accrued leave.

3.12 Performance Reviews and Pay Increases

Unless otherwise specified by written contract or collective bargaining agreement, a formal performance review will be conducted every twelve (12) months. This will provide an opportunity to review past performance in order to recognize strengths, target weaknesses and areas for improvement, and identify specific goals going forward. Any written performance reviews will become part of the employee file.

Employees receiving a performance review will not necessarily receive an increase in pay. Pay increases are based on several factors, including overall department and ECRCHS annual budgets, and will not always directly reflect an employee's performance. Besides formal performance reviews, employees are encouraged to regularly have informal discussions with their supervisors about their strengths, weaknesses, and goals, in order to monitor their performance. Pay increases may be implemented at other times besides during performance reviews but must always be preapproved by a human resources or payroll manager to ensure that the requested increase aligns with ECRCHS policy and is in ECRCHS' best interest.

Periodic pay bonuses are not guaranteed to employees and are at the discretion of management. If paid by ECRCHS, these will be based on individual performance and ECRCHS budget availability. Bonuses are meant

to incentivize employees to exceed expectations and constantly perform to the best of their abilities. This will help ensure that ECRCHS stays competitive in its market.

3.13 Payroll Policies

ECRCHS reserves the right to change payroll policies and practices, including those stated above, after providing prior written notice to employees and in accordance with state law.

SECTION IV - Standards of Conduct

4.1 Equal Employment Opportunity

ECRCHS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act "FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

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This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. ECRCHS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. ECRCHS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

4.2 Professional Boundaries: Staff/Student Interaction Policy

ECRCHS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment):
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment):
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

4.3 Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

ECRCHS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. ECRCHS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry

(including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

ECRCHS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to Human Resources or designee.

When ECRCHS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. ECRCHS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

Prohibited unlawful harassment may include, but is not necessarily limited to, the following:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

ECRCHS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual’s employment; (2) an employment decision is based upon an individual’s acceptance or rejection of that conduct; (3) that conduct interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct, undertaken with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes, but is not limited to, the following: repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets; verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating; or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct; and
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or

pornographic or bringing to work or possessing any such material to read, display or view at work;

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate ECRCHS policy.

4.4 Whistleblower Policy

ECRCHS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigation, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

4.5 Standards of Conduct and Discipline

All discipline will be carried out in accordance with any applicable collective bargaining agreement provisions and/or legal or contractual requirements. For those positions which are at-will in nature, ECRCHS may, in its sole discretion, with or without cause or advance notice utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, release from employment.

All employees are responsible for knowing and abiding by applicable ECRCHS rules and policies. ECRCHS prides itself on its ability to meet high standards of ethical and personal conduct throughout its operations.

Therefore, employees are expected to maintain the highest ethical standards and perform their duties in good faith and to the best of their abilities at all times when engaged in ECRCHS business.

Where warranted under the circumstances, ECRCHS will seek to use progressive discipline to correct, improve upon, and prevent future recurrences of conduct falling below our standards. At the School's discretion, progressive discipline may proceed along the following line: verbal warning, written warning, conduct evaluation period, suspension with or without pay, demotion, reassignment, and termination. A conduct evaluation period, if instituted for an employee, will be a discretionary set period in which the employee will receive counseling and monitoring by a supervisor with the aim of targeting possible causes and correcting the poor performance. Depending upon the employee's performance during the conduct evaluation period, further discipline or corrective action may occur at the end of the period, including termination.

ECRCHS reserves the right to combine, skip, or reorder any steps in the process depending upon the nature of the offenses and the circumstances. Note that this means that ECRCHS has the right to immediately terminate an employee, without warning or the use of progressive discipline, should the circumstances call for such action. When determining the appropriate discipline for a given instance ECRCHS may consider, at its discretion, any of the following factors, without limitation: the employee's prior history of poor conduct with ECRCHS or prior employers; the employee's work record and level of commitment to ECRCHS goals; the number of repeated instances of the particular offense; the amount of counseling and/or training received in order to prevent such offenses; the impact the offense has on the School's performance or perception in the marketplace; and the level of egregiousness and purposeful intention to violate ECRCHS policy. Note that supervisors and others who fail to report violations or who withhold relevant information concerning a policy violation will be disciplined as is warranted under the circumstances.

At the School's discretion, employees may be disciplined or terminated for violating any ECRCHS policy or rule. Misconduct can take many forms, and it is impossible for ECRCS to provide employees with a comprehensive list of prohibited behaviors. Therefore, the list below is only illustrative and is intended to give employees notice of some of the School's general expectations concerning standards of conduct; ECRCHS maintains the discretion to discipline or terminate employees for engaging in any conduct ECRCHS deems inappropriate. Employees are expected to use good judgment in all their actions and to consult their supervisors or a human resources manager if there is any doubt as to whether their intended conduct falls below ECRCHS standards.

Examples of misconduct that may result in discipline or termination include, but are not limited to, the following:

- Unsatisfactory job performance, including poor quality or quantity of work.
- Engaging in insubordination or disobedience to the legitimate orders of a supervisor.
- Repeatedly arriving tardy or starting work late.
- Repeated unexcused absences.
- Falsifying time records or failure to accurately record time worked, including time records for another employee.
- Dishonest behavior.
- Illegal discrimination or harassment.

- Disorderly conduct, such as violence or threats of violence or blackmail.
- Violating ECRCHS procedures or instructions.
- Failure to abide by health or safety regulations.
- Intentionally falsifying ECRCHS documents, including ECRCHS records and documents provided by the employee during the hiring process.
- Failure to maintain appropriate boundaries with students, including, but not limited to, the following: communicating on a one-to-one basis by cell phone, text, or other social media rather than in a group context; granting or gaining access to students through social media such as Facebook, Twitter, Instagram, or Snapchat; and otherwise failing to maintain a professional relationship with students.
- Excessive use of obscene, profane, or abusive language.
- Misusing ECRCHS property, including using property without authorization; using ECRCHS property improperly; or damaging, destroying, or stealing property.
- Possession or use of weapons or other dangerous items or materials on ECRCHS property.
- Possession or use of illegal drugs, alcohol, or controlled substances without a valid prescription on ECRCHS property or while engaged in ECRCHS business.
- Failure to disclose conflicts of interests.
- Unauthorized use or disclosure of ECRCHS' confidential information.
- Conviction of a crime that indicates an employee is unfit to work for ECRCHS or represent a potential threat to ECRCHS personnel or operations.
- Violating applicable laws or regulations in performing duties.
- Violating any other ECRCHS policy or rule.
- Using or possessing firearms, weapons or explosives of any kind on School premises.
- Gambling on School premises.
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
- Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
- Immoral or indecent conduct.
- Engaging in sabotage or espionage (industrial or otherwise).
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
- Sleeping during work hours.
- Refusal to speak to supervisors or other employees.
- Failure to possess or maintain the credential/certificate required of the position.

Giving and Accepting Gifts

Employees may not give or accept gifts, services, entertainment, or favors from a ECRCHS competitor, client, customer, supplier, government entity, or other organization which has a business relationship with ECRCHS. However, employees may receive gifts that are lawful, customary, and up to maximum value of \$50, when ECRCHS so authorizes in advance. For example, an employee may accept meals and refreshments of nominal value given in connection with business activities. When in doubt, employees should consult a supervisor, and notify a member of management if they do receive a gift of more than nominal value.

Moreover, employees may receive lawful, customary gifts up to a maximum of \$50 from students or parents/guardians, as long as doing so does not affect, influence, or can otherwise be construed to affect or influence, a student's grade or involvement in any school-related activity.

4.6 Internal Promotions and Transfers

ECRCHS may choose to initiate promotions or transfers of employees between different positions and locations in order to meet the School's various business needs. Employees who feel that they are well qualified are also encouraged to apply for job vacancies that become available. However, employees must notify their supervisor if they apply for a position. ECRCHS prefers to promote from within unless it decides that hiring outside the organization is advisable. Employee candidates may be subject to the same hiring interviews, tests, and other processes as outside applicants. At all times ECRCHS retains discretion to hire outside candidates and make exceptions to this promotions and transfers policy.

4.7 Dress Code

Employees are expected to maintain a clean, orderly, and well-groomed appearance. Specific dress standards will vary depending on the position and responsibilities of each employee. Employees should ask their supervisor if they are unsure as to what is appropriate for an occasion. Employees displaying improper dress or appearance will be notified. Repeated inappropriate appearance is grounds for discipline. Management will determine what is considered "appropriate" dress and appearance.

4.8 Safety

Each employee is tasked with helping maintain a safe work environment and complying with all safety and health laws and regulations. Employees must report all injuries, accidents, illnesses, safety hazards, and health concerns that they experience or observe to the Business Office or another supervisor. Failure to abide by ECRCHS safety policies or to report unsafe conditions may result in discipline.

The Occupational Safety and Health Act (OSHA) is a federal law requiring the School to maintain records of all work-related accidents and illnesses. Employees are required to submit an incident report to Human Resources for all accidents, illnesses, or unsafe working conditions that an employee suffers or witnesses while on the job, no matter how small. Human Resources may prescribe a standardized incident report form for employee use. Failure to complete an incident report may result in discipline or prevent an employee's ability to receive worker's compensation and other benefits.

Employees should contact their manager if they or another co-worker is injured on the job. If necessary, contact emergency medical assistance.

Fire Safety

Employees are required to know and observe OSHA regulations, including helping prevent fires and maintain safe practices for avoiding fires in the workplace. Do not block access to any fire exits, doorways, windows, or fire extinguishers. Please keep all flammable materials stored in covered metal containers.

4.9 Closed Circuit Television System (CCTV)

For the safety of staff and students, ECRCHS maintains a CCTV system throughout its premises. All staff are advised that ECRCHS records activities on and immediately around its premises, and has the right to use recorded activities as necessary and warranted. Employees do not have a reasonable expectation of privacy in this regard. Note, however, that a CCTV system shall not be installed in any private areas (such as restrooms or locker rooms), or inside classrooms.

4.10 Identification Badges

For the safety of staff and students, and to ensure that all staff are immediately recognizable, each employee is provided a photographic identification (“ID”) badge. The ID badge must be worn at all times while on campus, and should be worn on a lanyard or clipped onto the outermost layer of clothing.

4.11 Workplace Bullying

ECRCHS employees are to be treated with courtesy and respect at all times. Bullying through repeated inappropriate abuse of another will not be tolerated in the workplace, whether physical, verbal, or otherwise. Examples of bullying include, but are not limited to, pushing, physical assault, threats, insults, ridiculing, humiliating, and slandering. If an employee is a victim or witness of bullying, they should report it to their manager immediately. Communications regarding bullying and any resulting investigations will be kept as confidential as possible under the circumstances. Retaliation against those who report instances of bullying is prohibited. Violations of this policy will result in discipline and possible termination.

4.12 Workplace Violence

ECRCHS does not tolerate violence or dangerous behavior of any kind in the workplace, whether through physical abuse, threats, intimidation, coercion, stalking, or otherwise. Employees should report all incidents of direct or indirect violence or dangerous behavior to a manager as soon as possible. Reporting incidents and concerns early can help prevent a situation from escalating and becoming even more dangerous. Those who report workplace violence may not be disciplined or retaliated against. Employees should never attempt to handle a potentially dangerous situation themselves.

Reports of violence or dangerous behavior will be promptly investigated. Identities of those involved will be kept as confidential as is possible under the circumstances. Those suspected of violence or dangerous behavior may be suspended during the investigation, with or without pay, in order to maintain safety in the workplace. If an employee is found guilty of violence or other dangerous behavior, including threats of violence, they may be disciplined and terminated at the School’s discretion.

4.13 Drug-Free Workplace

The School’s drug and alcohol policy applies to all employees and applicants for hire and is designed to identify and correct instances of substance abuse in the workplace. The Executive Director is responsible for implementing and enforcing this policy.

Drug and alcohol abuse are serious threats to ECRCHS operations and success, not to mention employee health and safety. In order to provide a safe and productive workplace, employees are prohibited from consuming, possessing, selling, or purchasing illegal drugs at any time on ECRCHS property or while engaged in ECRCHS business. Likewise, employees may not consume alcohol at any time on ECRCHS property or while engaged in ECRCHS business, except for reasonable and moderate alcohol consumption during ECRCHS business and social events. Additionally, employees may not have any detectable amount of alcohol or illegal drugs present in their bodily systems at work. The prohibitions in this policy apply whether employees are at a work facility, operating an ECRCHS vehicle, or conducting off-site work.

A drug is considered illegal if it is illegal to possess or obtain or is legal to possess but has been obtained illegally, such as possessing prescription drugs without a valid prescription. This policy does not prohibit employees from lawfully possessing and using prescribed drugs. However, employees with valid prescription drugs are prohibited from abusing such drugs by consuming them in excess of the prescribed amounts or from consuming prescribed drugs that impair their ability to safely perform their duties. ECRCHS reserves the right to require employees taking prescribed drugs to produce proof that they possess valid prescriptions. Employees should consult a doctor if they are unsure as to the potential effects of any prescribed drugs they take. Employees are responsible for notifying their supervisor if any prescribed drugs they take may impair your ability to work safely or perform their duties effectively.

Any violation of this policy can result in disciplinary action and possible termination, even for an employee's first offense. We encourage employees to seek help if they have developed an addiction or dependence on drugs or alcohol. ECRCHS will make reasonable efforts to accommodate employees who voluntarily seek help, whether through counseling, rehabilitation, or another type of assistance program. As warranted under the circumstances, such employees may be allowed to use paid time off, referred to treatment programs, placed on leaves of absence, or otherwise accommodated as required by law. Before returning to their prior work status, such employees may be required to provide proof that they have successfully completed their treatment program and submit to testing to ensure they can perform their duties safely.

Drug Testing

In order to maintain a safe and productive workplace, ECRCHS may conduct drug or alcohol testing of any employee where circumstances or job responsibilities justify such testing. Regardless of job responsibilities, employees may be required to submit to drug or alcohol testing when circumstances warrant, including, but not limited to, the following:

- When applying for a position and before receiving a job offer.
- When the employee's supervisor reasonably suspects, based on the supervisor's personal observations, that the employee is under the influence of illegal drugs or alcohol during work hours.
- After violating a safety policy or rule or being involved in a serious accident that causes damage to anything on ECRCHS property, including that employee or another employee.

Employees will receive their normal pay for time spent undergoing testing, but may be suspended pending the results of the test, with or without pay. Should the results prove negative, employees suspended without pay are entitled to receive back pay.

Employees testing positive or refusing to submit to testing under any of the circumstances stated in this policy are subject to discipline and possible termination. Information related to drug and alcohol tests, addictions, and dependencies, including medical information, will be kept strictly confidential to the extent required by law and separate from the normal employee file.

Supervisors must consult a human resources manager before requiring an employee to submit to testing when the employee is reasonably suspected of being under the influence of illegal drugs or alcohol or possessing, selling, or distributing illegal drugs during work. Applicants testing positive will be disqualified from consideration for all job vacancies. Supervisors or management may contact law enforcement where appropriate when they reasonably suspect criminal activity.

4.14 Searches

ECRCHS reserves the right to conduct searches and inspections of ECRCHS property and any items on ECRCHS premises. Employees do not have a reasonable expectation of privacy with respect to their use of School property or personal items brought to the School campus. Personal items owned by employees brought on the premises such as bags, vehicles, and other containers, may be searched if ECRCHS has reasonable suspicion to do so. ECRCHS may search or inspect any part of its premises or property provided to employees for their use such as lockers, desks, cabinets, and drawers, at any time and for any reason, with or without reasonable suspicion or cause. Searches for illegal drugs, alcohol, paraphernalia, and other items possessed illegally may be conducted at any time, either with or without notice. Any illegal items ECRCHS confiscates will be turned over to the appropriate law enforcement agency. Employees who fail to fully cooperate in all searches or inspections are subject to discipline.

