



El Camino Charter High School

Regular Board Meeting and Annual Meeting

Date and Time

Thursday August 25, 2022 at 5:30 PM PDT

Location

Virtual

ANNUAL MEETING AND 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:

Registration URL: <https://attendee.gotowebinar.com/register/3951002000996489229>

Webinar ID: 853-317-323

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 public comment during the Public Comment section, you may do so by clicking the "Raise Hand" icon on the control panel while in virtual attendance.

In order to conduct an orderly meeting, all members of the public will be placed on mute during the virtual Board meeting, except when making a public comment. Please note that those who elect to participate in the meeting through the call-in phone number will not have the option of being unmuted to speak during the public comments portion of the meeting.

Due to public meeting laws, the Board can only listen to your issue, not respond or take action during the Public Comments periods. 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. **NOTE: Public Comments, effective with the March 24th, 2022, Regular Board Meeting, are limited to two (2) 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 may 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			5:30 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 to the United States of America (USA)		David Hussey	1 m
D. Public Comments		Public	30 m

NOTE: These presentations, effective with the March 24th, 2022, Regular Board Meeting, are limited to two (2) minutes and total time allotted to non-agenda items will not exceed thirty (30) minutes.

PLEASE SEE ADDITIONAL IMPORTANT INFORMATION ABOVE IN AGENDA NOTICE REGARDING PUBLIC COMMENTS.

THANK YOU.

	Purpose	Presenter	Time
E. Executive Director Update		David Hussey	10 m
F. Chief Business Officer Update		Gregory Wood	10 m
G. Board Chair Update	Discuss	Brad Wright	10 m
H. AB 361 Discussion and Vote on Virtual Board Meetings	Vote	Brad Wright	5 m

The Board will discuss and vote on whether or not to continue having Board Meetings virtually as outlined in AB 361.

II. Governance 6:38 PM

A. Elect 2022-2023 Board Chair	Vote	Kurt Lowry	5 m
B. Elect 2022-2023 Board Vice-Chair	Vote	Kurt Lowry	5 m
C. Elect 2022-2023 Secretary	Vote	Kurt Lowry	5 m
D. Elect 2022-2023 President	Vote	Kurt Lowry	5 m
E. Elect 2022-2023 Chief Financial Officer	Vote	Kurt Lowry	5 m
F. Discussion and Vote on Establishment of Board Committees	Vote	Board Chair	10 m

Discuss and vote on the creation of one or more standing and/or ad hoc Board committees:

Possible committees might include the following:

- * Travel (Ad Hoc)
- * Executive Director Evaluation (Standing)
- * Capitalization Projects (Standing)
- * Finance & Investment (Standing)
- * Technology (Ad Hoc)
- * Other (TBD)

G. Discussion and Vote on Board Committees' General Membership and Chairpersons	Vote	Brad Wright	10 m
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Based on the establishment of one or more standing or ad hoc board committees, the Board will nominate and vote to elect each committee's general membership and chairperson.

III. Consent 7:23 PM

A. Approve Minutes of July 28th, 2022 Special Board Meeting	Approve Minutes	Brad Wright	1 m
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IV. Investment 7:24 PM

A. Investment Update 2nd Quarter 2022	Discuss	G. Wood/M. Breller	10 m
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	Purpose	Presenter	Time
Gregory Wood, ECRCHS CBO, and Mike Breller, Financial Advisor of Beacon Pointe, will provide the Investment Update for the 2nd Quarter of 2022.			

B. Discussion and Vote on OPEB Account Actuary Review as of 6/30/22	Vote	Gregory Wood	10 m
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Prior to the vote, Mr. Wood, CBO, will present the Actuary Review.

C. Discussion and Vote on Addition of Certificated Trustee to OPEB Investment Account	Vote	D. Hussey/G. Wood	5 m
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Prior to the vote, Mr. Hussey, Executive Director, and Mr. Wood, CBO, will lead a discussion on the addition of a certificated trustee to the OPEB Investment Account.

V. Finance

7:49 PM

A. Review and Vote on June 2022 Check Registers	Vote	Gregory Wood	10 m
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Prior to the Vote to approve, Mr. Wood, CBO, will review the June 2022 check registers from ECRA's City National Bank accounts.

B. Discussion and Vote on 2022-2023 Proposition 30 Budget	Vote	Gregory Wood	5 m
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Prior to the vote, Mr. Wood, CBO, will lead a discussion on the 2022-2023 Proposition 30 Budget

VI. School Business

8:04 PM

A. Discuss and Vote on Updated Independent Study Policy	Vote	Dean Bennett	10 m
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The Board will discuss and vote on a revised Independent Study Policy, updated to conform with recent changes under AB130.

B. Discussion and Vote on Revisions to ECRCHS Employee Handbook for 2022-2023	Vote	Kurt Lowry	10 m
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Prior to the Vote, Dr. Lowry, Director, HR and Compliance, will lead a discussion on revisions to the ECRCHS Employee Handbook for 2022-2023.

C. Discussion and Vote on Revisions to the ECRCHS Parent-Student Handbook for 2022-2023	Vote	Kurt Lowry	10 m
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Prior to the Vote, Dr. Lowry, Director, HR and Compliance, will lead a discussion on revisions to the ECRCHS Parent-Student Handbook for 2022-2023.

D. Discussion and Vote on Request for One Period Coach Authorization During 2022-2023	Vote	David Hussey	5 m
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Prior to a vote, Mr. Hussey, Executive Director, will lead a discussion on the Request for One Period Coach Authorization During 2022-2023, including verification of request and consent for the following sports/courses and authorized Teachers/Coaches:

- * Camille King - Cross Country
- * Eric Choi - Girls Golf, Girls Soccer, Boys Golf
- * Alyssa Lee - Girls Volleyball
- * John Terndrup - Wrestling

	Purpose	Presenter	Time
* Jason Sabolic - Football * Beth Corbett - Cheerleading			
E. Annual Performance-based Charter School Division Oversight Visit Report for 2021-2022	Discuss	David Hussey	30 m
VII. Closed Session			9:09 PM
A. Public Employee Discipline / Dismissal / Release	Discuss	David Hussey	10 m
Public employee discipline / dismissal / release pursuant to paragraph (1) of subdivision (b) of Government Code Section 54957.			
B. Conference with Legal Counsel - Anticipated Litigation	Discuss	David Hussey	10 m
Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9:			
Two (2) items.			
C. Conference with Legal Counsel - Existing Litigation	Discuss	David Hussey	10 m
Paragraph (1) of subdivision (d) of Section 54956.9			
Name of case: Roe vs. ECRA, Department of Industrial Relations, State Case Number WC-CM-763048]			
Name of case: Roe vs. ECRA, Department of Industrial Relations, State Case Number RCI-CM-806555.			
D. Conference with Labor Negotiators	Discuss	David Hussey	10 m
Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.			
Agency Designated Representatives: David Hussey, Executive Director; Gregory Wood, Chief Business Officer; Kurt Lowry, Director, Human Resources and Compliance; Roger Scott, Legal Counsel.			
Employee Organization: United Teachers Los Angeles.			
E. Conference with Labor Negotiators	Discuss	David Hussey	10 m
Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.			
Agency Designated Representatives: David Hussey, Executive Director; Gregory Wood, Chief Business Officer; Kurt Lowry, Director, Human Resources and Compliance; Roger Scott, Legal Counsel.			
Employee Organization: American Federation of State, County, and Municipal Employees			
F. Conference with Labor Negotiators	Discuss	David Hussey	10 m
Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.			

	Purpose	Presenter	Time
Agency Designated Representatives: David Hussey, Executive Director; Gregory Wood, Chief Business Officer; Kurt Lowry, Director, Human Resources and Compliance; Roger Scott, Legal Counsel.			

All Unrepresented Certificated and Classified Employees, including, but not limited to the following:

Administrative Directors

Classified Management, including:

- Manager, Human Resources (249)
- Payroll Specialist (260)
- Plant Manager, Buildings & Grounds (260)
- Manager, Accounting & Finance (260)
- Payroll Manager (260)
- Manager, Information Systems (260)
- Director, Human Resources & Compliance (260)
- Director, Accounting & Finance (260)
- Director, STEAM and Sustainability (249)
- Director, Student & Teacher Technology (260)
- Chief Information Officer (260)

G. Conference with Labor Negotiators	Discuss	Brad Wright	10 m
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Conference with labor negotiators pursuant to subdivision (a) of Government Code Section 54957.6.

Agency Designated Representatives: Roger Scott, Legal Counsel.

Unrepresented Employees: Executive Director, Chief Business Officer

VIII. Reconvene to Open Session 10:19 PM

A. Report on Actions Taken in Closed Session, If Any	Discuss	Brad Wright	5 m
B. Possible Board Approval Vote on UTLA Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding	Vote	Brad Wright	5 m
C. Possible Board Approval Vote on AFSCME Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding	Vote	Brad Wright	5 m
D. Possible Board Approval Vote on Unrepresented Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding	Vote	Brad Wright	5 m
E. Possible Board Approval Vote on Executive Director's and Chief Business Officer's compensation increases to align with previously approved Board actions and potential LCFF increases being considered above.	Vote	Brad Wright	5 m

IX. Closing Items 10:44 PM

A. Adjourn Meeting	Vote	Brad Wright	1 m
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Coversheet

Approve Minutes of July 28th, 2022 Special Board Meeting

Section: III. Consent
Item: A. Approve Minutes of July 28th, 2022 Special Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on July 28, 2022

APPROVED



El Camino Real Charter High School

Minutes

Special Board Meeting

Date and Time

Thursday July 28, 2022 at 5:30 PM

Location

Virtual

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Webinar ID: 508-119-619

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Directors Present

Alexandra Ramirez (remote), Brad Wright (remote), Danielle Malconian (remote), Gregg Solkovits (remote), Linda Ibach (remote), Steven Kofahl (remote)

Directors Absent

Daniela Lopez-Vargas

Guests Present

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

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 Thursday Jul 28, 2022 at 5:32 PM.