4.15 Smoke-Free Workplace

In conformance with state law, ECRCHS prohibits smoking on all ECRCHS premises, including inside and outside on all areas on ECRCHS premises, during off-site ECRCHS meetings and events, and inside ECRCHS vehicles. This policy applies to all employees, contractors, visitors, and other persons that are present on ECRCHS premises or any other place where smoking is prohibited by this policy. "Smoking" is defined as the "act of lighting, smoking or carrying a lighted or smoldering cigar, cigarette or pipe of any kind." "Smoking" also includes the use of electronic cigarettes ("e-cigarettes").

4.16 Computer and Electronic Communication Policy

All employees must use computers and other forms of electronic communication in an ethical and professional manner at all times. This policy is designed to guide employees in their use of computers and other electronic communication devices on behalf of ECRCHS, including all electronic communication devices owned or leased by ECRCHS, used or accessed on ECRCHS premises, used for or on behalf of ECRCHS, or used to create content identifying or associated with the School's business operations. Employees should consult a supervisor or a human resources manager if they have questions or concerns related to this policy.

An "electronic communication" is any digitally- or electronically-stored or transferred information using an electronic device, and includes use of computers, email, internet, telephones, fax machines, and any other electronic device. All electronic communications and information an employee may create on ECRCHS premises or otherwise on behalf of ECRCHS are the sole property of ECRCHS, not the employee, and should only be created or used for the School's best interests and never for personal use. This includes all digital files, software,

and hardware an employee may create. Employees have no right to privacy in their electronic communications created on behalf of ECRCHS or using ECRCHS property.

ECRCHS has the right to override personal passwords in order to gain access to digitally stored information owned by ECRCHS. ECRCHS may also keep a record of the passwords used to gain access to ECRCHS' electronic communications. Employees should take care to not transmit or store their own sensitive personal information using or on ECRCHS property. ECRCHS routinely monitors employee use of its electronic devices. ECRCHS may access all ECRCHS-owned electronic communications, including emails, internet posts, text messages, voicemails, blogs, and "tweets." Employees will be subject to discipline if found to be using or creating ECRCHS-owned electronic communications or devices in an inappropriate or illegal manner.

Employees may only access the School's electronic communications and devices that they have been granted access to. This means employees may not access electronic communications restricted to management, other employees, or third parties without prior authorization.

Employees must use the School's electronic communications and devices in strict compliance with the confidentiality policy described herein. Take care not to disclose confidential information to inappropriate persons or without authorization via the School's electronic communications or devices, especially when sending emails to outside parties. ECRCHS may use its electronic communications and devices according to the needs of the business and applicable law.

The School's electronic communications and devices may not be used to create or display anything that might disparage or negatively impact the School's public image or reputation or that would otherwise be contrary to the School's best interests. In addition, employees using the School's electronic communications and devices are prohibited from the following:

- Engaging in discriminatory, harassing, obscene, or illegal conduct;
- Engaging in copyright, trademark, or other intellectual property infringement;
- Accessing electronic communications that an employee is restricted or prohibited from accessing; or
- Otherwise violating ECRCHS policy.

Employees may only use the School's electronic communications or devices for business purposes, not personal use. Accessing internet websites not for business purposes or accessing personal email during work is prohibited. Additionally, employees may not install personal software on ECRCHS electronic devices or systems. Employees may only use their personal electronic devices while on break. Note that illegally duplicating ECRCHS software may result in civil liability against employees and ECRCHS.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's ECRCHS email account.

Employees must also take care to not use the School's electronic communications or devices in any way that disrupts the ability of others to use them. Employees should be wary of suspicious emails, emails from unknown

parties, and pop-ups and downloads from sites that are not trusted. Employees should contact a manager if they become aware of any virus on a ECRCHS device or think they may have downloaded a virus accidentally.

4.17 Social Media

Utilization of social media is a powerful way to market ECRCHS, influence its reputation, and engage with the community and public at large. While we encourage employee support of ECRCHS through the use of social media, employees should use sound judgment when deciding whether or not a post or social commentary is in the best interest of ECRCHS.

Social media refers to any social interaction via the internet or similar platforms, such as Snapchat, YouTube, Facebook, Twitter, LinkedIn, Instagram, blogs, forums, and other online communities or sites accessible to the public or outside parties. When using social media employees should conduct themselves in a professional and courteous manner at all times and respect the views of others, as your statements may reflect on the School's reputation and public image. Employees should take care to distinguish any personal opinions they may have from those of ECRCHS. For instance, by inserting, "The opinions I have included here are my own and do not necessarily represent the opinions of my employer," into an employee's social media account's biography section. Employees are prohibited from creating content on social media that could be considered discriminating, harassing, or obscene, or that may damage the School's reputation or public image. Employees are prohibited from posting photos of students without the approval of the students' parents/guardians. Employees also may not use social media for personal use during work. ECRCHS may monitor employee use of social media and may ask an employee to delete or change any ECRCHS-related content found to be inappropriate or not in the School's best interest.

Employees are also prohibited from representing themselves as official representatives or agents speaking on behalf of the School, including by creating social media sites or content that uses the ECRCHS name or any portion thereof, without the express written approval of administration. By way of example only, employees may not create a Facebook page titled "El Camino Real News" in order to disseminate and publish their own opinions and viewpoint. Violation of this provision may lead to discipline, up to and including termination of employment.

4.18 Personal Phone Calls and Cell Phone Use

Making personal phone calls or using a cell phone during work can be disruptive to others and interferes with employee productivity. Therefore, employees should not make personal phone calls or use their cell phones during work except during breaks, emergencies, or on rare occasion to handle pressing personal matters. ECRCHS retains the right to outright prohibit all personal calls and cell phone use and supervisors may prohibit personal calls for individual employees who abuse the privilege.

Employees should keep their cell phones silenced or on low volume at all times during work so that you do not disturb others. When making personal calls, employees should keep their voice at a low volume and move away from others if possible.

Any employee who receives an ECRCHS-issued cell phone must not use it to make personal calls. ECRCHS-issued cell phones will remain the School's exclusive property and must be returned at the end of employment.

4.19 ECRCHS Equipment and Property

Any equipment that ECRCHS issues to employees will remain the School's sole property and must be returned promptly at the end of employment. ECRCHS-issued equipment may include cell phones, laptops, vehicles, and other items. Employees are responsible for performing regular maintenance, following all operating instructions and safety guidelines, and not damaging or destroying any ECRCHS equipment or property an employee receives or uses during the course of their employment. Employees should notify their supervisor immediately if they discover any ECRCHS equipment or property that is damaged, defective, hazardous, or in need of repair. Employees should ask their supervisor if they have questions or concerns regarding proper operation or maintenance of ECRCHS equipment or property.

Employees who handle ECRCHS equipment or property improperly, negligently, or in an unsafe manner may be disciplined, and employees may be required to reimburse ECRCHS for damages they cause directly or indirectly to ECRCHS property.

4.20 Parking

Employees may park in the faculty lot or on the streets around the school where parking is legal. Employees are not to loiter, litter, smoke, play radios, etc., in the parking lot or surrounding streets. Employees are expected to follow safe driving practices at all times. ECRCHS assumes no liability for any damage done to or loss of vehicles parked on or near its campus; employees park at their own risk. Illegally parked cars may be towed at owner's expense. ECRCHS reserves the right to revoke parking privileges at any time, at its sole discretion.

4.21 Solicitations in the Workplace

Soliciting for causes and distributing non-work-related materials in the workplace may cause disruptions and interfere with productivity. Employees and nonemployees are prohibited from solicitation and distributing or posting literature or other materials in the workplace without prior authorization. This includes things such as requesting donations and funds, selling products or services, gathering signatures, promoting organizations, posting on bulletin boards, sending non-work-related emails, and posting solicitations on ECRCHS online spaces. ECRCHS may make limited exceptions to this policy for charitable activities, community organizations, or ECRCHS-sponsored events and organizations.

SECTION V - Employee Benefits

5.1 Benefits Generally

In addition to benefits required by state and federal law, full-time employees (as defined above) may become entitled to a range of benefits offered by ECRCHS. ECRCHS reserves the right to alter, supplement, amend, or end employee benefits at any time. Official benefits plans and documentation contain many terms and conditions. The policy below is only intended to outline general guidelines and procedures ECRCHS follows with regard to its benefits. However, specific benefits are governed by ECRCHS plan documents and other official benefit documentation, which is controlling over this policy, and any statement in the below policy that contradicts or does not align with official benefit documentation shall be considered void. Therefore, employees should be sure to consult official documentation specific to benefits and/or a supervisor if they have any related questions or concerns.

Eligibility for benefits that ECRCHS may offer is contingent on many factors including employee status and performance as well as ECRCHS performance and profitability. Employees should speak to their supervisor or Human Resources if they are unsure as to which benefits they are or may become eligible to receive.

5.2 STRS/PERS

Certificated Employees: STRS

All eligible certificated employees (as defined by law) will participate in the State Teachers' Retirement System ("STRS"). Employees will contribute the required employee percentage, and ECRCHS will contribute the employer's portion. All withholdings from employees and from ECRCHS will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through LACOE.

Classified Employees: PERS

All classified employees (as defined by law) will participate in the Public Employees' Retirement System ("PERS"). Employees and ECRCHS will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

Other Employees

If eligible and economically feasible, ECRCHS will continue to participate in the Public Agency Retirement System ("PARS") for employees who are not eligible to participate in PERS/STRS.

5.3 Medical and Dental Insurance

An employee is eligible to receive medical insurance if he or she is a regular employee working for the School at least thirty (30) hours per week. Employees may also become eligible to receive dental insurance.

These benefits are governed by the official benefit documentation plans and are the same as those benefits offered to the teaching staff. Employees should contact Human Resources to review the plans should they have any questions or concerns regarding eligibility or coverage.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

5.4 COBRA

When coverage under the School's health plan ends, employees or their dependents may continue coverage in some situations.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

ECRCHS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorces or legally separates, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member is responsible for notifying the School within thirty (30) days of the event. ECRCHS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee’s spouse or child, as applicable) may have;
- ECRCHS stops providing group health benefits;
- The employee (or the employee’s spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

5.5 Worker’s Compensation

ECRCHS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers’ compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker’s compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury to Human Resources;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee’s Claim Form (DWC Form 1) and return it to Human Resources; and
- Provide the School with a certification from a health care provider regarding the need for workers’ compensation disability leave as well as the employee’s eventual ability to return to work from the leave.

It is the School’s policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ECRCHS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School’s operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of Emergency Medical Services (“EMS”) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to Human Resources and to the individual responsible for reporting to the School’s insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required

to go to the School’s approved medical center for evaluation. All job-related injuries will be reported to the appropriate State Workers’ Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School’s approved medical facility before returning to work.
- Any time there is a job-related injury, the School’s policy requires drug/alcohol testing along with any medical treatment provided to the employee.

5.6 State Disability Insurance

Classified employees may become eligible to qualify for disability insurance offered through the State of California. This provides employees with supplementary income in the event that they suffer an illness or accident resulting in a disability that prevents them from performing their job.

The California Employment Development Department (“EDD”) is solely responsible for determining eligibility for state-issued disability benefits. Employees should contact the EDD if they have any questions or concerns regarding disability benefits.

5.7 Social Security

Classified employees and ECRCHS contribute to the federal government’s Social Security Program. This program is designed to provide employees with benefits when they retire, become disabled, or are unemployed. Employees should contact the Business Office if they have any questions or concerns regarding Social Security contributions.

5.8 Unemployment Insurance

ECRCHS pays taxes toward unemployment insurance in accordance with federal and state law. This provides employees with supplemental income should they become unemployed through no fault of their own and also meet certain other eligibility requirements.

The EDD is solely responsible for determining eligibility for unemployment insurance. Employees should contact the EDD if they have any questions or concerns regarding unemployment insurance.

5.9 Flexible Spending Account

Eligible employees who wish to do so may set up flexible spending accounts (“FSA”). These are accounts regulated under IRS Code Section 125 that allow employees to withhold a portion of their salary on a pre-tax basis to cover the costs of: medical, dental, and vision insurance; qualifying insurance premiums; co-payments; out-of-pocket insurance expenses; dependent care expenses, such as daycare; and other qualifying expenses.

If enrolled, employees will be able to specify the amount they wish to deduct from their salary to contribute to an FSA. Salary contributions to a health FSA are set by statute; they are indexed for inflation and may change from year to year. Employees should contact Human Resources for the maximum amount allowed. Employees will forfeit any unused funds remaining in their FSA at the end of the plan year. Employees should contact the Business Office to review the official benefit documentation plan or if they have any questions or concerns regarding eligibility.

5.10 Tuition Reimbursement

The tuition reimbursement program aims to encourage non-teaching staff to gain new workplace skills. In order to be eligible for tuition reimbursement, all classes must be pre-approved for reimbursement prior to a reimbursement submission and ideally prior to enrollment if the intention is to receive reimbursement for the cost of an educational program, courses, or classes. Tuition will be subsidized at the following rates for staff who do not receive additional compensation tied to units when s/he takes approved courses in education, business, or technology.

ECRCHS offers the following:

- 100% of the cost of tuition for up to one (1) class per quarter (for a total of four (4) courses per year) at UCLA Extension. As ECRA has a special agreement with UCLA Extension, ECRA pays for these classes directly and there is no employee reimbursement required.
- \$700/class for non-UCLA Extension courses with a \$1,400 cap for any one (1) academic period and a \$2,800 cap per calendar year. Employees must submit an expense report with supporting documentation (e.g., tuition bill).

All classes must be taken for a letter grade or pass/fail. A grade must be provided at the end of the course. A grade other than “C” or better, a “Pass,” or the failure to report a grade, will prevent the employee from taking another subsidized class for twelve (12) months.

5.11 Retiree Benefits

ECRCHS is committed to maintaining a retiree health benefits program (understanding that some possible modifications may need to occur to the requirements regarding the eligibility of future employees depending on the funding model and size of ECRCHS, as well as actuarial projections). To that end, ECRCHS has created an irrevocable trust to ensure future coverage of retiree health benefits similar to or better than contemporaneous benefits offered by LAUSD to its retirees during the same period. For a full description of benefits and eligibility criteria, please contact the Business Office.

SECTION VI - Time Off, Leaves of Absence, and Work Calendars

6.1 Work Calendar

The number of days worked per year varies by employee based on job duties and categorization. Employees who are unsure or unclear of their days worked per year should contact Human Resources to request clarity.

6.2 Holiday Time Off

Most employees will receive twelve (12) paid holidays per year. To receive a paid holiday, an employee must be in paid status both before and after the occurrence of a holiday.

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Christmas Day
- Two (2) other holidays to be scheduled at the discretion of ECRCHS.

Eligible employees will receive pay for time off during these holidays calculated at each employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. ECRCHS may require employees to work on observed paid holidays, as needed. Eligible non-exempt employees who are approved to work on the School's observed paid holidays will be paid at their normal base pay rate for hours worked in addition to receiving holiday pay. ECRCHS will provide employees with prior notice of the dates designated for the additional, School-assigned holidays. ECRCHS will observe any holidays that may fall on a weekend on the closest business day either preceding or following such holiday. When possible, ECRCHS will attempt to make reasonable accommodations for employees who request time off to observe other religious holidays, including possibly allowing substitution of vacation leave or unpaid personal leave.

6.3 Requesting Leave

ECRCHS' operations rely on having a dependable and consistent workforce. However, the School understands that circumstances will sometimes require employees to take time off work. Eligible employees are entitled to various types of leave that are either mandated by law or offered by ECRCHS on a discretionary basis. Unless a specific type of leave in this policy provides a different notice time or otherwise required by law, employees must provide at least **ten (10) days' advance notice** prior to taking planned leave. If the need for leave is unforeseeable, employees must give notice as soon as possible under the circumstances.

Employees must properly submit all requests for leave within the notice period required and receive authorization prior to taking the time off work. Unless required to authorize the leave by law, ECRCHS will grant leave requests based upon ECRCHS needs and its ability to absorb the missed work. Unless otherwise noted or required by law, regular full- and part-time employees who receive paid time off will be paid at their normal base pay rate for the

hours absent. If an employee is unsure as to which types of leave they are eligible to receive, they should consult the Business Office.

6.4 Vacation Leave

The amount of vacation leave an employee receives (based upon work calendar) is based on the employee's years of service at ECRCHS and the employee's employment status. Accrual of vacation leave is set forth in the applicable employment agreement or offer letter.

Vacation leave will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. Unused vacation leave remaining at the end of the year will be carried over to the following year. Vacation days may be carried over up to one-and-a-half times the annual rate; when the maximum is reached, vacation days will no longer accrue until vacation time is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Vacation time must be taken by eligible employees in minimum increments of one (1) hour.

In the event that a holiday occurs during an employee's scheduled vacation leave, that day will be treated as holiday time off instead of vacation leave. Upon proper notice and request, ECRCHS may approve employee requests for unpaid vacation leave. ECRCHS will try to accommodate requests for vacation leave when possible, but ECRCHS has the right to deny any requests that may interfere with or negatively impact its operations. Employees will be paid for any accrued unused vacation leave remaining upon termination.

6.5 Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, ECRCHS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings), or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship, who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all salaried and hourly ECRCHS employees. Eligible employees shall accrue sick leave as follows:

- Full-time employees working twelve (12) months per year may accrue up to thirteen (13) sick days per year. Unused, accrued sick leave for these employees shall carry over from year-to-year.
- Any full-time employee working less than twelve (12) months per year will accrue .05 sick hours per hour worked, including vacations, holidays (overtime). Unused, accrued sick leave for these employees shall carry over from year-to-year.
- Part-time employees are allotted twenty-four (24) sick hours upfront on July 1st of each year. Unused, accrued sick leave for part-time employees *does not* carry over.

Any additional sick time taken outside of this annual allotment will be compensated at half pay, up to a maximum of one hundred (100) sick days including the original allotment.

- Example: Sarah is a full-time employee who works twelve (12) months a year. She receives thirteen (13) sick days per year, but must be absent from work for one hundred ten (110) days during the year due to an unforeseen illness. Per the School’s sick leave policy, Sarah will receive full payment for the first thirteen (13) days, fifty (50%) of total payment for the next eighty-seven (87) days, and no payment for the remaining ten (10) days of her absence.

Employees cannot use paid sick leave until the sixtieth (60) calendar day following the employee’s start date. Full-pay sick leave benefits must be used before available half-pay benefits may be used. Sick leave must be taken by eligible employees in minimum increments of one (1) hour. No employee will receive pay in lieu of sick leave under any circumstances, and employees will not be paid for any accrued but unused sick leave upon separation from employment. In the event that a holiday occurs during an employee's sick leave, that day will be paid as holiday time off instead of sick leave.

Reasonable documentation of the employee’s illness and/or medical certification of his or her fitness to return to work satisfactory to ECRCHS may be required before the School honors any sick leave requests. Inability or refusal to provide such documentation is cause for ECRCHS to deny a sick leave request. ECRCHS will not tolerate abuse or misuse of an employee’s sick leave privilege.

Employees may request paid sick days either in writing or verbally. Upon proper notice and request, ECRCHS may approve employee requests for unpaid sick leave.

Upon return from a paid leave, the employee must submit a completed Absence Form (or its equivalent) within twenty-four (24) hours of return. Failure to submit the completed Absence Form will result in a written and/or electronic reminder. Failure to submit the completed Absence Form within twenty-four (24) hours of the reminder, will result in the leave being designated as “unpaid,” and the employee will not be compensated for the date(s) in question.

6.6 Personal Necessity Leave

There may be times when it is necessary to be absent from work for reasons other than those covered by other leave provisions. To this end, ECRCHS provides its full-time employees with up to six (6) days a year for personal necessity leave (“PNL”) time. Note that PNL days taken are charged against sick leave time. However, if an employee has used his or her allotment of full pay sick leave, requests for PNL may be denied by the employee’s supervisor.

An employee may use PNL when the gravity of the situations described below require the personal attention of the employee during assigned hours of service:

- Death of a close friend or relative not covered under Bereavement Leave;
- Death of a member of the employee’s immediate family, when time in excess of that provided by Bereavement Leave is required;
- Serious illness of a member of the employee’s immediate family;
- Accident involving the employee’s person or property or the person or property of a member of the employee’s immediate family;

- Birth of a child of the employee, or adoption of a child by the employee (includes child of cohabitant who is the equivalent of a spouse);
- Religious holiday of the employee’s faith;
- Imminent danger to the home of the employee occasioned by a disaster such as flood, fire, or earthquake;
- An appearance of the employee in court as a litigant. Each day of necessary attendance as a litigant must be certified by the clerk of the court. The employee must return to work in cases where it is not necessary to be absent the entire day;
- An appearance of the employee in court or governmental agency as a non-litigant witness under subpoena. A copy of the subpoena must be provided. In any case in which a witness fee is payable, such fee shall be collected by the employee and remitted to the School. The employee must return to work in cases where it is not necessary to be absent the entire day;
- Attendance at the classroom of the employee’s own child or ward and meeting with the school administrator because of suspension as required by Education Code § 48900.1;
- Up to four (4) hours of paid leave and up to thirty-six (36) hours of unpaid leave for attendance at the school of the employee’s own child, ward, or grandchild for purposes of a school activities leave provided by Labor Code § 230.8. This leave shall not exceed a total of eight (8) hours per calendar month, or forty (40) hours per school year. The employee must notify the immediate supervisor at least five (5) working days prior to the absence.

If it is necessary to request PNL, the employee must notify his or her supervisor at the earliest possible opportunity. PNL, however, will not be granted during a vacation or other leave of absence, nor will it be granted during a strike, demonstration, or other such work stoppage. Employees will be required to sign and file a statement explaining the nature of the necessity before it is approved; in those instances where the need for PNL was unexpected, an employee must submit a written statement as soon as possible after the need arises. ECRCHS reserves the right to approve or deny a request for PNL should it interfere with or negatively impact its operations.

Upon return from a paid leave, the employee must submit a completed Absence Form (or its equivalent) within twenty-four (24) hours of return. Failure to submit the completed Absence Form will result in a written and/or electronic reminder. Failure to submit the completed Absence Form within twenty-four (24) hours of the reminder, will result in the leave being designated as “unpaid,” and the employee will not be compensated for the date(s) in question.

6.7 Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period

immediately preceding commencement of the FMLA leave and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
 - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a grandparent, grandchild, or sibling for CFRA purposes or military service related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member
4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The “twelve-month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA/CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for ~~baby-bonding child care or~~ to care for a ~~family member, spouse, domestic partner, parent, or child~~ with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA/CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level

and under the same

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conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

ECRCHS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work
 1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee ~~(other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations)~~ is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
 2. When a request for FMLA/CFRA leave is granted to an employee ~~(other than a "key" employee)~~, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

~~Limitations on Reinstatement~~

~~1. ECRCHS may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.~~

~~• A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.~~

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- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

6.8 California Paid Family Leave

The California Paid Family Leave (“PFL”) insurance program is administered by the California Employment Development Department (“EDD”) and provides up to six (6) weeks of paid leave to care for a seriously ill child, spouse, parent, or registered domestic partner, or to bond with a new child. Employees should contact the EDD if they have any questions regarding your eligibility for PFL and the amount of benefits they may receive.

6.9 Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. “Four months” means the number of days the employee would normally work within four (4) months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

ECRCHS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. ECRCHS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be referred to the School's pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with ECRCHS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

6.10 Military and Military Spousal Leave of Absence

ECRCHS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, ECRCHS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

ECRCHS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

6.11 Bereavement Leave

Eligible employees are entitled to up to three (3) days' paid leave to attend the funeral or otherwise deal with the death of an immediate family member. "Immediate family members" include an employee's spouse/domestic partner, child (biological, adopted, foster, stepchild, or otherwise), parent, sibling, grandparent, or grandchild. In addition, if travel of more than 200 miles one-way is required to attend the funeral or otherwise deal with the death of an immediate family member, an additional two (2) days' paid leave shall be granted. Bereavement leave will be paid at an employee's base pay rate multiplied by the number of hours that the employee would have worked if not absent. Employees should notify their supervisor immediately if they wish to take bereavement leave. An employee may, with his or her supervisor's approval, use any available vacation for additional time off as necessary. ECRCHS may request verification of the facts surrounding the requested leave.

6.12 Jury Duty

Employees are obligated to perform jury service at the request of local courts. Employees must present the questionnaire or summons notice as soon as possible to their supervisor to determine what arrangements can be made to avoid excessive work disruptions. Full-pay for up to twenty (20) days is allowed while on jury service if the employee is a regular employee. As a condition for paid absence, employees must seek postponement of the jury service so that it can be performed during the employee's recess or at other times convenient for the School. Based on individual circumstances of the Executive Director may waive the twenty (20) day limit. Employees must repay ECRCHS an amount equal to the compensation they received as a juror, exclusive of mileage, for any dates that they received pay as an employee. Jury duty time off will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent. If an employee receives health insurance benefits, such benefit will normally be maintained during jury duty.

Employees must promptly report to work whenever their jury duty schedule does not conflict with their work schedule. Time off for jury duty should be reported and appropriately logged in each employee's time records. Employees should notify their supervisor that they have been selected for jury duty as soon as possible.

6.13 Voting Leave

ECRCHS encourages employees to fulfill their civic duty to vote in elections. If possible, employees must vote outside of work hours either before or after their scheduled shifts. When this is not possible due to scheduling conflicts, employees will receive up to two (2) hours of paid leave to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Voting leave will be paid at an employee's base pay rate multiplied by the number of hours the employee would have worked if not absent, up to the two (2) hour maximum. Time off to vote should be reported and appropriately logged in each employee's time records. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

6.14 School Appearance and Activities Leave

As required by law, ECRCHS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than

one (1) parent or guardian is an employee of ECRCHS, the employee who first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

6.15 Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation and up to thirty (30) days of leave for organ donation may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

6.16 Victims of Abuse Leave

ECRCHS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide ECRCHS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide ECRCHS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, ECRCHS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

SECTION VII – Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board Chair (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board Chair.

Please review the School’s policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

ECRCHS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize ECRCHS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____

EMPLOYEE ACKNOWLEDGMENT

I, the undersigned employee, understand and acknowledge the following:

- **That I have received a copy of this Employee Handbook identified with a revised date of July, 2020, and that it is my responsibility to read and be aware of, and comply with, ALL policies contained in it and any official notices that supersede it, including, but not limited to, policies on Child Abuse and Neglect Reporting, confidentiality, health, safety, anti-harassment, discrimination, and drugs and alcohol.**
- That this Employee Handbook contains important ECRCHS policies that directly affect many aspects of my employment. It is essential that I have a full understanding of these policies, and I will consult the Business Office if I do not have a full understanding of any policy herein or if I have any questions or concerns related to these policies.
- That, unless expressly stated to the contrary in a written employment agreement between myself and ECRCHS or unless I am part of a labor union that is subject to a collective bargaining agreement, **this is an at-will employment relationship, and as such, either ECRCHS or I may terminate this agreement at any time, with or without cause or notice, as permitted by law.** Nothing in this Employee Handbook is intended to modify my at-will employment relationship with ECRCHS.
- **That this is not a contract of employment or a guarantee of a continued employment relationship for any period of time.**
- That this Employee Handbook and the policies contained herein modifies, supersedes, and revokes any and all prior policies, procedures, practices, and oral or written representations to the contrary or that are otherwise inconsistent with its terms.
- That ECRCHS reserves the right to change, remove, or add to the policies herein at any time by providing official notices to me or posted in a conspicuous place in my work setting designated for such purposes. Any such official notices will modify, supersede, and revoke any existing notices that are inconsistent with them. Furthermore, ECRCHS reserves the right to change its implementation, interpretation, or application of the policies and procedures herein at any time. Any such changes shall be consistent with any applicable collective bargaining agreement provisions and other legal requirements.
- That in the event that any of the terms or provisions of this Employee Handbook, including this Employee Acknowledgment, are declared invalid or unenforceable by any court of competent jurisdiction or any federal or state entity having proper jurisdiction over the subject matter herein, the remaining terms and provisions that are not effected thereby shall remain in full force and effect and employees will be afforded all rights required by law. Furthermore, in such event, ECRCHS will provide employees with substitute terms and provisions for those declared invalid once it becomes aware of their invalidity.

Employee Signature: _____ Date: _____

Printed Name: _____

Coversheet

Discuss and Vote on Revised School Safety Plan for 2021-2022.

Section: IV. School Business
Item: H. Discuss and Vote on Revised School Safety Plan for 2021-2022.
Purpose: Vote
Submitted by:
Related Material: 2021-2022 ECR CSSP.pdf

EL CAMINO REAL CHARTER HIGH

COMPREHENSIVE SCHOOL SAFETY PLAN



HOME OF ACADEMIC, ARTISTIC,
AND
ATHLETIC EXCELLENCE

2021-2022

WOODLAND HILLS, CA 91367



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Introduction

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

The Comprehensive School Safety Plan is available for review on the school website.

School Safety Committee

Members

The School Safety Committee meets monthly and is composed of the following members.

School Safety Committee 2021-2022	
David Hussey	Executive Director
Suki Dhillon	Safety Coordinator
TBD	Parent Representative
TBD	Parent Representative
Kyna Collins	Teacher/Union Representative
Carlos Monroy	Teacher/Union Representative
Angel Lerma	Dean of Students
Barbara Stanoff	Dean of Students
Dupree Fuller	Plant Manager (Day)
Ulises Duarte	Plant Manager (Day)
Officer Miranda	School Police Officer
Dean Bennett	Administrative Director
Jason Camp	Administrative Director
Student Representatives are members of the SSC and receive information and give input through that body.	

Mission Statement

ECRCHS is committed to collaboratively assisting all stakeholders in providing a safe learning and working environment for our students and staff through the development of intervention and prevention programs. Our partnership with emergency responders, school personnel, students, parents and community organizations is key to preventing, preparing for, and responding to emergencies and recovering from crisis situations.

Vision Statement

We hold safety and health as our highest values. ECR staff are proactive when it comes to the well-being of our students and staff by exceeding expectations of accountability, integrity, preparedness and safety. Everyone is a safety role model and leader. All stakeholders must be assertive and lead by example. Proper communication among all stakeholders is an integral part of our team's success and basis for a better today and tomorrow when it comes to the safety of all at ECRCHS.