B. Record Attendance and Guests

Quorum achieved.

C. Pledge of Allegiance to the United States of America (USA)

Mr. Solkovits led the Board in the Pledge of Allegiance to the United States of America.

D. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

Gregg Solkovits made a motion to vote on whether or not the Board will return to a virtual meeting format in accordance with AB 361 until such time that it is safe to return to in-person board meetings.

Alexandra Ramirez seconded the motion.

Mr. Wright read the following statement, then invited discussion on this item prior to asking whether or not any member would like to make a motion to vote on whether or not the Board will return to a virtual meeting format in accordance with AB 361 until such time that it is safe to return to in-person board meetings:

Approval of Board Findings Related to Teleconference Meetings During State of Emergency:

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees.

Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to

meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

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

Roll Call

Daniela Lopez-Vargas	Absent
Steven Kofahl	Aye
Alexandra Ramirez	Aye
Danielle Malconian	No
Linda Ibach	Aye
Brad Wright	Aye
Gregg Solkovits	Aye

E. Public Comments

There were no public comments.

II. Consent

A. Approve Minutes of June 23rd, 2022, Regular Board Meeting

Danielle Malconian made a motion to approve the Minutes from the June 23rd, 2022, Regular Board Meeting, with noted correction. Regular Board Meeting on 06-23-22.

Alexandra Ramirez seconded the motion.

Prior to the Vote, Mr. Wright discussed the following request to correct the Minutes of the June 23rd, 2022, Regular Board Meeting:

Agenda Item IV. D. from the June 23rd, 2022, Regular Board Meeting was listed on the agenda incorrectly and thus resulted in an incorrect vote result.

Correction requested:

The 301 yearbooks to be "written off" are those from the 2020-2021 academic year and not from the 2019-2020 academic year.

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

Roll Call

Gregg Solkovits	Aye
Daniela Lopez-Vargas	Absent
Steven Kofahl	Aye
Linda Ibach	Aye
Brad Wright	Aye
Alexandra Ramirez	Aye
Danielle Malconian	Aye

III. School Business

A.

Discussion and Vote on ECRCHS Certificate of Signatures for LACOE Cash in County Bank Account for a Three Year Period Ending June 2025

Gregg Solkovits made a motion to Vote on ECRCHS Certificate of Signatures for LACOE Cash in County Bank Account for a Three Year Period Ending June 2025.

Danielle Malconian seconded the motion.

Prior to the vote, Mr. Wood explained that ECRA carries funds in the County treasury and one of the protocols is for the board to approve those individuals at the school who would be available to sign any warrants or checks that are issued, in this case, Mr. Hussey and Mr. Wood.

The attached Certificate of Signatures would be circulated for Board Members and approved individuals who would be available to sign any warrants or checks that are issued.

This Certificate would be in effect for three years, through June 25th.

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

Roll Call

Danielle Malconian	Aye
Steven Kofahl	Aye
Brad Wright	Aye
Gregg Solkovits	Aye
Linda Ibach	Aye
Alexandra Ramirez	Aye
Daniela Lopez-Vargas	Absent

IV. Governance

A. Discussion and Vote to Install the Community Representative Board Position

Gregg Solkovits made a motion to Install Mr. Brad Wright as the Community Representative to the ECRA Board, with a term of office to start immediately today, July 28, 2022, and end on June 30, 2025.

Danielle Malconian seconded the motion.

Prior to the installation vote, Mr. Wright noted that he was recusing himself from facilitation of this agenda item, turning over facilitation duties of this item to Ms. Ramirez.

Ms. Ramirez, on behalf of Mr. Kofahl, and Ms. Lopez-Vargas, who are the other members of the ad hoc Community Representative Position Vetting and Selection Committee, thanked all of the candidates who applied for the position, noting that several highly-qualified candidates had applied for the position. She noted that the selection committee invited two of the candidates to the board meeting to present their statements to the full board.

Also, prior to the committee's recommendation and subsequent installation vote, Mr. Daniel Ozstreicher and Mr. Brad Wright presented their respective statements to the board.

Ms. Ramirez informed the Board that the Committee recommends to the full Board the installation of Mr. Brad Wright to the Community Representative position on the Board, and invited any board member to make a motion to vote on whether or not the Board will install

Mr. Wright as Community Representative.
The board **VOTED** to approve the motion.

Roll Call

Daniela Lopez-Vargas	Absent
Gregg Solkovits	Aye
Alexandra Ramirez	Aye
Linda Ibach	Aye
Steven Kofahl	Aye
Danielle Malconian	Aye
Brad Wright	Abstain

B. Discussion and Vote on Proposed 2022-2023 ECRA Board Meeting Calendar

Danielle Malconian made a motion to vote to approve the proposed 2022-2023 ECRA Board Meeting Calendar.

Gregg Solkovits seconded the motion.

Prior to the vote, Mr. Wright presented the proposed Regular Board Meeting Dates for the 2022-2023 academic year, as follows:

Regular Board Meeting Dates:

August 25, 2022
September 22, 2022
October 27, 2022
November 17, 2022
December 15, 2022
January 26, 2023
February 23, 2023
March 23, 2023
April 27, 2023
May 25, 2023
June 22, 2023

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

Roll Call

Steven Kofahl	Aye
Daniela Lopez-Vargas	Absent

Roll Call

Brad Wright Aye
Linda Ibach Aye
Alexandra Ramirez Aye
Gregg Solkovits Aye
Danielle Malconian Aye

The Board entered Closed Session at 5:45 p.m.

V. Closed Session

A. Conference with Legal Counsel - Anticipated Litigation

The item(s) was/were discussed in Closed Session.

B. Conference with Legal Counsel - Existing Litigation

The item(s) was/were discussed in Closed Session.

VI. Reconvene to Open Session

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

The Board returned to Open session at 6:22 p.m.

No voting actions occurred during Closed Session.

VII. Closing Items

A. Adjourn Meeting

Gregg Solkovits made a motion to adjourn the meeting.

Alexandra Ramirez seconded the motion.

Voice vote taken.

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 6:22 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Investment Update 2nd Quarter 2022

Section: IV. Investment
Item: A. Investment Update 2nd Quarter 2022
Purpose: Discuss
Submitted by:
Related Material: July 2022 Investment Summary.pdf
2Q22 El Camino Real v08.10.22.pdf

**EL CAMINO REAL CHS
INVESTMENTS REVIEW
FISCAL YEAR 2022-2023**

2021-2022

		Year End		Contributions					
		Jul-21	Jun-22			Executive Summary-OPEB			
		Jun-21				\$ 21,250,357	Beginning Balance at 07/01/21		
						\$ 2,420,000	YTD Contributions		
Contributions		\$ 220,000	\$ 220,000			\$ (3,210,917)	Gains/Losses	-15.1%	Invest. Change
El Camino Real CHS	OPEB Trust	\$ 21,250,357	\$ 21,653,185	20,459,440		\$ 20,459,440	Current Ending	-3.7%	Total Change
Investment Managers:				Month	YTD				
Polen Capital Mgt				\$ 1,788,785	-9.6%	-18.7%			
Fiduciary Mgt				\$ 2,039,390	-9.1%	-1.6%			
Beacon Pointe				\$ 16,631,265	-3.9%	-8.2%			
					-5.0%	-3.7%			
El Camino Real CHS	General	\$ 6,786,072							
Investment Managers:				Month	YTD				
Polen Capital Mgt		\$ 485,419	\$ 336,879	-9.6%	-33.1%				
Fiduciary Mgt		\$ 473,993	\$ 419,037	-9.1%	-13.1%				
Beacon Pointe		\$ 5,857,423	\$ 5,221,631	-3.1%	-11.3%				
US Bank Holdings				\$ 5,979,075	0.1%	-8.3%			
Annuity	3 Yr. (8/23)Fixed @ 2.40% Midland	\$ 382,505	\$ 383,377	\$ 391,661	0.2%	1.8%			
	3 Yr. (9/23)Fixed @ 1.95% Athene	\$ 380,858	\$ 381,565	\$ 388,367	0.2%	1.5%			
	Combined	\$ 7,549,435	\$ 7,581,776	\$ 6,759,103	0.1%	-7.3%			
Month End -Combined		\$ 28,799,792	\$ 29,234,961	\$ 27,218,543					

2022-2023

		Year End		Contributions					
		Jul-22	Jun-23			Executive Summary-OPEB			
		Jun-22				\$ 20,459,440	Beginning Balance at 07/01/22		
						\$ 220,000	YTD Contributions		
Contributions		\$ 220,000	\$ 220,000			\$ 1,032,170	Gains/Losses	5.0%	Invest. Change
El Camino Real CHS	OPEB Trust	\$ 20,459,440	\$ 21,711,610	0		\$ 21,711,610	Current Ending	6.1%	Total Change
Investment Managers:				6%	Month	YTD			
Polen Capital Mgt		\$ 1,964,839			9.8%	9.8%			
Fiduciary Mgt		\$ 2,294,276			12.5%	12.5%			
Beacon Pointe		\$ 17,452,495			4.9%	4.9%			
						6.1%			
El Camino Real CHS	General								
Investment Managers:				Month	YTD				
Polen Capital Mgt		\$ 336,879	\$ 369,908	9.8%	9.8%				
Fiduciary Mgt		\$ 419,037	\$ 443,824	5.9%	5.9%				
Beacon Pointe		\$ 5,221,631	\$ 5,362,882	2.7%	2.7%				
US Bank Holdings				\$ 6,176,614	3.3%	3.3%			
Annuity	3 Yr. (8/23)Fixed @ 2.40% Midland	\$ 382,505	\$ 392,374	2.6%	2.6%				
	3 Yr. (9/23)Fixed @ 1.95% Athene	\$ 380,858	\$ 388,985	2.1%	2.1%				
	Combined	\$ 6,740,909	\$ 6,957,973	\$ -	3.2%	3.2%			
Month End -Combined		\$ 27,200,349	\$ 28,669,583	\$ -					



El Camino Real Charter High School

AS OF JUNE 30, 2022

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

MARKET PERFORMANCE 2Q22

U.S. Equities

- The S&P 500 posted a second negative quarter (16.1%), resulting in the third-worst start in the equity market in history (-20.0% YTD) and dragging one-year performance into negative territory at -10.6%.
- Negative equity returns have been driven by multiple compressions as the Fed raises interest rates. Corporate earnings have remained relatively stable and may be vulnerable if the U.S. economy falls into recession.
- All equity sectors posted negative returns for the quarter, with consumer discretionary the biggest loser (-25.5%). Only Energy, Utilities, Consumer Staples, and Healthcare one-year returns remain positive.
- Large Cap Value outpaced Mid Cap and Small Cap, and Growth lagged Value for the second quarter in a row. The long-term return divergence in Growth vs. Value continues.