Review of 2019-2020 Goals

Component 1: People and Programs - Create a Caring and Connected School Climate		
Goal 1-1	ECR will participate in activities to create a positive and nurturing environment for our school community.	
Activity 1-1	In conjunction with Student Council, students will create posters with positive messages to be placed in the building. In addition, monitors in the cafeteria will be utilized for positive messages and student information.	Person(s) Responsible
		Camp/Bennett/Delgado
		Timeline for Implementation
Spring 2020		
Activity 1-2	We will create ECR's Best which will recognize students that show exemplary behavior, such as turning in lost and found items and helping friends and staff.	Person(s) Responsible
		Lerma/Dhillon
		Timeline for Implementation
Spring 2020		
Activity 1-3	We will update the former "On the Spot Recognition" program. Students will receive this certification for personal growth recognized by staff members.	Person(s) Responsible
		Lerma/Dhillon
		Timeline for Implementation
Spring 2020		
Goal 1-2	Update and digitize the current version of the Comprehensive Safe School Plan.	Person(s) Responsible
		Bennett
		Timeline for Implementation
Spring 2020		

Component 2: Place - Create a Physical Environment that Communicates Respect for Learning and for Individuals		
Goal 2-1	ECR will participate in activities to clean and beautify the campus to make it more inviting for the school community.	
Activity 2-1	Community Clean-Up Days	Person(s) Responsible
		Lerma
		Timeline for Implementation
Spring 2020		
Activity 2-2	Visitor side of stadium signage and mural	Person(s) Responsible
		Bennett/Fuller/Duarte
		Timeline for Implementation
Spring 2020		
Goal 2-2	Update emergency evacuation procedures.	
Activity 2-3	Order evacuation vests for various staff assignments during emergencies.	Person(s) Responsible
		Dhillon
		Timeline for Implementation
Spring 2020		

- Full implementation of the Goals in Components 1 and 2 was not possible due the pandemic. We were, however, able to accomplish the following:
 - Activity 1-1: Student Council began making posters with positive messages in Fall 2019 and Fall 2021.
 - Activity 1-2: The school recognized students who showed exemplary behavior with certificates.
 - Goal 1-2: This goal was completed.
 - Activity 2-1: Mr. Lerma successfully organized one clean-up day prior to the pandemic.
 - Activity 2-2: Mr. Harbourt's art classes submitted potential designs in early Spring 2020.
 - Activity 2-3: The vests were delivered in Spring 2020.
- For the 2020-2021 school year, the 2019-2020 Goals remained in place due to the pandemic and the virtual school year.

Goals for 2021-2022

Component 1: People and Programs - Create a Caring and Connected School Climate		
Goal 1-1	ECR will participate in activities to create a positive and nurturing environment for our school community.	
Activity 1-1	In conjunction with Student Council, students will create posters with positive messages to be placed in the building. In addition, monitors in the cafeteria will be utilized for positive messages and student information.	Person(s) Responsible
		Clark/Mr.Bennett/Delgado
		Timeline for Implementation
		Spring 2022
Activity 1-2	We will create a Kindness Counts program which will recognize students that show exemplary behavior, such as turning in lost and found items and helping friends and staff.	Person(s) Responsible
		Lerma/Stanoff/Mrs. Bennett
		Timeline for Implementation
		Spring 2022
Activity 1-3	We will update the former "On the Spot Recognition" program. Students will receive this certification for personal growth recognized by staff members.	Person(s) Responsible
		Dhillon
		Timeline for Implementation
		Fall 2021

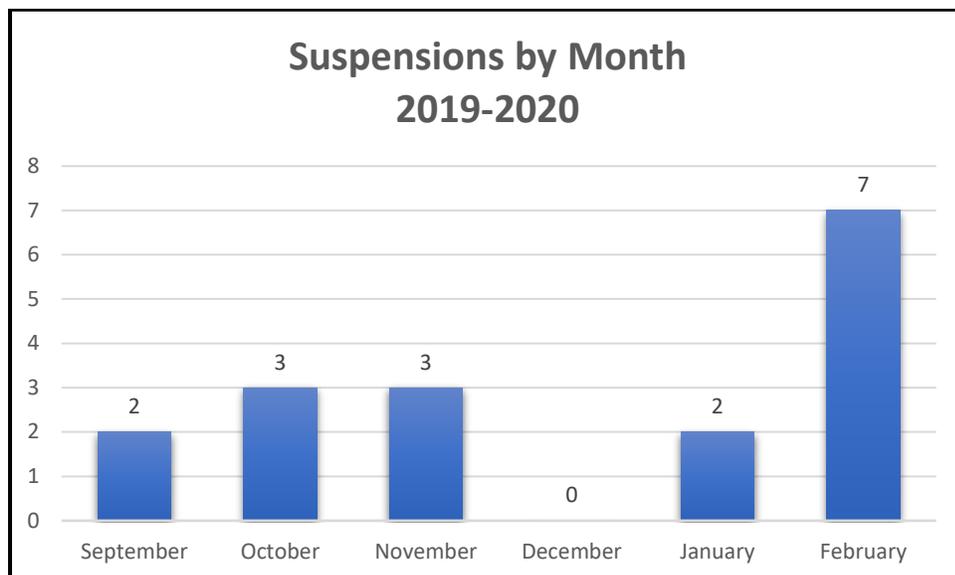
Component 2: Place - Create a Physical Environment that Communicates Respect for Learning and for Individuals		
Goal 2-1	ECR will participate in activities to clean and beautify the campus to make it more inviting for the school community.	
Activity 2-1	Community Clean-Up Days	Person(s) Responsible
		Lerma
		Timeline for Implementation
		Spring 2022
Activity 2-2	Visitor side of stadium signage and mural	Person(s) Responsible
		Bennett/Fuller/Duarte
		Timeline for Implementation
		Spring 2022
Goal 2-2	Educate parents and students on drop off and pick up procedures.	
Activity 2-3	School personnel and volunteers will help educate parents and students on the dangers of making a U-turn before school when dropping off students.	Person(s) Responsible
		Dhillon
		Timeline for Implementation
		Fall 2021
Activity 2-4	Continue to make announcements in parent emails, phone calls, the school newsletter, school website, school social media accounts, and on the PA system.	Person(s) Responsible
		Clark, Jaquez, Bennett
		Timeline for Implementation
		Continue during Fall 2021

Assessment of School Safety

Discipline Data

In the 2019-2020 school year (August through February), 16 students were suspended a total of 17 times. This was an average of 2.4 suspensions per month with a high of seven suspensions in February. Unlike past years, no single cause for suspension stood out. There were no expulsions in 2019-2020.

So far, in the 2021-2022 school year (8/9/21-10/25/21), there have been zero suspensions. There have been no expulsions this year.



School Survey

In a spring 2021 parent survey, an average of 68% of students and 57% of parents responded favorably to questions about school safety.

Child Abuse Reporting Procedures

California Penal Code Section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

ECRCHS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail or by a fine of One Thousand Dollars (\$1,000.00), or by both that imprisonment and fine. All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Suspension and Expulsion Policies

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

Enumerated Offenses

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil

- organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment,

threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Non-Discretionary Suspension Offenses: Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Discretionary Expellable Offenses: Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil

organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students

that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has

been transmitted on the Internet or is currently posted on the Internet.

- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Dean or designee's concurrence.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e. Possession of an explosive.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

In-School Suspension

For In-School suspension, the student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material related to all missed classes. Two types of In-School suspension are implemented at ECRCHS, class suspension and in-house suspension. Class suspension is when a student is suspended from a specific class; this may occur only once every five school days. In-house suspension is when a student is suspended from all of their classes. In-school suspension allows the student to be removed from the general student body but still receive academic support for their on-going classes.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Dean or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Dean.

The conference may be omitted if the Dean or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If, however, a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two

school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Dean or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Dean or Dean's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Dean or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Suspension Appeal: If the parent wants to appeal the suspension, the parent submits an appeal to the Assistant Principal. The decision of the Assistant Principal will be final.

Expulsion Procedures

Authority to Expel

A student may be expelled following a hearing before an Administrative Panel following a hearing before it, and preceded by recommendation from the Dean. The Administrative Panel will consist of at least three members who are certificated employees and neither a teacher of the pupil nor a member of the ECRA Governing Board. ECRCHS's Board will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to ECRCHS's Board, which will make the final determination.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Dean or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights Privacy Act ("FERPA")) unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ECRCHS School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by ECRCHS's Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative

Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

The Dean or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

The Dean or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Right to Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 15 calendar days following the decision of the Administrative panel to expel, file a written appeal, requesting the Board reconsider the expulsion determination.

If appealed, the Board conducts and presides over the expulsion appeal.

The Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Board shall render a decision within three (3) school days of the appeal hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel votes to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section and do not violate students' due process. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The parent/guardian or the pupil shall submit a written request for a copy of the written transcripts and supporting documents, if desired, from ECRCHS simultaneously with the filing of the notice of appeal. ECRCHS shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

Closed session

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or ECRCHS, the Board shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

Scope of review

The review by the Board shall be limited to the following questions:

- (1) Whether the Administrative Panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the Administrative Panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

The Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

Decision of the Board

The decision of the Board shall be limited as follows:

- (a) If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, the Board shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

Expelled Pupils/Alternative Education

The school will provide the parent with necessary information and a list of placement options. ECRCHS shall be responsible for facilitating placement of expelled students.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

ECRCHS School shall immediately notify the LAUSD Special Education Local Plan Area ("SELPA") and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who ECRCHS or SELPA would be deemed to have knowledge that the student had a disability.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ECRCHS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If ECRCHS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If ECRCHS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that ECRCHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and ECRCHS agree to a change of placement as part of the modification of the behavioral intervention plan.

If ECRCHS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then ECRCHS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ECRCHS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ECRCHS, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and ECRCHS agree otherwise.

ECRCHS personnel may consider any Category 1 offenses on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Dean or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated ECRCHS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ECRCHS had knowledge that the student was disabled before the behavior occurred. ECRCHS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ECRCHS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other ECRCHS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other ECRCHS supervisory personnel.

If ECRCHS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If ECRCHS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. If requested by parents, ECRCHS shall conduct an expedited evaluation and review student records; however, the student shall remain in the education placement determined by ECRCHS pending the results of the evaluation.

ECRCHS shall not be deemed to have knowledge that the student had a disability if the parent has refused an evaluation, refused services, or failed to inform ECRCHS that their student has an IEP, or if the student has been evaluated and determined to not be eligible.

Procedures to Notify Teachers of Dangerous Pupils

Teachers are notified through the Aeries system by an asterisk that is printed next to a student's name on teacher rosters. Teachers are able to communicate with the Deans Office for more information.

Nondiscrimination Statement

ECRCHS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); the Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The school prohibits discrimination, harassment, intimidation and bullying based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

For the purposes of this policy, discrimination is different treatment on the basis of a protected category (listed above) in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

ECRCHS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

ECRCHS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. ECRCHS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which ECRCHS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. ECRCHS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances

regarding harassment as described in this section, above, should be directed to the ECRCHS Uniform Complaint Procedures (“UCP”) Compliance Officer:

Daniel H. Chang
Chief Compliance Officer
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7537

Sexual Harassment Policy

ECRCHS is committed to providing a working and learning environment free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. For that reason, it is a violation of state and federal laws.

Sexual harassment is defined by Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Any student who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school’s Title IX/Bullying Complaint Managers (Ms. Clark, Mr. Bennett, and Mr. Chang) so that appropriate action may be taken to resolve the problem. The school prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Additionally, Parents and Students may refer to the ECRCHS Uniform Complaint Procedures.

Dress Code

Dress Code Philosophy:

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

Our values are:

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

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science/shop (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable, within the dress code.
- Allow students to wear clothing that expresses their self-identified gender, within the dress code.
- Allow students to wear religious attire without fear of discipline or discrimination.

- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference violence and weapons, alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

The school's dress code was most recently revised in January 2020 and includes prohibitions related to gang-related apparel.

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

- 2.b) Pants, or the equivalent, may not reveal/expose undergarments or private parts.
3. Students must wear shoes.
 - 3.a) House shoes or slippers may not be worn to school, except as part of a spirit day theme.
4. Headwear may be worn at school. This includes religious coverings.
 - 4.a) Hats must face straight forward or straight backwards.
 - 4.b) Headwear may not cover a student's face or ears, except as permitted for religious purposes.
 - 4.c) Headwear must not interfere with the line of sight of the student or staff.
5. Body parts that are supposed to be covered by tops or bottoms must not be exposed by movements of the body (bending over, sitting, raising of arms, walking up/down stairs, etc.).
6. No clothing may be worn that includes images or language that creates a hostile or intimidating environment based on any protected class or groups, including hate speech, profanity and/or pornography.
7. No clothing may be worn that includes images or language that depicts violence, drugs, alcohol, weapons of any kind, any illegal item or activity and/or nude/exposed bodies.
8. No clothing or jewelry may be worn or displayed that incorporates symbols or colors that can reasonably interpreted as gang-affiliated.
9. Accessories that could be considered dangerous or could be used as a weapon may not be worn at school. This includes chains, intended for a wallet, longer than 6 inches.

Students wearing clothing that violates this Dress Code may be asked to put on suitable alternative clothing. If the student does not have suitable alternative clothing, the school may, at its discretion:

- Provide the student with suitable clothing to wear the rest of the school day; or
- Have the student obtain suitable clothing from home; or
- Have the student do school work in a designated area in the Dean's office until suitable clothing is provided or until the end of the student's school day.

Procedures for Safe Ingress and Egress

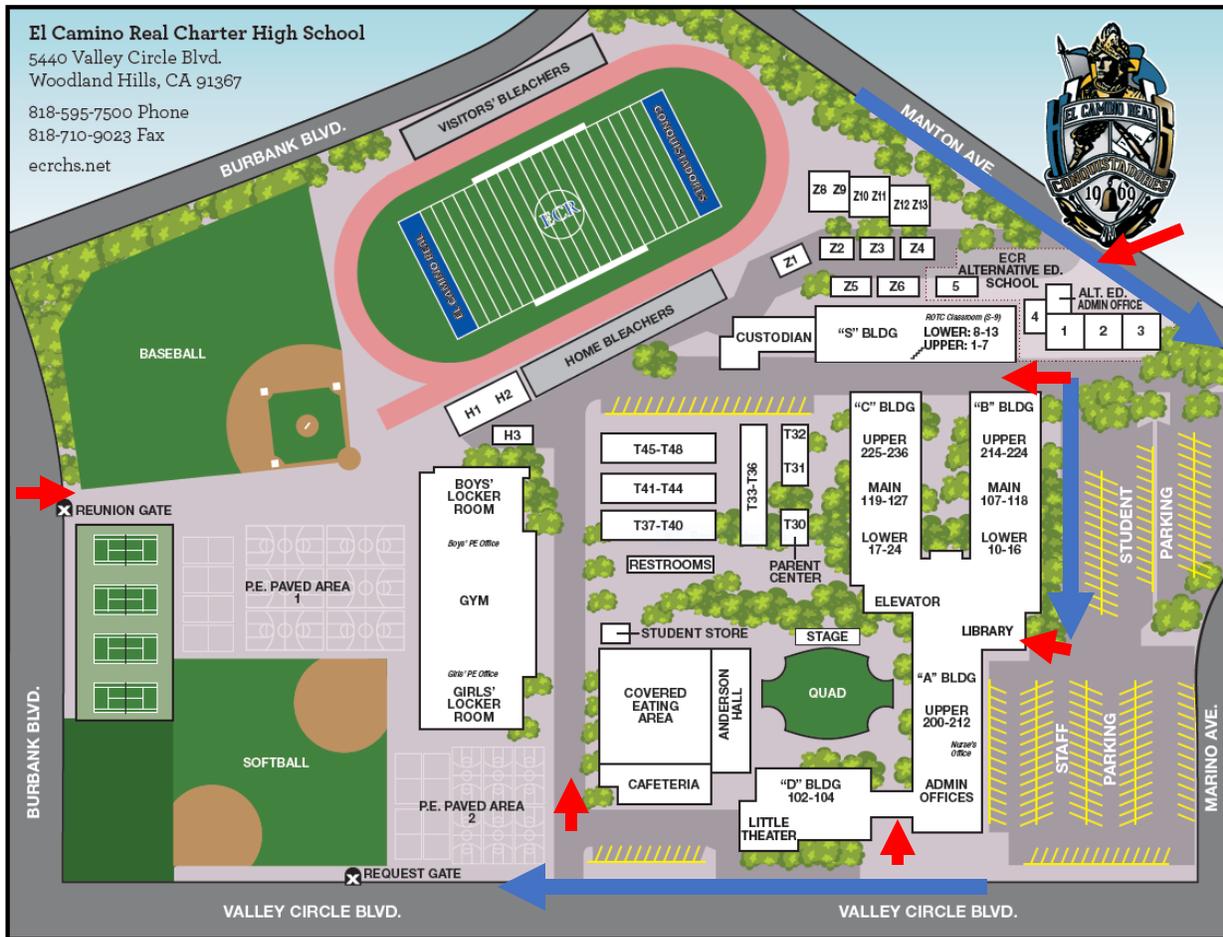
The following map and information outline information for safe ingress and egress from El Camino Real Charter High School.