Non-U.S. Equities

- Unhedged Non-U.S. Developed equities posted negative returns (-14.5%) during the quarter and -19.6% YTD, slightly outperforming domestic equities.
- Emerging Market (EM) equities posted a negative -11.4% for the quarter and -17.6% YTD. EM lags all equity categories for the one-year period at -25.3%.
- Uncertainty over the outlook is increasing, but it appears that valuations continue to favor non-U.S. equities over a longer-term horizon.

U.S. Fixed Income

- Core U.S. bonds have had the worst start to a year in history, down -10.3% year-to-date and -4.7% in 2Q22. One-year bond market returns are in deeply negative territory (also -10.3%). Higher go-forward yields are a silver lining to the recent, historically poor performance.
- Yields across the curve rose materially. U.S. Treasury 10-year notes ended the quarter up +67bps to 3.01% and year-to-date have risen +150bps. At the short end, U.S. Treasury 2-year notes rose +62bps to 2.95%, up 222bps year-to-date. The yield curve (2x10 year) flattened by 71 bps year-to-date and inverted briefly in April.
- Credit spreads widened substantially; U.S. High Yield was +244bps wider to +569bps during the quarter, while U.S. Investment Grade widened +39bps to 155bps.
- U.S. Muni bonds were down -2.9% on the quarter and -8.6% for the year ended June 30, 2022. U.S. High Yield was down -10.0% in 2Q22 and is down -12.7% for the one-year period.

Non-U.S. Fixed Income

- Global developed market bonds suffered significant losses during the quarter and ended down -8.3%, the worst quarterly loss on record. From the index peak in January 2021, global bonds suffered the worst drawdown on record (-12.0% as of June 14, 2022).
- Emerging Markets Sovereign Debt (EMD) posted another negative return (-8.7%) in 2Q22 and -18.0% for the year ended June 30. Year-to-date, EMD posted a horrific -17.1% return.

ECONOMIC PERFORMANCE 2Q22

U.S. Economy

- The U.S. economy declined at a rate of -1.6% in 1Q22. Policy support has decisively reversed, and the probability of recession has increased. Economists expect 2Q22 growth to be about 2.0% QOQ - we would characterize this as optimistic.
- Fed policymakers have communicated that they will continue to tighten financial conditions by increasing interest rates and decreasing the size of their balance sheet to slow economic activity and tame inflation. Year-to-date, the Fed has increased interest rates by +150bps. We expect the Fed will raise rates to at least 2.5% by end-July, and as necessary in months to come.
- The ISM Manufacturing PMI ended July at 53.0, down 4.1 points in the quarter, while the ISM Services PMI settled at 55.3, down 3 points during the quarter. Any value above 50 indicates expansion.

Employment

- The labor market remains dislocated with near-record job openings of 11.3M and a “quits rate” that averaged 2.9% in the quarter. The quits rate measures voluntary separations by employees for reasons other than retirement and indicates a strong labor market.
- Non-farm payrolls averaged a 383K per month increase in 2Q22 as the labor market continues to show signs of healing, albeit at a lower rate than in 1Q22.
- The U.S. Unemployment Rate remained steady throughout the quarter at 3.6% in June (March – May). Average hourly earnings were up 5.1% year-on-year in June, elevated but down from the peak of 5.6% in March 2022.

U.S. Inflation

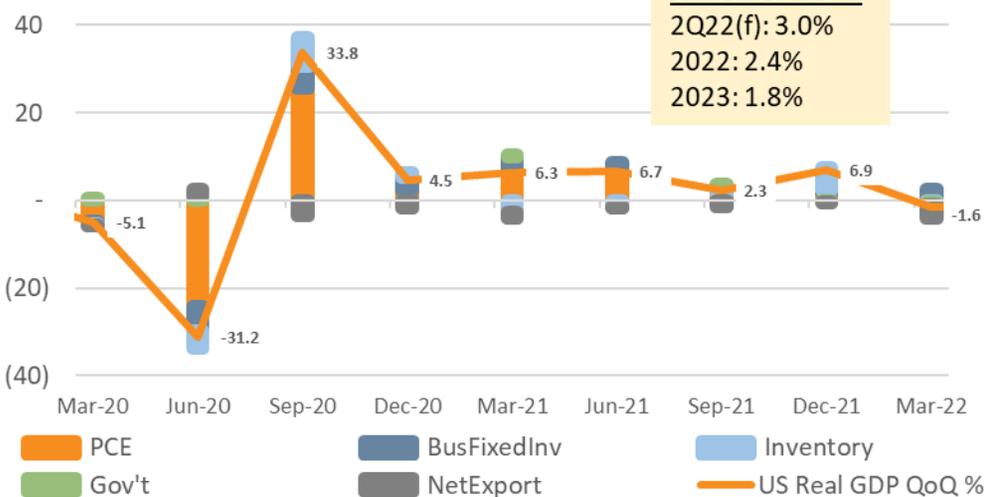
- Inflation continues to accelerate, and the U.S. Consumer Price Index reached 9.1% in June, the highest in 40 years. A tight labor market, continued disruptions of the global supply chain, COVID-19 in China, and a decrease in supply of energy and grain from Russia and Ukraine are all contributors.
- Core CPI (less food and energy) averaged 6.0% for the quarter and may be showing signs of plateauing, a welcomed development.
- The U.S. Personal Consumption Expenditure Core Price Index (PCE Core), the Fed’s preferred inflation measure, was 4.7% at the end of May. The Fed has aggressively tightened policy to maintain inflation expectations near their comfort zone.

Financial Conditions/Recession Probabilities

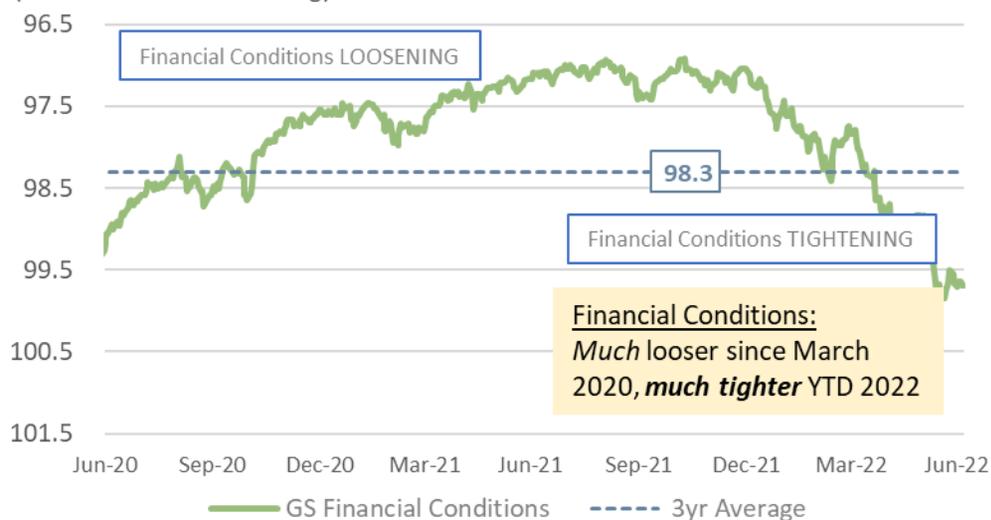
- Financial conditions have tightened meaningfully year-to-date with Fed rate hikes causing historic bond and equity market declines.
- The Fed needs to slow economic activity to reverse inflation. Doing so by throwing the economy into recession is not the goal, but a “soft-landing” is a difficult proposition. Near-term recession probabilities in the U.S. have risen materially.
- The Fed is getting what it wants by tightening financial conditions and will continue to do so until inflation is tamed.