Student drop-off and pick-up

In the morning, students can enter campus through one of six entrances (marked with red arrows on the map). Student parking is limited and students end up parking on the streets that border the school (Mariano, Manton, Burbank, Valley Circle) and in the neighborhood on surrounding streets. Parent drop-off of students (marked with blue arrows on the map) generally occurs in the front of school on Valley Circle Blvd., in the Upper Student Parking Lot, and at the Dolorosa Gate along Manton Ave.

At the end of school, students are able to exit campus through the same six entrance points they used in the morning. Parent pick-up of students also occurs at the same points as in the morning.

Campus Safety Officers are posted at all the entrance/exit points before and after school. Additionally, a Campus Safety Officer is posted at the entrance to the Staff Parking Lot to ensure that students can safely cross the entrance, that parents don't enter to drop off students, and that staff members can safely and efficiently enter the parking lot.



- Student drop-off and pick-up points
- Student entrance and exit points

Policies and Procedures Enacted to Maintain a Safe and Orderly Environment

General Procedures

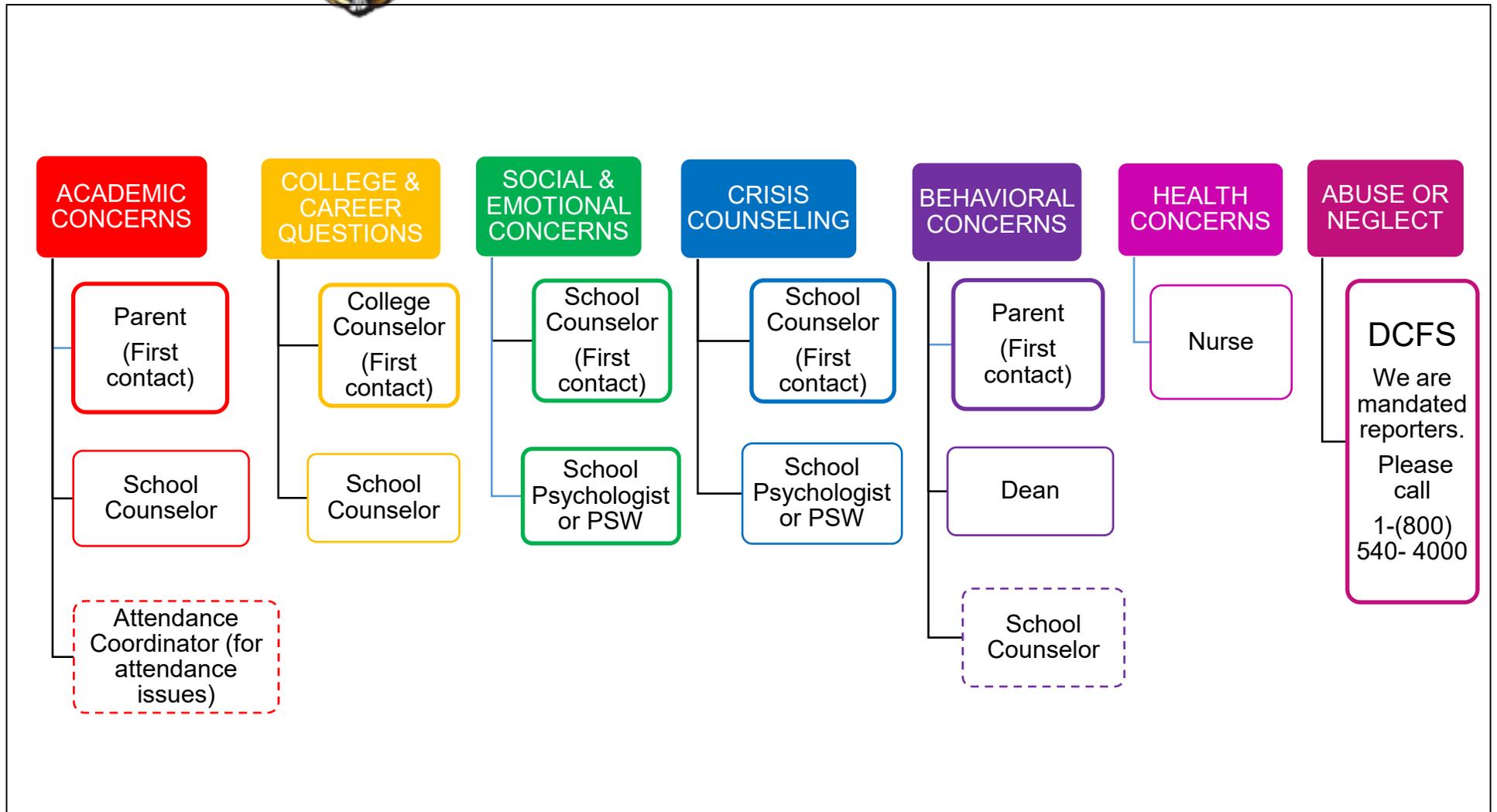
- During the school day, the lobby is the only pedestrian entrance to the school and is manned by one or two campus safety officers
- The remaining exit doors are locked on the outside and are guarded by campus safety officers.
- Visitors must sign in at the security desk in the lobby to obtain a visitors' pass. The pass includes the visitor's driver's license picture and the license is run through a child predator background check.
- There is an average of 12 campus safety officers working during school hours. Additionally, campus safety officers are present from 6:45am to 5:00pm.
- The safety coordinator, plant managers, and administration work to maintain safe facilities conditions at all times and respond quickly to any unsafe conditions that arise.
- The school contracts with LAUSD to provide a full-time school police officer on campus.
- The school also contracts with LAUSD for maintenance needs.
- The Deans Office staff work well with the student population and uses a tiered intervention and support program to address discipline issues.
- The School Psychologists, counselors, and psychiatric social worker (PSW) all work to meet the emotional needs of our students. The PSW is on campus three days per week this year and will be on campus all five days of the week next year.
- The school runs a variety of emergency drills throughout the year including fire, earthquake, lock down, shelter-in-place, and drop-cover-hold.
- The school maintains emergency supplies, food, and water. Additionally, each classroom has a lockdown kit. Trauma kits and CPR breathing masks were ordered in Fall 2019. Teachers will need training prior to the kits being placed in classrooms.
- Random locker searches and random classroom metal detection checks are conducted daily.
- The school's computer firewall monitors student web searches, limits their ability to reach certain sites, and notifies the technology staff if certain key words are used.

- The flowchart on the following page shows El Camino's general plan to address student needs. Teachers have access to an online intervention and referral form to ensure that students receive the help they need.



EL CAMINO REAL CHARTER HIGH SCHOOL

STUDENT SUPPORT AND REFERRAL FLOWCHART



Visitors to Campus Policy

All campus visitors must have the consent and approval of the Executive Director/designee. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Executive Director has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Absent exigent circumstances, parents wishing to visit their child's classroom are required to make prior arrangements with the teacher at least 24 hours in advance. All visitors must check in at the Front Desk and obtain a visitor's pass. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

Bullying and Hazing Policy

ECRCHS is committed to providing a safe and civil learning and working environment. The school takes a strong position against bullying, hazing, or any behavior that infringes on the safety and well-being of students and/or employees, or interferes with learning or teaching. The school prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all other persons within the school's jurisdiction.

Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, direct, indirect, non-verbal, psychological, sexual, social, physical or verbal.

Cyber bullying is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying (see above). A person who engages in cyber bullying at school or school-related activities and events is subject to disciplinary action even if the bullying occurred on a personal electronic device. Cyber bullying that occurs off-campus but compromises the safety or instructional environment of the school may fall under school jurisdiction.

Hazing is any method of initiation, pre-initiation, or rite of passage associated with actual or desired membership in a student organization or student body, whether or not it is officially recognized by the educational institution.

Administrators and staff are responsible for creating an environment where the school community understands that bullying is inappropriate and will not be tolerated. Students also take responsibility for helping to create a safe environment: do not engage in or contribute to bullying behaviors, actions, or words. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words. Never engage in retaliatory behavior or ask for, encourage, or consent to anyone's taking retaliatory actions on your behalf. Report bullying behavior to a trusted adult.

The school's Title IX / Bullying Complaint managers are: Assistant Principal Minita Clark, Assistant Principal Dean Bennett, and Chief Compliance Officer Daniel Chang.

Canine Search Program

Periodically, specially trained dogs visit the campus to detect the presence of drugs in lockers and classrooms.

School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student use areas, and other inanimate objects throughout school property. Such inspections are not considered searches and do not require reasonable suspicion. An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

Surveillance Cameras

For student and staff protection, certain areas of the school campus are subject to surveillance by security cameras.

Volunteer Policy

All El Camino Real Charter High School volunteers must go through a screening process for the safety of students and volunteers alike. This process includes

- Obtaining a LiveScan fingerprint scan
- Completing a Tuberculosis Risk Assessment Questionnaire
- Completing online trainings in Child Abuse and Neglect Reporting and Bloodborne Pathogens
- Signing a Confidentiality Agreement

Suicide Prevention Policy

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code Section 215, this policy has been developed in consultation with ECRCHS and community stakeholders, ECRCHS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating ECRCHS’s strategies for suicide prevention and intervention. ECRCHS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, ECRCHS shall appoint a team to serve as the suicide prevention liaison for ECRCHS. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

1. Staff Development

ECRCHS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all School staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

a. Training

- i. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., School counselors, School psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- ii. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- iii. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;

- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
- iv. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - v. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - vi. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify School climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - vii. Information regarding groups of students judged by ECRCHS, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences.
- b. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- i. The impact of traumatic stress on emotional and mental health;
 - ii. Common misconceptions about suicide;
 - iii. School and community suicide prevention resources;
 - iv. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - v. The factors associated with suicide (risk factors, warning signs, protective factors);
 - vi. How to identify youth who may be at risk of suicide;
 - vii. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on ECRCHS guidelines)

- how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on ECRCHS guidelines;
- viii. ECRCHS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- ix. ECRCHS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - x. Responding after a suicide occurs (suicide postvention);
 - xi. Resources regarding youth suicide prevention;
 - xii. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- xiii. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

2. Employee Qualifications and Scope of Services

Employees of ECRCHS must act only within the authorization and scope of their credential or license. While it is expected that School professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

3. Parents, Guardians, and Caregivers Participation and Education

- a. Parents/guardians/caregivers may be included in suicide prevention efforts.
 - i. At a minimum, ECRCHS shall share this policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- b. This suicide prevention policy shall be prominently displayed on the ECRCHS Web page and included in the parent handbook.
- c. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - i. Suicide risk factors, warning signs, and protective factors;
 - ii. How to talk with a student about thoughts of suicide;
 - iii. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student

judged to be at risk for suicide and referral for an immediate suicide risk assessment.

4. Student Participation and Education

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive School climate that enhances students' feelings of connectedness with ECRCHS and is characterized by caring staff and harmonious interrelationships among students.

ECRCHS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

ECRCHS's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding ECRCHS's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education may be incorporated into classroom curricula (e.g., health classes, science, and physical education).

ECRCHS shall support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide.

5. Intervention and Emergency Procedures

ECRCHS designates the following School personnel to act as the suicide prevention liaisons:

- Primary Suicide Prevention Liaison: Jessica Friedman, School Psychologist, Student Support Services, (818) 595-8001, j.friedman@ecrchs.net.
- Secondary Suicide Prevention Liaison: Vanessa Cordero, School Psychologist, Student Support Services, (818) 595-8008, v.cordero@ecrchs.net.
- Alternative Suicide Prevention Liaison: Margaret (Peggy) Valentine, School Nurse, Health Office, (818) 595-7569, p.gocke@ecrchs.net.

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian/caregiver as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at ECRCHS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

- a. Ensure the student's physical safety by one of the following, as appropriate:
 - i. Securing immediate medical treatment if a suicide attempt has occurred;
 - ii. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - iii. Keeping the student under continuous adult supervision until the parent/guardian/caregiver and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;

- iv. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - v. Moving all other students out of the immediate area;
 - vi. Not sending the student away or leaving him/her alone, even to go to the restroom;
 - vii. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - viii. Promising privacy and help, but not promising confidentiality.
- b. Document the incident in writing as soon as feasible.
 - c. Follow up with the parent/guardian/caregiver and student in a timely manner to provide referrals to appropriate services as needed.
 - d. After a referral is made, ECRCHS shall verify with the parent/guardian/caregiver that the follow up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student. If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent/guardian/caregiver to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, ECRCHS may contact Child Protective Services.
 - e. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at ECRCHS.
 - f. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the ECRCHS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in ECRCHS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian/caregiver about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians/caregivers, and staff with information, counseling, and/or referrals to community agencies as needed. ECRCHS staff may receive assistance from ECRCHS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the ECRCHS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

- a. Contact the parent/guardian/caregiver and offer support to the family;
- b. Discuss with the family how they would like ECRCHS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- c. Obtain permission from the parent/guardian/caregiver to share information to ensure the facts regarding the crisis are correct;
- d. The suicide prevention liaisons shall handle any media requests;
- e. Provide care and determine appropriate support to affected students;
- f. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

6. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in ECRCHS activities to notify a teacher, the Executive Director, another ECRCHS administrator, School psychologist, School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. ECRCHS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian/caregiver, about additional resources to support the student.