U.S. ECONOMIC REVIEW

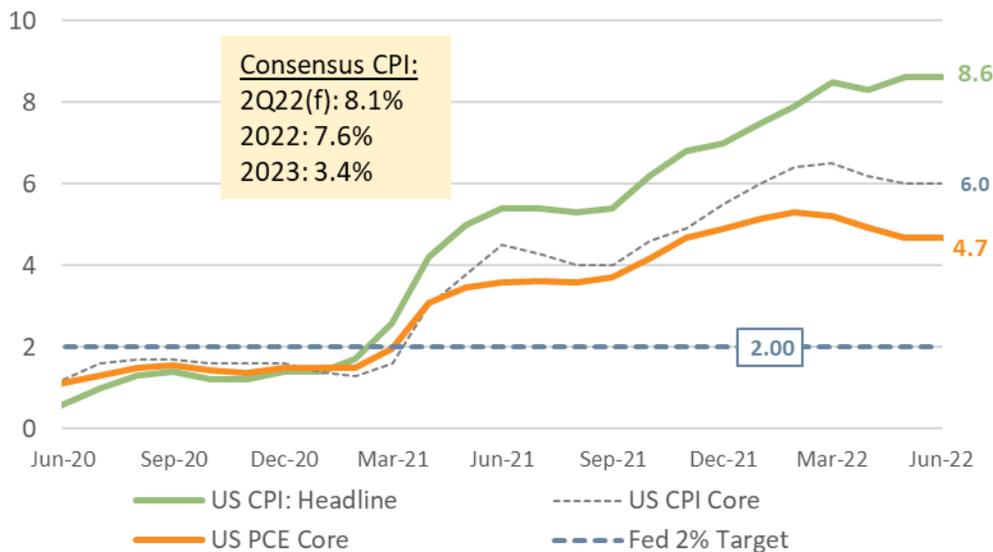
U.S. Real GDP, QoQ Annualized, with Contributions (C+I+G+X and Inventory)



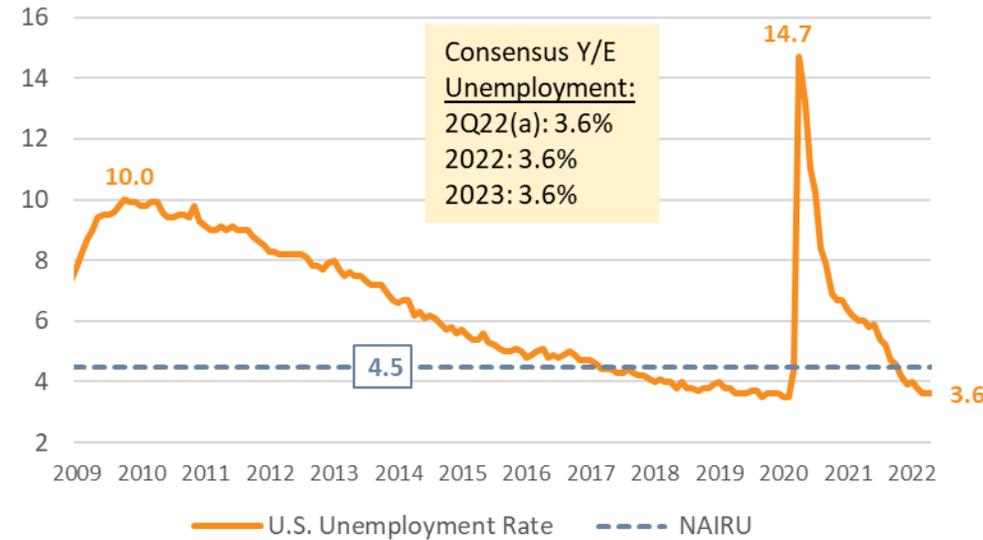
GS Financial Conditions Index, level (inverted - UP is loosening)



U.S. Inflation



U.S. Unemployment Rate, %



POINTE OF VIEW

Secular Theme: *“Financial Repression”*

Cyclical Theme: *“Late Cycle Dynamics”*



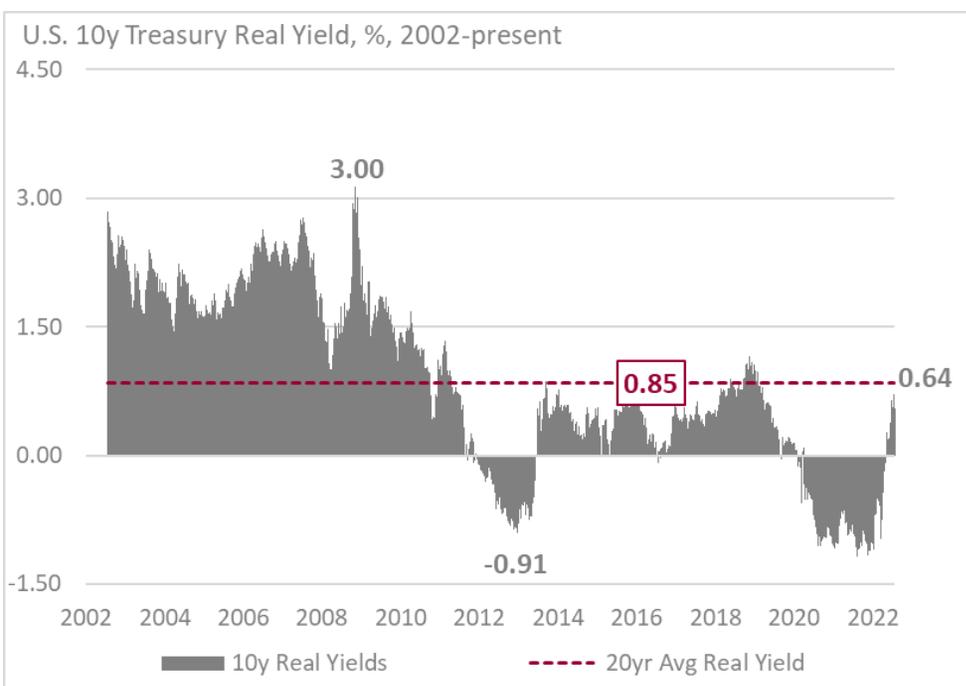
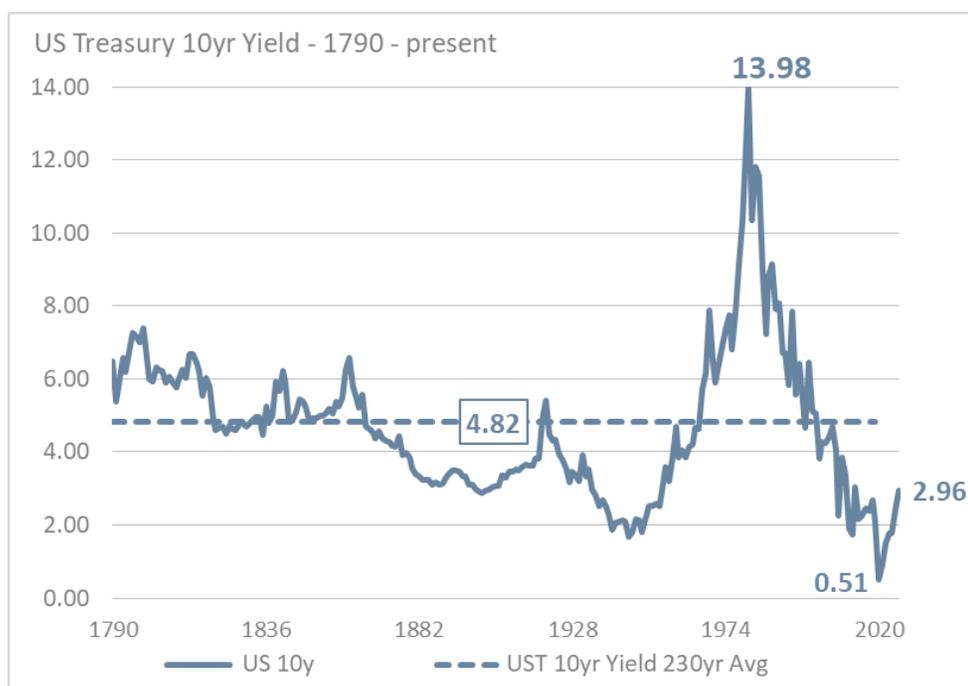
We are in a period of “Financial Repression”¹ – historically low *NOMINAL* interest rates and higher inflation = negative *REAL* rates. Repression policies are taking a back seat to inflation fighting – *temporarily*.

With fiscal and monetary policy in reverse, the economy is slowing, and the chance of recession is increasing. Risk assets will remain challenged accordingly.

Inflation is uncomfortably high, but inflation expectations remain relatively well-anchored. The Fed will be forced to continue to aggressively tighten monetary policy until inflation trends invert.

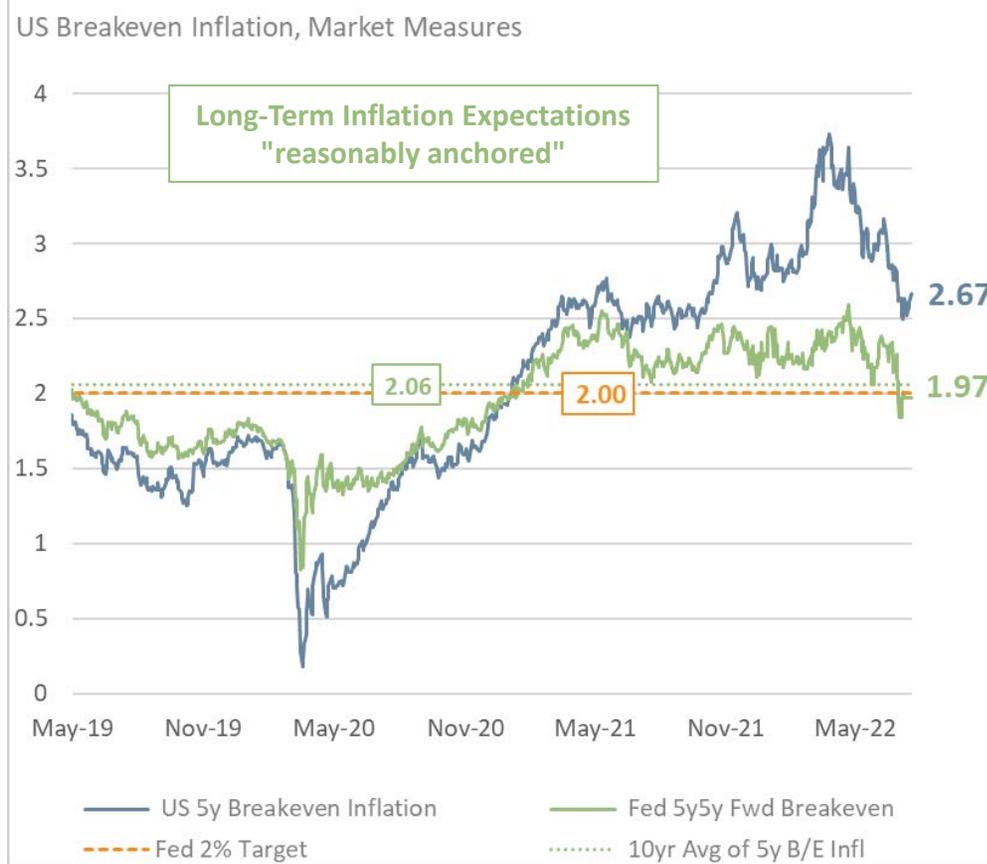
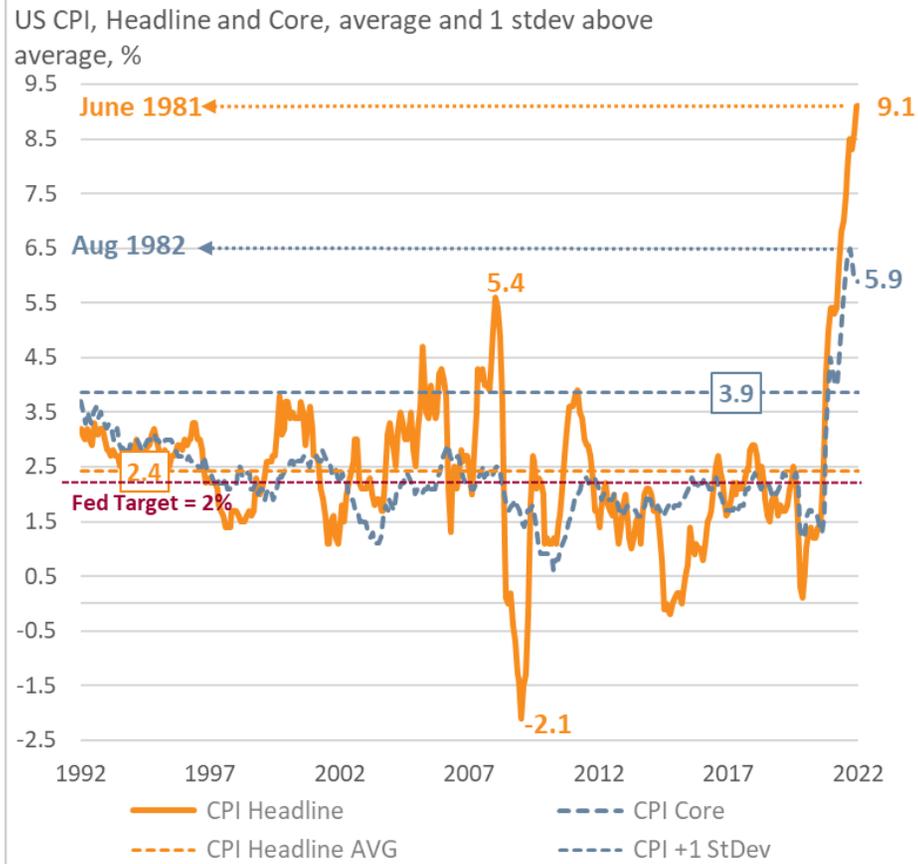
Higher interest rates and the economic slowdown continue to support a rotation out of long-duration assets into shorter-duration assets and out of U.S. Large Cap Growth stocks and into U.S. Large Cap Value. Alternative investments can help stem volatility, diversify portfolios, and add uncorrelated returns.

HISTORICALLY LOW INTEREST RATES – NOMINAL AND *REAL*



- Interest rates have risen from the multi-century lows reached in August 2020 when the U.S. Treasury 10-year yield bottomed at 0.51%. Rates rose dramatically in the 1H22 but remain at historically low and formerly *repressed* levels. Repression tactics will be on hold while the Fed fights inflation.
- We expect that nominal interest rates will remain at very low levels historically, and in conjunction with higher realized inflation, the result is *low real* yields – the hallmark of a concerted government effort to pursue policies of financial repression. Real yields are POSITIVE for the first time since April 2020, thanks to the move higher in nominal yields – longer-term inflation expectations have remained relatively well anchored.

U.S. INFLATION: TRANSITORY OR PERSISTENT?



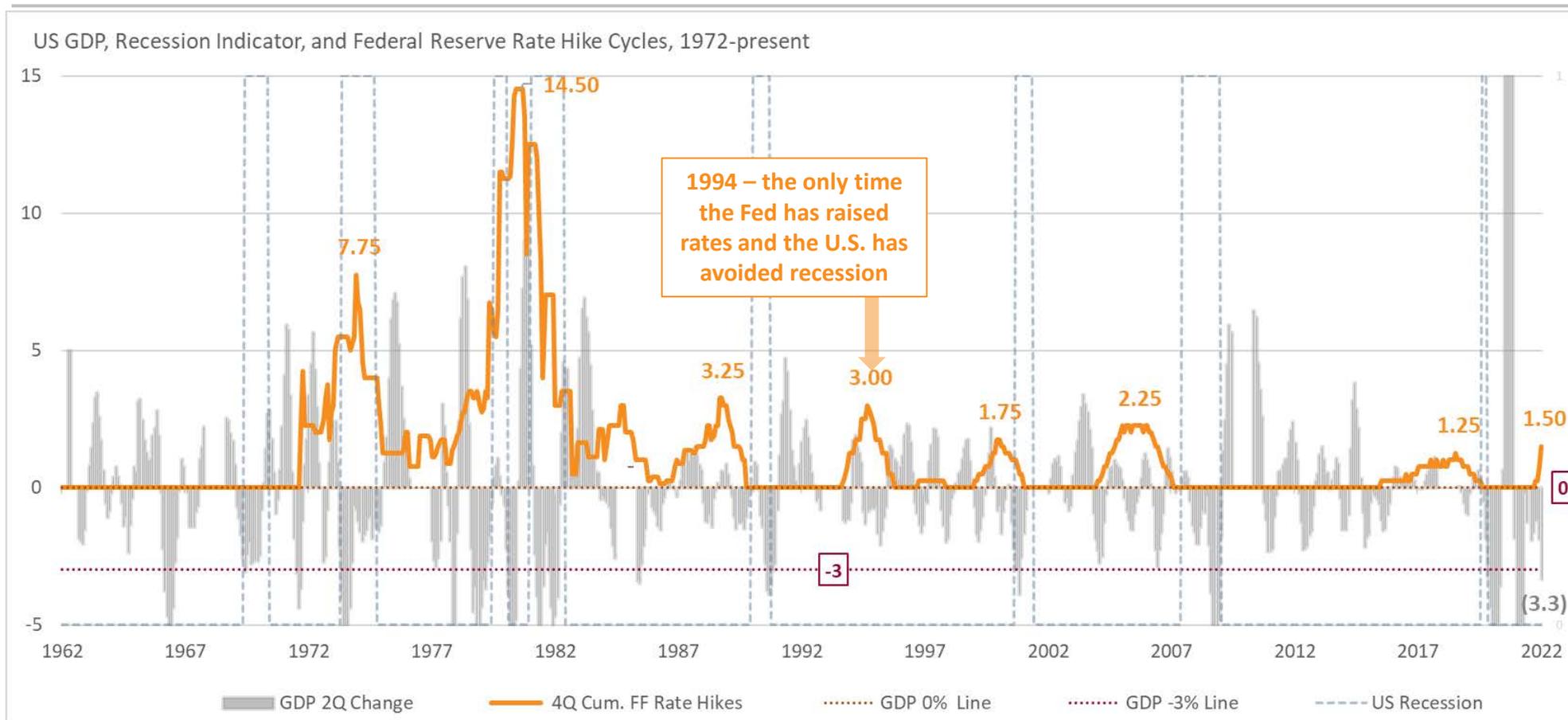
- Inflation is more than three standard deviations higher than the long-term average. It has risen to the highest level since 1981 on loose monetary policy, a tight labor market, supply chain disruptions, and rising commodity prices.
- Analysis of the Consumer Price Index (CPI) suggests that inflation is the result of both potentially transitory (supply chain) and more persistent (wages and rents) components. The Fed expects the transitory price pressures to resolve in time – hence, they will focus on the persistent components when deciding how fast and how high to raise interest rates.
- The Fed will raise rates just enough to protect their hard-won inflation fighting credibility and to contain longer-term inflation expectations. The risk of a Fed policy mistake that results in an economic slowdown is rising.