7. Responding After a Suicide Death (Postvention)

A death by suicide in the School community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. ECRCHS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

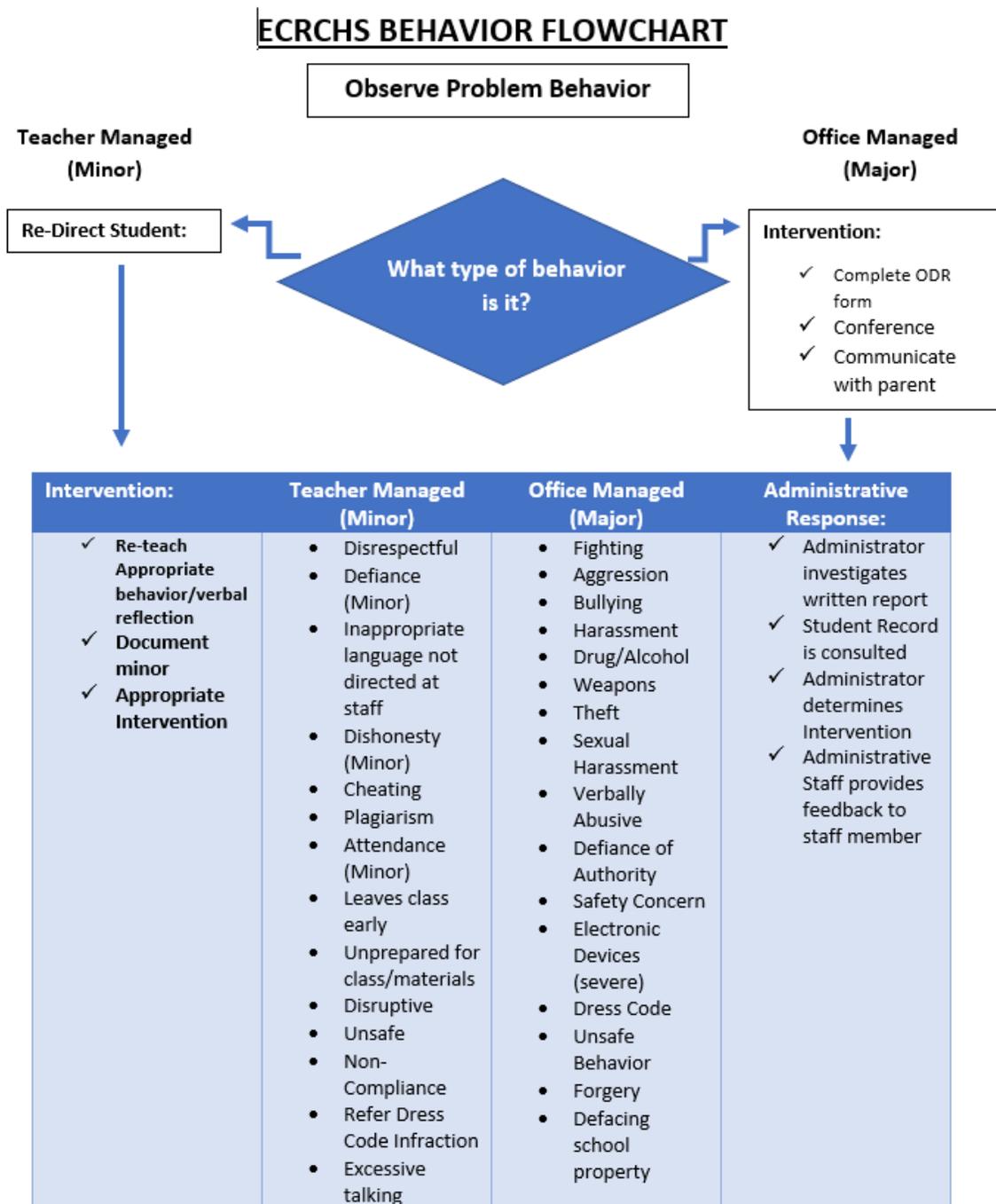
The suicide prevention liaison shall:

- a. Coordinate with the Executive Director to:
 - i. Confirm death and cause;

- ii. Identify a staff member to contact deceased's family (within 24 hours);
 - iii. Enact the Suicide Postvention Response;
 - iv. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- b. Coordinate an all-staff meeting, to include:
 - i. Notification (if not already conducted) to staff about suicide death;
 - ii. Emotional support and resources available to staff;
 - iii. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - iv. Share information that is relevant and that which the suicide prevention liaison has permission to disclose.
- c. Prepare staff to respond to needs of students regarding the following:
 - i. Review of protocols for referring students for support/assessment;
 - ii. Talking points for staff to notify students;
 - iii. Resources available to students (on and off campus).
- d. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- e. Identify students affected by suicide death but not at risk of imitative behavior;
 - i. Communicate with the larger school community about the suicide death;
 - ii. Consider funeral arrangements for family and School community;
 - iii. Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
 - iv. Identify media spokesperson if needed.
 - v. Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed;
 - Support siblings, close friends, teachers, and/or students of deceased;
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Rules and Procedures on School Discipline

The following flowchart shows the general pathway that teachers and the Deans use when dealing with behavioral issues.



ECRCHS uses a progressive discipline policy with positive behavioral interventions. That policy is outlined in the School Climate Bill of Rights.

School Climate Bill of Rights

El Camino Real Charter High School is committed to ensuring a safe, healthy, and positive school environment. ECRCHS has developed fair and consistent progressive discipline policies based on positive behavior interventions.

The ECRCHS community values a rigorous education focused on providing opportunities to select college or career paths. The School Climate Bill of Rights promotes a school with an environment focused on safety, learning, student well-being and community interaction.

- **School-Wide Positive Behavior Intervention and Support:**
ECRCHS will implement alternatives to suspensions along with positive behavior intervention. Appropriate prevention and intervention approaches provide accountability and rehabilitation for discipline incident. See below for more information regarding ECRCHS' intervention strategies.
- **Alternatives to suspension and positive behavior interventions and supports:**
Alternatives to suspensions strategies will be utilized for all students prior to suspensions except those limited offenses where suspension is required pursuant to the ECRCHS suspension and expulsion policy. See below for more information regarding ECRCHS' intervention strategies.
- **School discipline and School based-arrest and citation data available for viewing upon request.**
- **Restorative Justice Approach to resolve student conflict:** See below for more information regarding ECRCHS' intervention strategies.
- **School-Wide Task Force:**
School Site Council will include administrator, teacher, student, parent and classified member. This council will make recommendations to the Discipline staff for implementing positive approaches to working with students, staff and parents/guardians.
- **School Police on campus roles and responsibilities:**

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation, and the juvenile and criminal court system, to the greatest extent as possible and when legally feasible.

- A system to file a formal complaint if the School-Wide Positive Behavior Intervention and Support is not implemented: one Assistant Principal is assigned for all School formal complaints. Please see the Main Office for the form.

Interventions

We have implemented many of the Tier I and Tier II interventions mentioned in LAUSD Bulletin 6231.0.

These interventions include the following:

- Parent/Student Conferences
- Conflict Resolutions led by the Deans
- Individual Counseling
- Alternative Programming (changing teacher/class)
- Referral to SST
- Referral to COST
- Behavioral Contracts
- Threat Assessment
- Referral to Peer Active Listener group (PALs)
- Campus Beautification
- Restitution
- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)

Alternatives to Suspension

Our alternatives to suspension include the following:

- Conflict Resolutions led by the Deans
- Individual Counseling
- Behavioral Contracts
- Campus Beautification
- Referral to drug education/counseling (Tarzana Treatment Center meetings on our campus)
- “In House” Class Suspensions with appropriate curricular materials provided to the student

- Online Social Emotional Learning (SEL) and behavior intervention program

Schoolwide Positive Behavior Support System

Incentives

- Good attendance qualifies juniors and seniors for lunch passes
- Good attendance and a good disciplinary record qualifies students for Prom
- Safety Coordinator distributes blank "On The Spot Recognition" forms so that teachers and students can send words of encouragement to each other.
- Elco's Best program to recognize and reward students who are exhibiting positive behaviors.
- Certificates issued for good behavior through the Assistant Principals' Office.
- The Alternative Education Program also uses the following incentives:
 - Posting student names on the Awesome Board every week for students who have improved
 - End of semester assemblies celebrating attendance, academics, and citizenship

Positive Behavior Supports

- Two full time Dean of Students
- Attendance Coordinator
- Intervention Coordinators
- Psychiatric Social Worker
- Two school psychologists
- Tarzana Hospital Drug Treatment Group
- Family counseling referrals
- Anxiety disorder counseling group
- Counselors
- Tarzana Mental Health Services will be on campus to work with Families and students who are on Medi-Care
- Student support groups
- Formal and informal follow-up communications
- La Familia and Black Student Union
- 80+ clubs

Hate Crime Reporting Procedures

These procedures are covered in the previously mentioned suspension and nondiscrimination policies. These incidents are dealt with using suspension/expulsion procedures and/or Uniform Complaint Procedures.

Emergency Communication

During an actual emergency situation, the School will notify all appropriate agencies including, but not limited to, LAUSD on-campus school police officer, LAPD, LAFD, and LAUSD Charter Schools Division.

Communication with teachers (and students) in a classroom will occur via the P.A. system, School website, phone system, and the School's social media accounts on Facebook (www.fb.com/ecrchs), Twitter (@ECRCHS), and Instagram (@ECRCHS).

Communication with parents will occur via the School website, automated phone system (SendWordNow), and the School's social media accounts on Facebook (www.fb.com/ecrchs), Twitter (@ECRCHS), and Instagram (@ECRCHS).

Use of School Facilities in an Emergency

The School shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The School shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Emergency Drill Procedures

Emergency drills are conducted to train El Camino students and staff in required procedures for various emergency situations.

Types of Drills

The following drills are conducted at School:

1. Fire;
2. Lockdown;
3. Earthquake;
4. Shelter in Place;
5. Drop, Cover, Hold.

Teachers should discuss the following procedures with their classes (and specific procedures for his/her classroom) during each of the drills. It is very important that the purpose, signals, and procedures for each drill be thoroughly understood by all students and staff.

1. Fire Drill

- a. Purpose
 - i. Students and staff practice evacuation procedures that they would utilize in the event of a fire in, or near, a classroom.
- b. Signal
 - i. Fire Alarm – Fire alarm bell will ring and strobe lights will flash.
- c. Procedure for Classroom Evacuation
 - i. Students must walk out of their classrooms in an orderly manner and should take their backpacks with them.
 - ii. Teachers must close classroom doors.
 - iii. Teachers are to carry the Emergency Pack with them as they escort their classes to their assigned areas in the stadium.
 - iv. Upon arriving at their assigned areas, teachers should take attendance and fill out the Student Roll Call Form.
 - v. The Student Roll Call Form will either be collected by an administrator or will be sent up to the PA booth in the stadium. Mr. Dhillon will give specific instructions.
 - vi. Students must be responsible and listen for their names. Talking must be kept to a minimum.
 - vii. Classes are to remain at their assigned areas until the “all clear” is issued.
 - viii. The “all clear” announcement will be made over the stadium and school P.A. systems.
 - ix. At this time, teachers and students will follow the schedule for the day.

2. Lockdown Drill

- a. Purpose
 - i. Students and staff practice procedures to take in an emergency situation where it would be unsafe to be out of the classroom (e.g. active shooter or other dangerous situation on campus).
- b. Signal
 - i. Administrator announces lockdown drill over the P.A. system.
- c. Procedure

- i. Teachers and instructional staff turn off the lights and ensure that doors are securely locked.
- ii. Teacher shall instruct all students to stay off cell phones and turn ringers off.
- iii. Students must move to the most protected areas of the room.
- iv. Students should be instructed to face away from all windows and openings and to keep their backs toward windows and furniture that may contain glass.
- v. Where appropriate, teachers will direct students to take cover in a protective position (i.e. drop and cover).
- vi. Students who are outside when the alert is given must move inside to the nearest safe location.
- vii. All students and school personnel shall remain inside a room or shelter area until further instructions are given.

3. Earthquake Drill

a. Purpose

- i. Students and staff practice procedures to take during, and immediately after, an earthquake, including drop/cover/hold, evacuation, and search and rescue.

b. Signal

- ii. Teachers give command to drop.

c. Procedure

- iii. In the classroom:
 1. Students drop under desks, tables, etc., where available with their backs to the windows.
 2. Students should hold on to the leg(s) of the desk or table that they are under.
 3. Students stay in the drop position until the teacher gives all clear, evacuation orders are given over the P.A. system, or the all clear alarm is sounded.
- iv. Outside the classroom:
 1. Look for protection (bench, table, planter).
 2. Crouch or lie down behind protection.
 3. Should there be no protective area (only in an open space area), drop to the ground, curl up with our back to any building or blast, cover your head with your hands, and keep your eyes closed tightly.
- v. Signal for Evacuation:

1. The evacuation signal will be a long continuous bell. All students and staff must evacuate to the stadium and may not return to the classroom until directed to do so by the site administrator.
- vi. Procedure for Evacuation:
1. Students must walk out of their classrooms in an orderly manner and should take their backpacks with them.
 2. Teachers must close classroom doors.
 3. Teachers are to carry the Emergency Pack with them as they escort their classes to their assigned areas in the stadium.
 4. Upon arriving at their assigned areas, teachers should take attendance and fill out the Student Roll Call Form.
 5. The Student Roll Call Form will either be collected by an administrator or will be sent up to the PA booth in the stadium. Mr. Dhillon will give specific instructions.
 6. Students must be responsible and listen for their names. Talking must be kept to a minimum.
 7. Classes are to remain at their assigned areas until the “all clear” is issued.
 8. The “all clear” announcement will be made over the stadium and school P.A. systems.
 9. At this time, teachers and students will follow the schedule for the day.

4. Shelter in Place Drill

- a. Purpose
 - i. In this drill, which is similar to a lockdown, students and staff practice the steps they would take if an unsafe condition exists outside the classroom/building. This situation would primarily be related to air quality such as a release of a toxic gas in the general area of the school.
- b. Signal
 - i. Administrator announces Shelter in Place drill over the P.A. system.
- c. Procedure
 - i. All students and School personnel shall remain inside a room or inside shelter area until further instructions are given.

- ii. Students who are outside when the alert is given must move inside to the nearest safe location.
- iii. Custodians will practice turning off air handling units.
- iv. Additional Information for a real Shelter in Place situation
 - 1. All air handling units will be turned off to prevent unsafe air from entering the building.
 - 2. Teachers should tape up the door jams (with the door closed) and stuff towels (or something similar) under the door. Also, tape off any other area where air could enter the room.

5. Drop/Cover/Hold Drill.

- a. Purpose
 - i. This drill prepares students and staff for what to do during the onset of an earthquake. This is different from the larger Earthquake Drill in that it does not involve evacuating students.
- b. Signal
 - i. Teacher announces the Drop/Cover/Hold Drill to the class.
- c. Procedure
 - i. Students drop under desks, tables, etc., where available with their backs to the windows.
 - ii. Students should hold on to the leg(s) of the desk or table that they are under.
 - iii. Students stay in the drop position until the teacher gives all clear.

Emergency Operations Plan

The Emergency Operations Plan describes the various emergency response teams that would be activated during, or following, an emergency.

School Safety Committee

Members

David Hussey, Executive Director; Dean Bennett, Jason Camp, Administrative Directors; Suki Dhillon, Safety Coordinator; School Police Officer Miranda; Angel Lerma, Dean; Barbara Stanoff, Dean; Dupree Fuller and Ulises Duarte, Plant Managers; Kyna Collins and Carlos Monroy, UTLA Representatives; Parent Representatives TBD

Responsibilities

Meets regularly as necessary throughout the school year to:

- Develop safety and emergency policies;
- Ensure that proper safety procedures are observed;
- Ensure that hazard mitigation strategies are implemented;
- Coordinate needs of all site users (Children’s Centers, Continuation Schools, Youth Services, etc.);
- Conduct a community hazard assessment within a one-half mile radius of the school. For assistance, contact your local fire station. ***The identifiable hazards within a one-half mile radius are:*** None per Fire Station 105 (Fallbrook/Victory);
- Develop an evacuation plan to another school or large park. It is advisable for the plan to include the evacuation site location and access routes. Parents should know where they can be reunited with their children. If possible, avoid bridge overpasses and underpasses on access routes. ***The evacuation plan is:*** Exit ECR – Assemble along Burbank Blvd.; proceed east on Burbank Blvd. (becomes Platt Ave.) two blocks to Hatteras St.; cross Platt Ave. and proceed to Hale Middle School athletic field;
- Develop the “School Information Map” with the following information and locations:
 - Student/staff assembly areas
 - Emergency student/staff evacuation routes
 - Incident command center
 - Search and rescue routes
 - Utility shut-off locations
 - Fire hoses and extinguishers

- First aid kits and emergency supplies
- First aid center
- Temporary morgue
- Cafeteria or warming kitchen
- Hazardous materials storage areas
- Emergency toilet facilities.