FINANCIAL CONDITIONS TIGHTENING



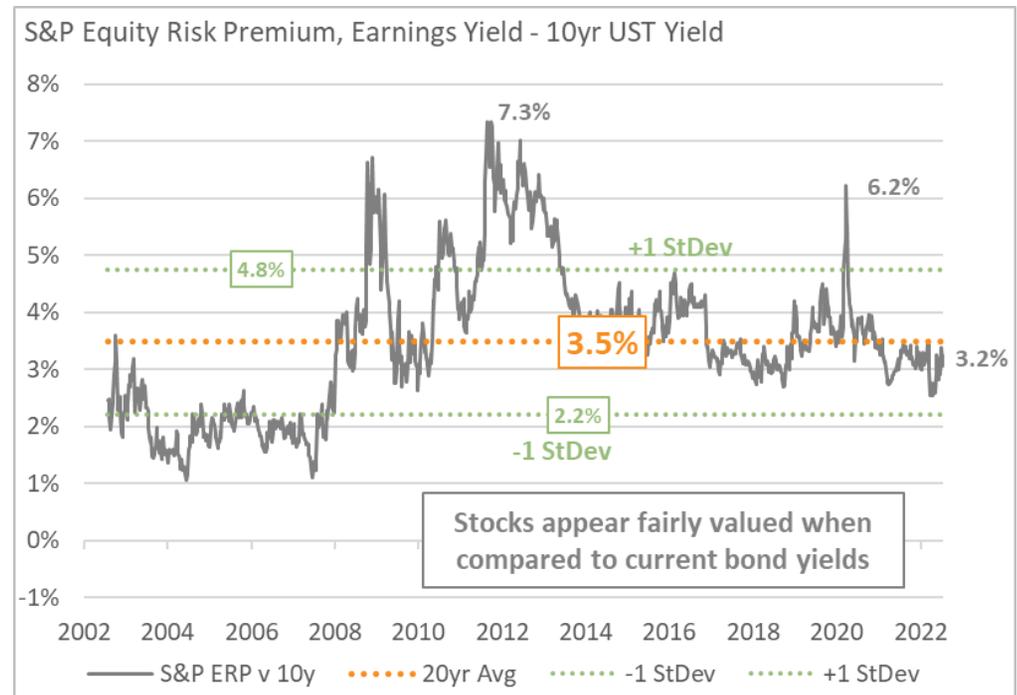
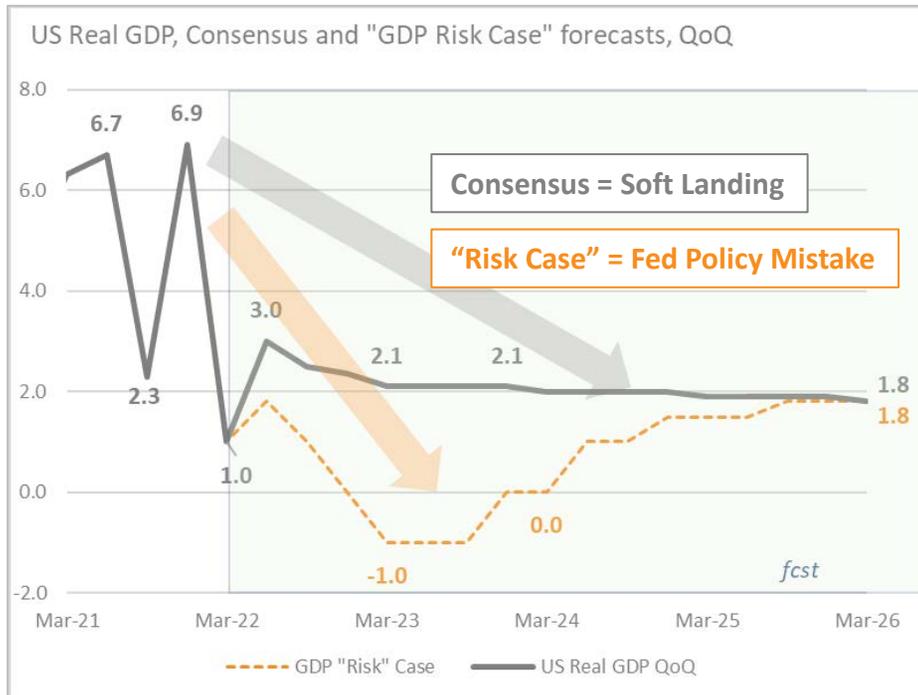
- The Fed manages the economy based on Financial Conditions.
- The Fed is explicitly tightening Financial Conditions to slow economic growth – this process will continue until inflation is under control.

TIGHTENING POLICY RISKS THROWING THE ECONOMY INTO RECESSION



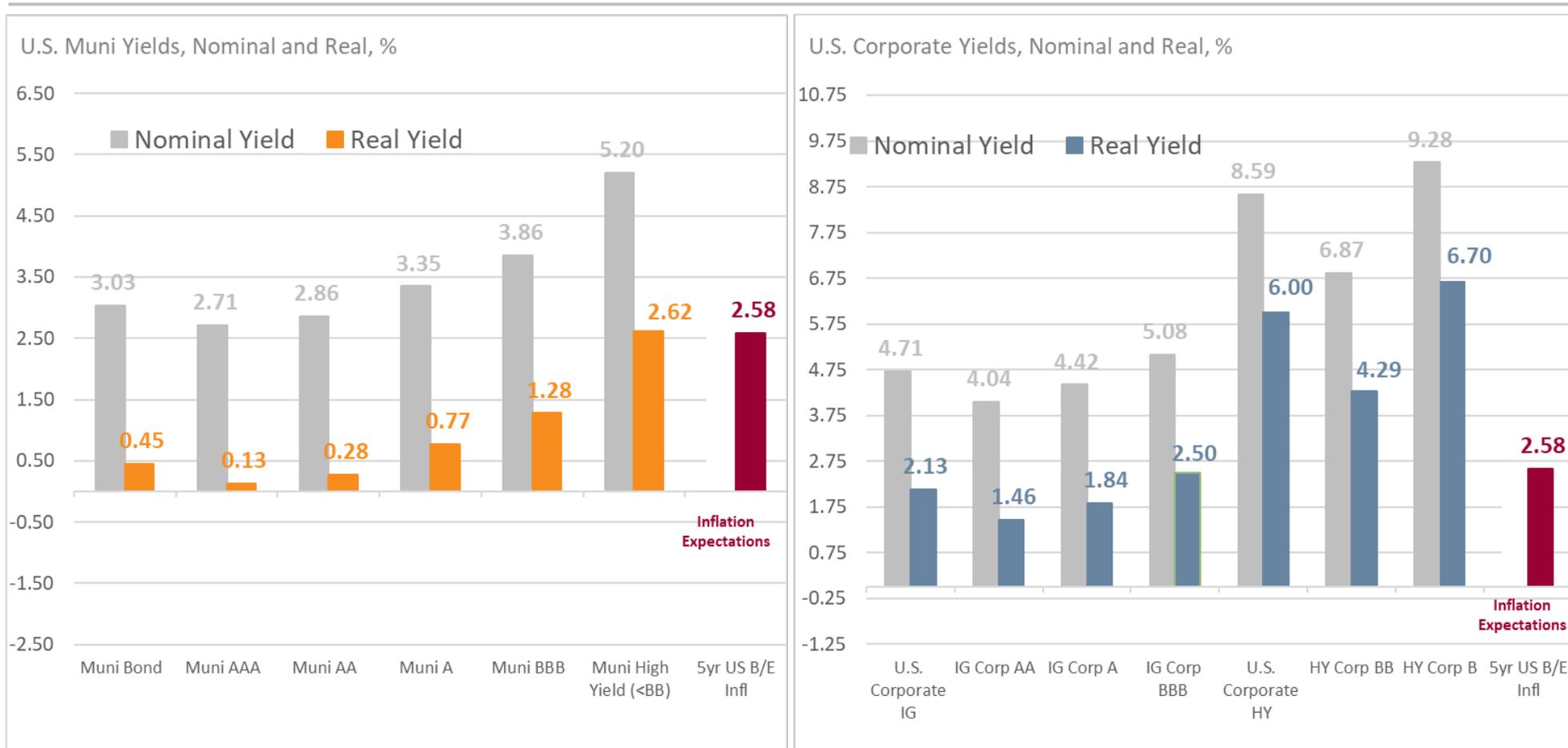
- “Late Cycle Dynamics” include peak economic activity and less accommodative monetary policy – these two features are correlated. The Fed will be forced to continue to tighten financial conditions to slow activity, in order to relieve pressure on prices until inflation trends invert.
- The chart above shows U.S. GDP changes over two quarters and cumulative Fed rate hikes for the last eight cycles. When the Fed raises rates, GDP generally falls -3.0% or more over the next two quarters. Seven out of eight cycles since 1972 have ended in recession.
- The outlier is 1994 when recession was avoided, and the Fed engineered an elusive “soft landing.”

ECONOMIC SLOWDOWN + AVERAGE COMPENSATION FOR RISK TAKING



- “Late Cycle Dynamics” include peak economic activity, higher inflation, less accommodative monetary and fiscal policy, and less compensation for risk. The Bloomberg economist's outlook for GDP is lower but no recession – a rare “soft-landing.”
- The Fed has awakened to the dangers of higher and more persistent inflation, and monetary policy will tighten accordingly. Fiscal policy will be greatly reduced in 2022 as compared with 2021, due in part to political gridlock.
- A spectacular recovery in asset prices since March 2020, less accommodative monetary policy, and slowing corporate profit growth are likely to challenge risk-taking in coming quarters as compensation for risk-taking has declined.

THERE IS POSITIVE REAL YIELD IN CREDIT MARKETS



- *Nominal* (observable) yields are historically low due to the Federal Reserve’s Quantitative Easing (QE) policy. Realized inflation and inflation expectations have risen beyond the Fed’s comfort zone. The result is low *real* yields (Nominal Yields – Inflation).
- *Real* yields (Nominal Credit Yields deflated by 5yr U.S. Breakeven Inflation) on higher-quality municipal and corporate bonds were deeply negative. There is now positive real yield available in investment-grade bonds for the first time since April 2020.