Incident Command Center (ICC) Team

Location and Members

- Location: Main Office and Outdoor Stage.
- Team Leaders: David Hussey, Dean Bennett.
- First Assistant: Flor Zuniga.
- Second Assistant: Val Kincaid.
- Media Representative: David Hussey.
- Amateur Radio Operator (if applicable): N/A.
- Emergency Communications Systems Operators: Radio communication, phone messages, website updates, social media updates; Fernando Delgado, Donna Bennett, Stephanie Jaquez.

Responsibilities

- Implement and coordinate emergency response.
- Account for the presence of all students and staff.
- Control internal site communications.
- Communicate school site conditions to charter office.
- Prepare reports (as needed) for charter office.
- Coordinate external communications with media.

Supplies and Equipment

Personal emergency supplies, hand-held radios, portable PA, and the following:

1) Battery-Operated AM Radio, 2) Staff Roster/Room Numbers, 3) Student Rosters, 4) Emergency Operations Plan, 5) School Information Map (1-5 in earthquake bin).

Emergency First Aid Team

Members

- Leader: Peggy Valentine, School Nurse.
- Staff: Nurse's Assistant, Nurses Office; Sylvia Farris, Student Support; teachers with first aid training and 3 ROTC cadets.

Responsibilities

- Ensure that first aid supplies and Student Emergency Information Cards are at the First Aid Center.
- Coordinate medical efforts with Search and Rescue Teams.
- Determine need for medical assistance.
- Administer first aid; record types of injuries and first aid provided.

Supplies and Equipment

Personal emergency supplies, triage tags, hand-held radios, blankets, wheelchairs, first aid supplies, etc. – and the following: 1) First Aid Roster, 2) Student Medical Records, 3) Emergency Operations Plan, and 4) Stretchers (in earthquake bin).

Search and Rescue Teams

Members (RK= Radio and Keys)

Team No. 1

Leader: Commander Consoletti
Staff: Yuriy Pecheny, Richard Yi (RK)
Location: Middle A, B, C
Halls/Restrooms

Team No. 2

Leader: Commander Consoletti
Staff: Mary Christiansen, Taylor Bennington (RK)
Location: Upper A, B, C
Halls/Restrooms

Team No. 3

Leader: Commander Consoletti
Staff: Ryan Guinto(RK), Steve Kingery
Location: Lower B, C Halls/Restroom

Team No. 4

Leader: Commander Consoletti
Staff: Jon Wasser, Kevin Williams (RK)
Location: H Building, Gym

Team No. 5

Leader: Commander Consoletti
Staff: Justin Adams (RK), Mauricio Mariluz
Location: S Building (upper/lower shops), Z Bungalows

Team No. 6

Leader: Commander Consoletti
Staff: Barbara Stanoff (RK), Steve Roe
Location: T Bungalows

Team No. 7

Leader: Commander Consoletti
Staff: Kyle Lee, Angel Lerma (RK)
Location: Anderson Hall, Student Store, Cafeteria, D Hall

Team No. 8

Leader: Lisa Ring (RK)
Staff: Lynsey Shano, Jose "Beto" Velasquez
Location: Alternative Education Center

Suki Dhillon, Search and Rescue Coordinator: All S & R teams assemble at Earthquake bin (located on the visitor side of the football field) to receive back pack prior to search.

Responsibilities

- Conduct pre-established search and rescue patterns. Check each office, classroom, storage room, auditorium, etc.
- Follow established search and rescue procedures before and after locating victims.
- Mark door "X" if no victims remain in classroom.

Supplies and Equipment

Personal emergency supplies, master keys, hand-held radios, bolt cutters, shovels, ropes, gloves, goggles, flashlights, triage tags, first aid kits, etc. – and the following:

1) School Information Map, 2) Emergency Operations Plan.

Security Team

Members

- Leader: Officer Miranda, School Police Officer; Jason Camp, Administrative Director.
- Staff: All Security Aides.

Responsibilities

- Lock all external gates and doors, secure school and report to the outdoor stage.
- Post signs as needed.
- Direct first responders to area of need.
- Direct parents to Request Gate / Reunion Gate.

Supplies and Equipment

Personal emergency supplies, master keys, hand-held radios, etc. – and the following:

1) Emergency Operations Plan, 2) School Information Map.

Fire Suppression Team

Members

Team No. 1

Leader: Dupree Fuller, Ulises Duarte

Staff: Danny Huerta, Noe Duran

Team No. 2

Leader: Dupree Fuller, Ulises Duarte

Staff: Victor Garay, Yupi Hsieh

Responsibilities

- Ensure that fire suppression personnel know how to use fire extinguisher.
- Conduct sweep to determine location of fire(s).
- Follow appropriate fire suppression techniques.

Supplies and Equipment

Personal emergency supplies, hand-held radios, fire extinguishers, hoses, water bib keys, gloves, fire blankets, etc. – and the following: 1) Emergency Operations Plan, 2) School Information Map.

Utilities/Resource Management Team

Members

- Leader: Dupree Fuller, Ulises Duarte, Suki Dhillon
- Cafeteria Manager: Eduardo Rojas
- Staff: Dupree Fuller, Danny Huerta, Noe Duran, Victor Garay, Yupi Hsieh

Responsibilities

- Check utilities and take action to minimize damage to school site.
- Assess damage to school site and report findings to Incident Command Center.
- Distribute resources for immediate use (water, food, power, radios, telephones, and sanitary supplies).
- Establish morgue area if needed.
- Establish restroom facilities when requested.

Supplies and Equipment

Personal emergency supplies, hand-held radios, utility shutoff tools, etc. – and the following: 1) Emergency Operations Plan, 2) School Information Map.

Emergency Assembly Area Team

Members

- Leader: Emilie Larew, Zasha Endres, Administrative Directors.
- Staff: Steve Roe, Evan Coleman (bull horn & radio for the baseball field), Judith Paez, Val Kincade and all teachers on a Conference period.

Responsibilities

- Ensure that entrances to the Emergency Assembly Area are clear and safe.
- Assist evacuation of classes to Emergency Assembly Area stations; keep all doorways, hallways, and stairwells clear and safe.

- Take roll and report class/group status to Incident Command Center.
- Implement “buddy” system with neighboring teachers/staff.
- Evacuate classrooms/buildings using predetermined routes to Emergency Assembly Area stations.
- Direct ROTC student “runners” to the designated location stated on the summons.
- Supervise and reassure students throughout the duration of the emergency.
- Conduct recreational and educational activities to maintain order and keep students calm.
- Provide water to help calm students.

Supplies and Equipment

Personal emergency supplies, hand-held radios, portable PA etc. – and the following:
1) Emergency Operations Plan, 2) Teacher/Staff Emergency Assembly Area Location Information.

Parent/Student Request Gate Team

Members

- Leader: Juan Alba.
- *Staff @ Main Gate (front entrance)*: One Safety Officer, 15 ROTC Cadets.
- *Staff @ Request Gate (softball field)*: Stephanie Bero, Marta Franco, Juliana Bautista, Stephanie Jaquez, Lupe Paez, Lucilla Gasilla.

Responsibilities

- *Main Gate staff* (or posted signs) - direct parents/guardians/designees to Request Gate.
- *Request Gate staff* – Do not allow parents/guardians/designees to enter school.
- Refer to Student Emergency Information Cards for rooms and Emergency Assembly Area locations when given students’ names.
- Keep records of students being summoned (place a mark on Emergency Card, Roster, etc.).
- Dispatch student messenger(s) to Emergency Assembly Area with summons to check in at Command Center.

Supplies and Equipment

Personal emergency supplies, hand-held radios, Student Emergency Information Cards, class roster computer printouts, record-keeping material, etc. – and the following:
1) Emergency Assembly Area Stations Map (teacher/student locations), 2) Faculty/Staff Roster, 3) Emergency Operations Plan, 5) Log Forms (parent and student name).

Parent/Guardian Reunion Gate Team

Members

- Leader: Minita Clark.
- *Staff @ Reunion Gate (tennis courts)*: Doug Coleman, Sylvia Yi, Steve Perry, Xenia Paniagua, Diana Yerevanian, Roxana Reyes, Justin Graham, Rachel Bereny, Irene Paez, one Safety Officer, 2 ROTC cadets.

Responsibilities

- Do not allow parents to enter.
- Reunite minor students with parents/guardians/designees.
- Confirm that minor students recognize authorized adults.
- Require the adults' signatures, dates, and times of release.

Supplies and Equipment

Personal emergency supplies, hand-held radios, record-keeping material, etc. – and the following: 1) Emergency Operations Plan, 5) Log Forms (parent, student name and location taken).

Psychological First Aid Team (Outdoor stage)

Members

- Leader: Jessica Freidman, School Psychologist; Vanessa Cordero, School Psychologist.
- Psychiatric Social Workers: Johanna Johnston and Luna Lermada Del Aguila
- Staff: Sharon Lenderman, Robin McKeiver, Ana De Los Santos, itinerant counselors.

Responsibilities

- Mitigate emotional trauma and request other counselors for assistance.
- Establish a “buddy” system for staff and students that will encourage positive interaction.

Supplies and Equipment

Personal emergency supplies – and the following: 1) Emergency Operations Plan, 2) Psychological First Aid Team Forms.

Hazardous Materials Assessment Team

Members

- Leader: Dupree Fuller, Ulises Duarte
- Staff: Mark Sakaguchi, Jake Lin, Suki Dhillon, Dean Bennett

Responsibilities

- The Environmental Health and Safety Branch are available to assist the team leader.

Supplies and Equipment

Neutralizing agents, spill containment materials, hand-held radios, personal protective equipment, etc. – and the following: 1) Safety Data Sheets, 2) Emergency Operations Plan, 3) School Information Map.

Threat Assessment Team

The Threat Assessment Team consists of administrators, the school police officer, Deans, Head of Security, School psychologists, School nurse, and plant managers. All or part of the team can be used to detect a threat involving security, mental health, natural or manmade disaster, or other threat to the safety of the School.

Threat Assessment Team Members 2021-2022	
David Hussey	Executive Director
Officer Miranda	School Police Officer
Suki Dhillon	Head of Security
Jason Camp	Assistant Principal
Emilie Larew	Assistant Principal
Peggy Valentine	School Nurse
Jessica Friedman	School Psychologist
Vanessa Cordero	School Psychologist
Angel Lerma	Dean of Students
Barbara Stanoff	Dean of Students
Dupree Fuller	Plant Manager
Ulises Duarte	Plant Manager

Foundational Emergency Procedures

The following procedures are commonly used in the response protocols to specific threats and hazards.

All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (Executive Director) will make an announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions.
2. The Incident Commander will convene the School Psychological First Aid Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Drop, Cover, and Hold

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

Drop, Cover, Hold Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will make an announcement on the PA system. If the PA system is not available, the Executive Director will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control, and give clear directions
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and

shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.

6. The Incident Commander will follow drop, cover, and hold with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC team, and will make the following announcement (or a similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
2. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location.
4. Once assembled, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Lockdown Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will make the following announcement (or a similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Incident Commander or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
6. The Incident Commander will call the Los Angeles School Police Department Watch Commander's Office (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Psychological Trauma/School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds;
- A violent incident at or near school;
- The death of a student, staff or one of their family members by suicide or trauma;
- The terminal illness of a student or staff member;
- A natural disaster;
- An act of terrorism.

Because of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff.

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the Executive Director or designee activates the School ICC Team, including the Psychological First Aid (PFA) Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The PFA Team will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The PFA Team will provide direct crisis intervention services, including the implementation of psychological first aid.
4. The ICC Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
5. The ICC Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
6. The ICC Team will provide on-going assessment of needs and follow-up services as required.

Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others;
- Actively seeks or attacks others;
- Has access to additional victims.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
 - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe;
 - Inform the LASPD Watch Commander (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point;
 - Calm students, create a perimeter to separate the School population from others who may be present, and re-establish Incident Command teams with available staff.
2. In response to the School's notification, the LASPD Watch Commander will:
 - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex;
 - Dispatch an officer to the relocation point to advise and support the School Incident Commander;
 - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools;
 - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school;
 - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population;
 - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:

- Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the School and its immediate community;
 - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff;
 - Maintain a perimeter at the offsite relocation point between the school population and others;
 - Patrol the area near the School to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the School population.
4. The Emergency First Aid Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
 5. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Psychological First Aid Team to ensure notification of parents and family members of the wounded.
 6. All media inquiries will be referred to the designated Media Representative.
 7. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
 8. The School Incident Commander will debrief with staff and school police officers.

Relocation (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required and unrelated to an active shooter incident, such as during a tsunami or large hazardous materials release.

Relocation Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will make the following announcement (or similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."
2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the

designated off-site location. Teachers and students will stay together during the evacuation.

3. If the site will be evacuating by school bus, the Incident Commander will coordinate with school administrators to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies to support the school at the relocation site.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled.
5. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Reunification

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.

4. Message runners will notify the Emergency Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air, inclement weather, or other hazards. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that a shelter-in-place may involve the shutdown of heating and air conditioning (HVAC) systems and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

Shelter-in-Place Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICS team, and will make the following announcement (or similar announcement) on the PA system. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We are implementing a Shelter-in-Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows

with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you”.

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Threat and Hazard-Specific Emergency Procedures

The following procedures have been taken from the LAUSD Integrated Safe School Plan 2019-2020. The procedures have been modified to remove LAUSD references that don't apply to an independent charter school such as using Blackboard Connect and entering information into iSTAR. Because we contract with the District for some services, references to School Police and the Maintenance and Operations Department have been left in.

Active Shooter/Gunfire

If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the Executive Director or designee, who becomes the Incident Commander.
2. The School Incident Commander (Executive Director/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICC) Team.

The Emergency Communications Systems Operators will:

- Prepare a message for parents to be sent on SendWordNow.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Security Team, ICC Team, and Emergency Communications Systems Operators will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.

- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

Rapid Relocation Procedures

1. The School Incident Commander will:
 - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination if the route is safe;
 - Inform the LASPD Watch Commander (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point;
 - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
2. In response to the School's notification, the LASPD Watch Commander will:
 - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex;
 - Dispatch an officer to the relocation point to advise and support the School Incident Commander;
 - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools;
 - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school;
 - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population;
 - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:

- Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community;
 - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff;
 - Maintain a perimeter at the offsite relocation point between the school population and others;
 - Patrol the area near the School to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the School population.
4. The Emergency First Aid Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
 5. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Psychological First Aid Team to ensure notification of parents and family members of the wounded.
 6. All media inquiries will be referred to the designated Media Representative.
 7. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
 8. The School Incident Commander will debrief with staff and school police officers.

Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure as needed.

Aircraft/Vehicle Crash Procedures

1. The Executive Director or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Emergency Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.

5. If on school property, the Security and Utilities Teams will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure.
6. If needed, the Fire Suppression and Hazardous Materials Assessment Teams should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Emergency First Aid Team will check for injuries and provide appropriate first aid.
8. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
11. The Incident Commander will notify and update parents.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, Animal Control (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Emergency First Aid Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents if necessary.

7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

Substance Released Inside a Room or Building Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Emergency Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will instruct the Security and Utilities Teams to isolate and restrict access to potentially contaminated areas.
4. The Security and Utilities Teams will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
5. The Incident Commander or designee will notify and update parents.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other

- disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Emergency First Aid Team should evaluate and monitor exposed individuals.
7. The Emergency Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
 8. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
 9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
 10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Substance Released Outdoors and Localized Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the ICC Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.
2. The Security and Utilities Teams will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Security and Utilities Teams will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
5. The Incident Commander will notify and update parents.
6. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Emergency First Aid Team should evacuate and monitor exposed individuals.
7. The Emergency Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.

8. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
9. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Substance Released in Surrounding Community Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the ICC team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place.
2. Follow all Shelter-in-Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
4. The Incident Commander will monitor local news for information about the incident.
5. The School will remain in Shelter-in-Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Bomb Threat/Suspicious Package

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
 - Nature of threat on phone line;
 - Name of school;
 - Phone number of line receiving threat;
 - Name and contact information of staff member.

2. The person answering the threat call should immediately inform the Executive Director, and then use the Bomb Threat Report Form to gather and record information about the call.

Bomb Threat Form Questions include:

- Where is the bomb (building, location)?
- When is it going to explode?
- What kind of bomb is it? What does it look like?
- Who set the bomb? Why was the bomb set?
- What can we do for you to keep the bomb from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
 - Gender
 - Age
 - Accent
 - Slurred/impaired speech
 - Recorded/disguised voice
 - Familiarity
 - Irrational/incoherent
- Background Noise:
 - Office
 - Outdoors
 - Traffic
 - Other

3. The Executive Director or designee becomes the Incident Commander, activates the School ICC team, and calls School Police (213) 625-6631 who will advise the School. In most cases, School Police will direct the School to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the School discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious

object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.

5. No attempt should be made to investigate or examine a discovered suspicious object.
6. The Incident Commander will notify and update parents.
7. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
8. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
9. In the event of an evacuation, teachers will bring their student roster and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
10. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
11. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.

Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the Executive Director should be immediately alerted.
2. The Executive Director or designee becomes the Incident Commander, activates the School ICC team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and handheld radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. No attempt should be made to investigate or examine the object.
5. The Incident Commander will notify and update parents.

6. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold, Lockdown, Evacuate Building or Relocation.
7. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Emergency Assembly Area. Routes may be different than usual evacuation routes.
8. In the event of an evacuation, teachers will bring their student roster and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
9. The Psychological First Aid Team will convene and begin the process of counseling and recovery.
10. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
11. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.

Demonstration/Walkout

A demonstration/walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown.
3. The Incident Commander will notify School Police (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Security Team, Administration, and Deans will immediately proceed to the main exit points to control student ingress and egress.
5. If students attempt to leave the campus, inform students in the presence of adult witnesses that they should attend classes. Notify individual students that they risk consequences if they remain on campus but do not attend classes or if they attempt to leave campus. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject

to citation or arrest. Note: No physical effort shall be made to prevent students from leaving the campus.

6. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
7. The ICC Team and administration should keep accurate record of events, conversations, and actions.
8. All media inquiries will be referred to the school's designated Media Representative, who will also monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents.
10. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the Executive Director or designee.
3. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, nonconfrontational manner and request he or she leave the campus. Avoid any hostile situations.

6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify and update parents, as necessary.
8. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Earthquake

Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Emergency Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security and Utilities Teams to post guards a safe distance away from building entrances to prevent access.
7. The Security and Utilities Teams will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Emergency First Aid Team will set up the first aid station, check for injuries and provide appropriate first aid.
9. The Incident Commander will direct the Emergency Communications Systems Operators to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).

10. If the area appears safe, the Search and Rescue Teams will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will work with school police and district personnel to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Assessment Teams will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Teams will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any damaged areas will not be reopened until the district provides clearance and the Incident Commander gives authorization to do so.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Earthquake during Non-School Hours Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office (213) 625-6631 that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with district Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents.

Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.

2. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will call 911 and School Police (213) 625- 6631 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Emergency Assembly Area.
5. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
6. The Incident Commander will notify and update parents.
7. The Emergency First Aid Team will check for injuries and provide appropriate first aid.
8. If needed, the Fire Suppression and Hazardous Materials Teams should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
9. The ICC Team will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
10. The Security and Utilities Teams will secure the building entrance to prevent persons entering the school buildings.
11. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Teams to initiate search and rescue activities.
12. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and Hazardous Materials Teams will conduct an inspection of school buildings. The Fire Suppression and Hazardous Materials Teams will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
13. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
14. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Risk of Explosion on School Property Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. If needed, the Fire Suppression and Hazardous Materials Assessment Teams should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
6. The Incident Commander will advise the Search and Rescue Teams to initiate rescue operations.
7. The Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The Incident Commander will notify and update parents.
9. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
11. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Explosion or Risk of Explosion in Surrounding Area Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify and update parents.

5. The school will remain in a Shelter-in-Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Nuclear Blast or Explosion Involving Radioactive

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the Shelter-in-Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, the Emergency First Aid and Fire Suppression Teams should provide first aid and extinguish small fires as needed.
5. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify and update parents.
8. The Incident Commander or designee will monitor local news outlets and initiate further actions as appropriate.
9. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
10. The school will remain in Shelter-in-Place until the Los Angeles County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm if possible, and report the fire to the school administrator.
2. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Emergency Assembly Area.
3. The Incident Commander will call 911 and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
5. If needed, the Fire Suppression Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
6. The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Utilities Team will notify the appropriate utility company of damages.
8. The Incident Commander will notify and update parents.
9. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
10. For fires during non-school hours, the Incident Commander and district personnel will determine if the school will open the following day.
11. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Incident Commander will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Emergency Assembly Area.
6. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
7. The Incident Commander or designee will monitor local news outlets and initiate further actions as appropriate.
8. The Incident Commander will notify and update parents.
9. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses.

Suspected Contamination of Food or Water Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
 - 911
 - School Police (213) 625-6631
 - County Department of Health Services (213) 974-1234
 - Office of Environmental Health and Safety (213) 241-3199
 - Other Officials as necessary
3. The Administrative Staff will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Emergency First Aid Team will assess the need for medical attention and provide first aid as appropriate.
5. The Emergency First Aid Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Public Health Emergency

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate handwashing supplies for all restrooms.

- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- In the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal.

Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:

- Allowing students to take home school books and class materials
- Posting lesson on Canvas with materials
- Use of other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.

3. Upon notice of loss of utilities, the Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours or School Police (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.
7. The Incident Commander will notify and update parents.
8. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
10. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush”. Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies. If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well

as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.
3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school. If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is put out for consumption.
4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:
 - Los Angeles City Fire Department (Valley) (818) 347-1110
 - Los Angeles City Fire Department (Los Angeles) (213) 978-3660
 - Los Angeles County Fire Department (323) 881-2455

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water

into a water carrier for her to use at the sink in the Health Office or provide bottled water.

Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits include light sticks that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning. Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School PBX phone is cloud based with redundant offsite backups. This allows the phones to be routed to cell phones or laptops in case of an outage. In addition, the school has a fax machine on a separate, direct, outside line that does not go through the PBX. Along this same line we use a digital-analog converter that is used as a backup in case of PBX service interruption. In the event of a power outage, the fax line will still work. There is a single-line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” (per LAUSD) and will be restored first.

- 3. School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools.

Cell phones, text messages, and public address systems and bullhorns can supplement two-way radio communications.

- 4. Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants.

The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they abided the Fire Code.

- 5. Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to

power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds.

General Inclement Weather Procedures

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an Off-Site Relocation even if the school itself is relatively unimpacted.
2. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will direct the Security and Utilities Teams or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
4. The Incident Commander or designee will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate
5. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Emergency Assembly Area.
6. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Emergency Assembly Area to account for students. Teachers will notify the Emergency Assembly Area Team of missing students.
7. The Emergency First Aid Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
8. The Administrative Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
9. The Incident Commander will notify and update parents.
10. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and shelter in place indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors.

Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The Executive Director or designee becomes the Incident Commander, activates the School ICC Team, and will initiate the appropriate Immediate Response Action, Shelter-in-Place.
2. The Incident Commander makes the following announcement (or similar announcement) over the PA system or an alternate method of communication: "Your attention please. We are implementing a Shelter-in-Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with functional needs who may not have heard or understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander or designee will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
7. Teachers will take attendance to account for students, and notify the office of missing students.
8. The Incident Commander will notify and update parents.
9. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged;
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors when possible.
- Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
 - Students with history of previous heat illness
 - All current illnesses and/or health sensitive medical conditions
 - Students who have experienced recent injuries

National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets.

Watch - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is

possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the Safe School Plan and confirm staff assignments for emergency positions;
- Review field trips and extracurricular activities;
- Review SendWordNow emergency contact lists for staff and students;
- Monitor local weather via www.weather.gov and/or a NOAA weather radio;
- Inspect the campus for conditions that could cause damage.

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the Safe School Plan;
- Check emergency supplies;
- Examine extracurricular activities, field trips, and after-school programs;
- Plan for modified activity schedule;
- Move outdoor equipment out of harm's way;
- Monitor local weather via www.weather.gov and/or a NOAA weather radio;
- Check school site for hazards and exposures that can be mitigated;
- Send a SendWordNow message if extracurricular activities may be impacted.

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

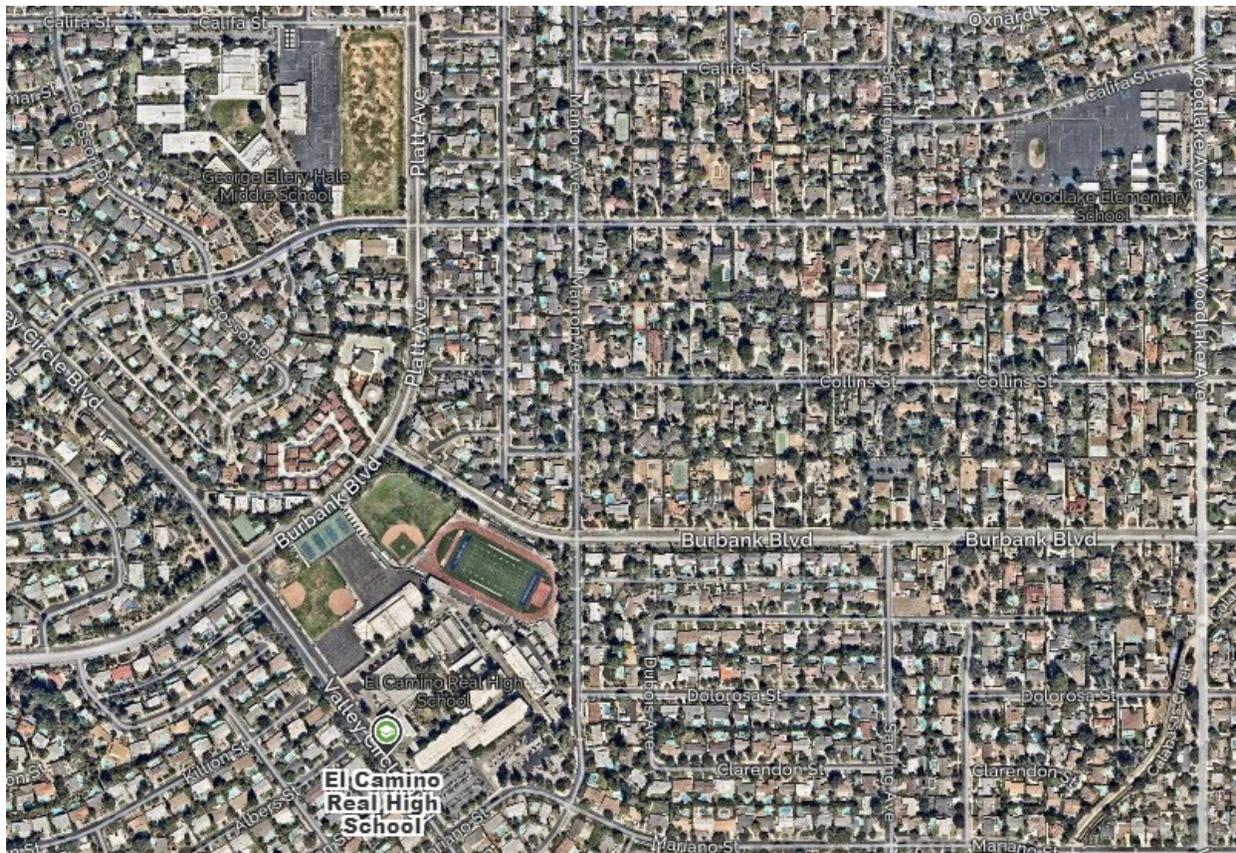
- Activate Safe School Plan;
- Stage emergency supplies in a location protected from weather;
- Send SendWordNow message and update school website and school social media accounts to notify parents;
- Take proactive steps to protect students and staff;
- Cancel activities, field trips and after-school programs if expedient to do so.

Emergency Telephone Numbers

Executive Director: David Hussey.....	818-595-7503
Educational Service Center North.....	818-654-3600
Environmental Health and Safety Branch.....	213-241-3199
Office of Emergency Services.....	213-241-3889
West Hills Hospital.....	818-884-7060
School Police.....	213-625-6631
Water and Power.....	800-342-5397
Gas Company.....	800-427-2200
Fire.....	911

Emergency Maps

Vicinity Map



Primary Off-Site Assembly Area:

Hale Charter Academy
23830 Califa St.

Backup Off-Site Assembly Area:

Woodlake Elementary Community Charter School
23231 Hatteras St.

Site Plan Map



Appendix

APPENDIX

BOMB THREAT REPORT

School _____ Location Code _____

Date of Call _____ Time of Call _____

Person Receiving Call _____

I. REPORT OF PERSON RECEIVING CALL			
A. Ask the caller the following questions			
Where is the bomb (building, location)?			
What time is it set to go off?			
What kind of bomb is it? What does it look like?			
Who set the bomb? Why was the bomb set?			
What is your name?			
How old are you?			
Where do you live?			
B. Evaluate the voice of the caller, and check the appropriate spaces below:			
<input type="checkbox"/>	Male	<input type="checkbox"/>	Intoxicated
<input type="checkbox"/>	Female	<input type="checkbox"/>	Speech Impediment
<input type="checkbox"/>	Child	<input type="checkbox"/>	Special Ethnic Characteristics
Age (Approx.)		Other	
C. Listen for any background noise. (Check appropriate spaces below, if applicable):			
<input type="checkbox"/>	Music	<input type="checkbox"/>	Babies or children
<input type="checkbox"/>	Conversation	<input type="checkbox"/>	Cars/trucks
<input type="checkbox"/>	Typing	<input type="checkbox"/>	Machine noise
<input type="checkbox"/>		<input type="checkbox"/>	Airplane
<input type="checkbox"/>		<input type="checkbox"/>	Other
II. REPORT BY PRINCIPAL			
A. The police were contacted by (Name of person)			
Date		Time	
Police personnel taking call			
Officer responding to call			
B. Was a search made for the bomb?		<input type="checkbox"/>	Yes
		<input type="checkbox"/>	No
If "yes," give details regarding search			
C. Was an evacuation conducted?		<input type="checkbox"/>	Yes
		<input type="checkbox"/>	No
If "yes," indicate buildings or areas evacuated			
D. Remarks:			

This form shall be completed in duplicate (submit original to LASPD and copy for school files).

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____ Location Code _____

Location of Release _____

Name _____ Position _____

Date _____

	Yes	No	Note
Have unexposed students, staff and others been evacuated from area of contamination?	<input type="checkbox"/>	<input type="checkbox"/>	
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?	<input type="checkbox"/>	<input type="checkbox"/>	
Have all students and staff been accounted for?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been cordoned off and secured?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	<input type="checkbox"/>	<input type="checkbox"/>	
Have the doors and windows to the area of contamination been closed and locked?	<input type="checkbox"/>	<input type="checkbox"/>	
Have fans and ventilators serving the area of contamination been turned off?	<input type="checkbox"/>	<input type="checkbox"/>	
Comments			