CAPITAL MARKETS REVIEW



MARKET PERFORMANCE SUMMARY

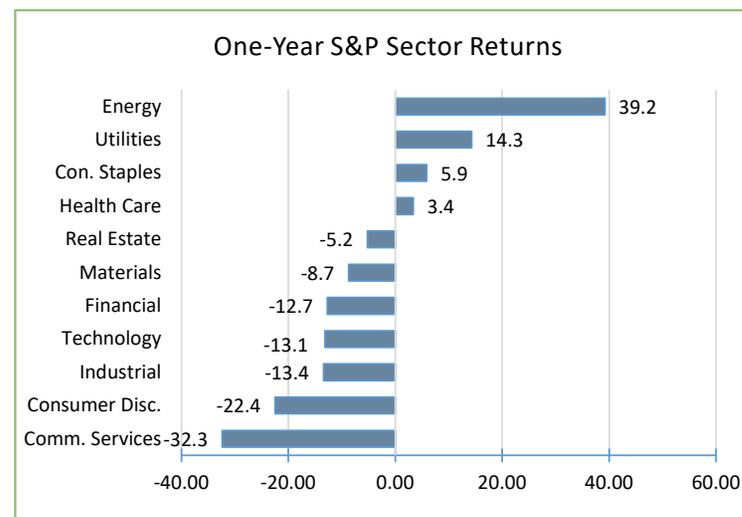
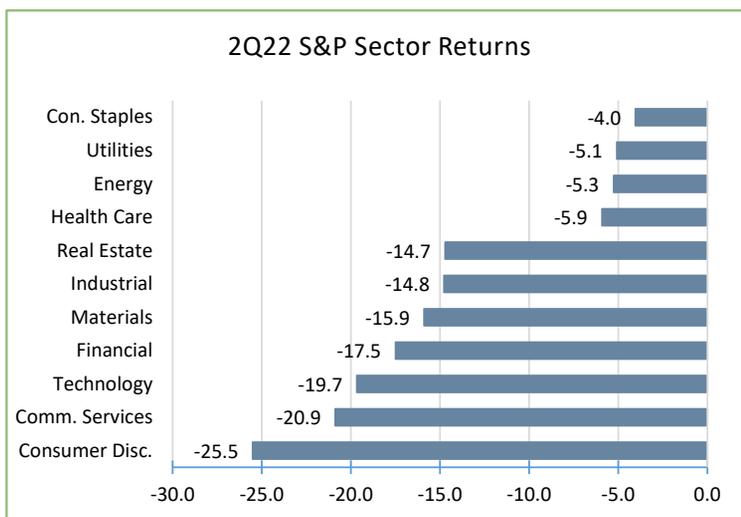
As of June 30, 2022

	Quarter Return	YTD Return	1 Year Return	3 Year Return	5 Year Return	7 Year Return	10 Year Return
Equity							
S&P 500	-16.1	-20.0	-10.6	10.6	11.3	11.1	13.0
Russell 1000 Growth	-20.9	-28.1	-18.8	12.6	14.3	13.5	14.8
Russell 1000	-16.8	-21.1	-13.4	9.7	10.4	10.2	12.2
Russell 1000 Value	-12.2	-12.9	-6.8	6.9	7.2	7.7	10.5
Russell Mid Cap	-16.8	-21.6	-17.3	6.6	8.0	8.0	11.3
Russell 2000 Growth	-19.3	-29.5	-33.4	1.4	4.8	5.0	9.3
Russell 2000	-17.2	-23.4	-25.2	4.2	5.2	5.9	9.4
Russell 2000 Value	-15.3	-17.3	-16.3	6.2	4.9	6.4	9.1
Russell 3000	-16.7	-21.1	-13.9	9.8	10.6	10.4	12.6
MSCI ACWI Ex USA	-13.7	-18.4	-19.4	1.4	2.5	2.9	4.8
MSCI ACWI	-15.7	-20.2	-15.8	6.2	7.0	7.0	8.8
MSCI EAFE	-14.5	-19.6	-17.8	1.1	2.2	2.7	5.4
MSCI EM	-11.4	-17.6	-25.3	0.6	2.2	2.8	3.1
Fixed Income							
US Aggregate Bond	-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5
US Govt/Credit Intermediate	-2.4	-6.8	-7.3	-0.2	1.1	1.4	1.5
US Muni 1-10yr	-0.7	-5.2	-5.1	0.1	1.2	1.5	1.6
US Treasury Bill 3m	0.1	0.1	0.2	0.6	1.1	0.9	0.6
US High Yield	-9.8	-14.2	-12.8	0.2	2.1	3.5	4.5
Global High Yield	-11.9	-16.9	-17.8	-2.6	0.1	2.3	3.6
Citi WGBI	-8.9	-14.8	-16.8	-4.3	-1.2	0.1	-0.7
EM Sovereign Debt USD	-8.7	-17.1	-18.0	-3.5	-0.3	1.7	2.5
Alternatives							
FTSE NAREIT Composite	-14.7	-19.2	-6.7	4.7	6.3	7.8	8.0
S&P Global Natural Resources	-15.6	-1.4	2.9	8.6	8.9	7.1	4.6
Bloomberg Commodity	-5.7	18.4	24.3	14.3	8.4	2.8	-0.8

U.S. EQUITY SECTOR REVIEW

2Q22	Value	Core	Growth
Large	-12.2	-16.8	-20.9
Mid	-14.7	-16.8	-21.1
Small	-15.3	-17.2	-19.3

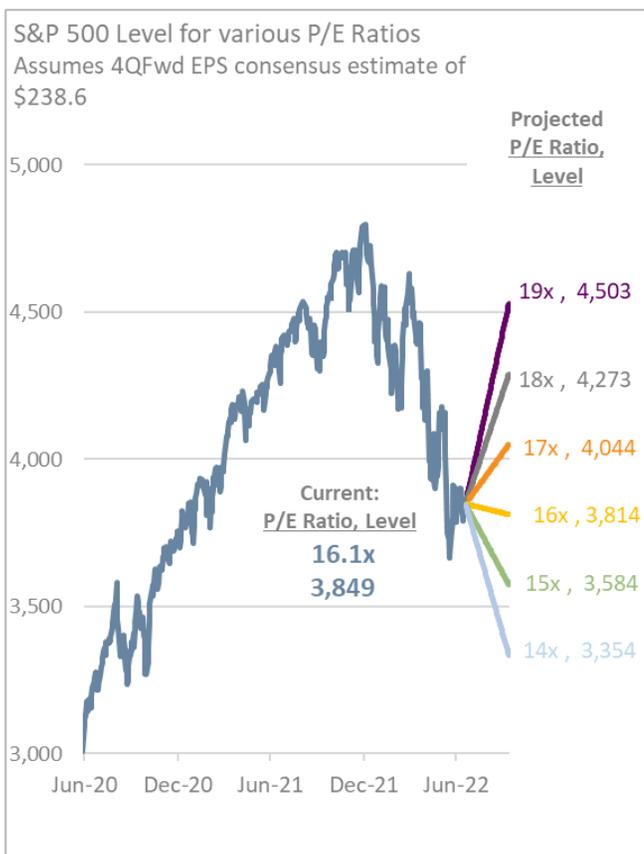
One Year	Value	Core	Growth
Large	-6.8	-13.4	-18.8
Mid	-10.0	-17.3	-29.6
Small	-16.3	-25.2	-33.4



- Large Cap Value returned -12.2% in the second quarter but outperformed Large Cap Growth, which returned -20.9%. Value also outperformed growth in Mid Cap and Small Cap. Over the past twelve months, all segments of the U.S. equity market have posted negative returns.
- All sectors posted negative returns for the quarter. Over the prior twelve-month period, only Energy, Utilities, Consumer Staples, and Healthcare posted positive returns.

U.S. EQUITY CORPORATE EARNINGS – SOME ADDITIONAL CLARITY...

Expected S&P 500 Level and Returns - Sensitivity Analysis



S&P 500 LEVELS		4QFwdEPS	238.28	Index:	3,849	P/E	16.2			
		P/E Ratio								
EPS growth	EPS	13	14	15	16	16.2	17	18	19	20
-8.4%	218	2,838	3,056	3,274	3,492	3,526	3,711	3,929	4,147	4,366
-6.3%	223	2,903	3,126	3,349	3,572	3,606	3,796	4,019	4,242	4,466
-4.2%	228	2,968	3,196	3,424	3,652	3,687	3,881	4,109	4,337	4,566
-2.1%	233	3,033	3,266	3,499	3,732	3,768	3,966	4,199	4,432	4,666
-	238	3,098	3,336	3,574	3,812	3,849	4,051	4,289	4,527	4,766
2.1%	243	3,163	3,406	3,649	3,892	3,929	4,136	4,379	4,622	4,866
4.2%	248	3,228	3,476	3,724	3,972	4,010	4,221	4,469	4,717	4,966
6.3%	253	3,293	3,546	3,799	4,052	4,091	4,306	4,559	4,812	5,066
8.4%	258	3,358	3,616	3,874	4,132	4,172	4,391	4,649	4,907	5,166

S&P 500 RETURNS		P/E Ratio								
EPS growth	EPS	13	14	15	16	16.2	17	18	19	20
-8.4%	218	-26%	-21%	-15%	-9%	-8%	-4%	2%	8%	13%
-6.3%	223	-25%	-19%	-13%	-7%	-6%	-1%	4%	10%	16%
-4.2%	228	-23%	-17%	-11%	-5%	-4%	1%	7%	13%	19%
-2.1%	233	-21%	-15%	-9%	-3%	-2%	3%	9%	15%	21%
-	238	-20%	-13%	-7%	-1%	0%	5%	11%	18%	24%
2.1%	243	-18%	-12%	-5%	1%	2%	7%	14%	20%	26%
4.2%	248	-16%	-10%	-3%	3%	4%	10%	16%	23%	29%
6.3%	253	-14%	-8%	-1%	5%	6%	12%	18%	25%	32%
8.4%	258	-13%	-6%	1%	7%	8%	14%	21%	28%	34%

- Current forward twelve-month consensus earnings per share are ~\$239, equating to a P/E ratio of 16.1x (with the S&P at 3,849 on July 18, 2022), in line with the 10-year average of about ~16x.
- U.S. equities posted their worst first half performance since 1970 with the S&P 500 down 20.0%, of which 16.1% in the second quarter. The P/E multiple for the S&P 500 has now derated from 20x at the beginning of the year to a more reasonable 16x. The market is still discounting strong earnings growth in 2022 and 2023 (consensus: +9.9% YOY/\$229 for 2022, +8.3%/\$248 for 2023).

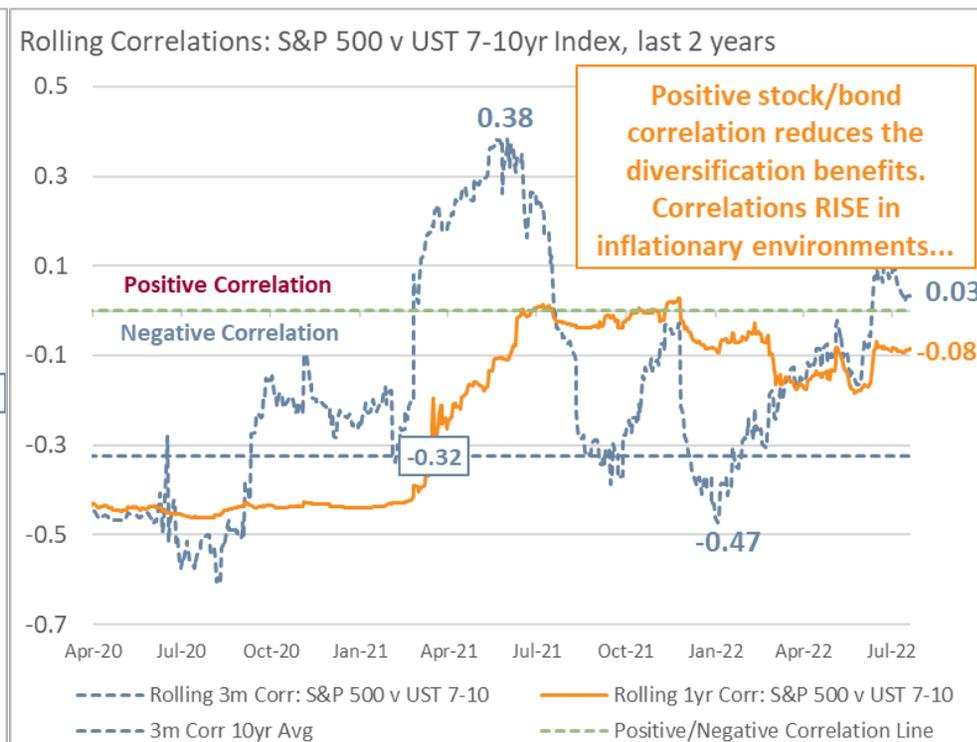
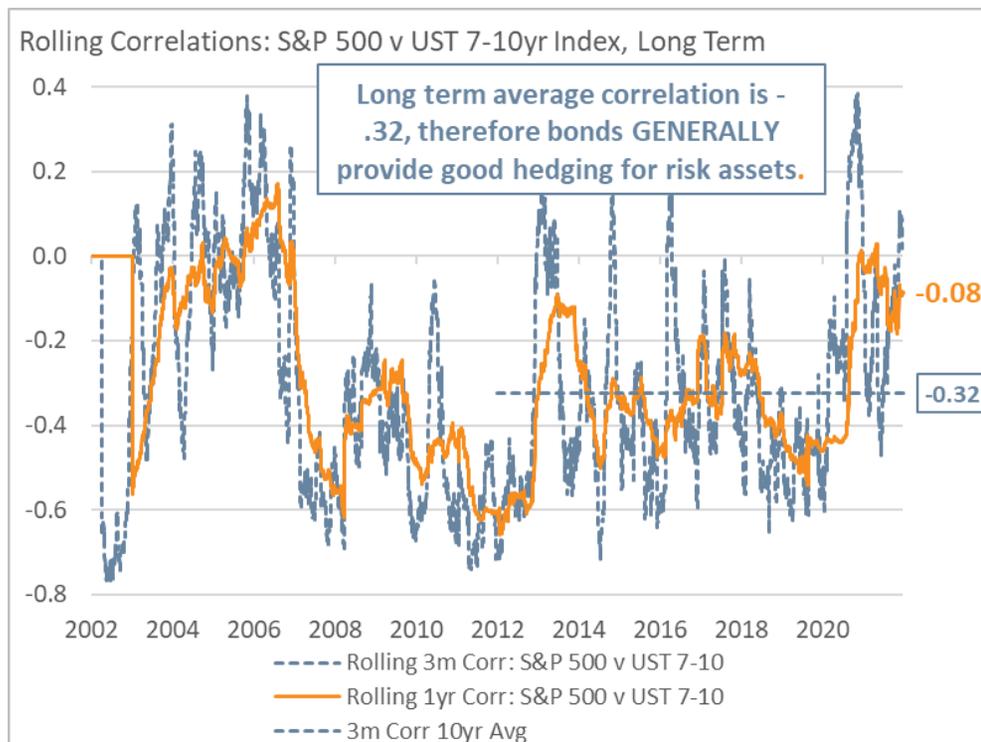


Disclosure: The commentary is not intended as a guarantee of profitable outcomes. Any forward-looking statements are based on certain expectations and assumptions that are susceptible to changes in circumstances. Past performance is no guarantee of future results.

Data as of July 18, 2022.

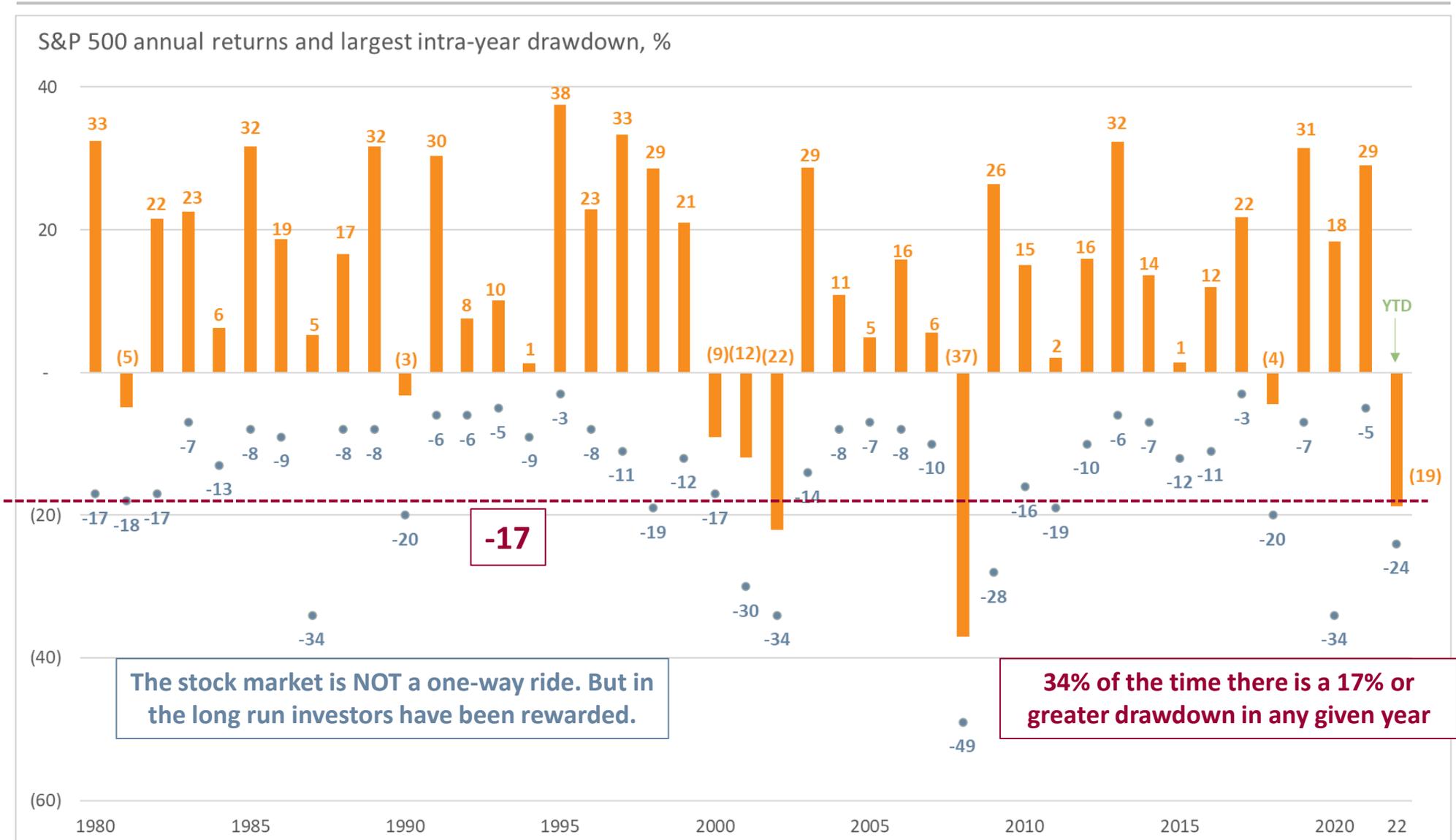
Source: Beacon Pointe, Bloomberg LLC
Powered by BoardOnTrack

STOCK AND BOND CORRELATION



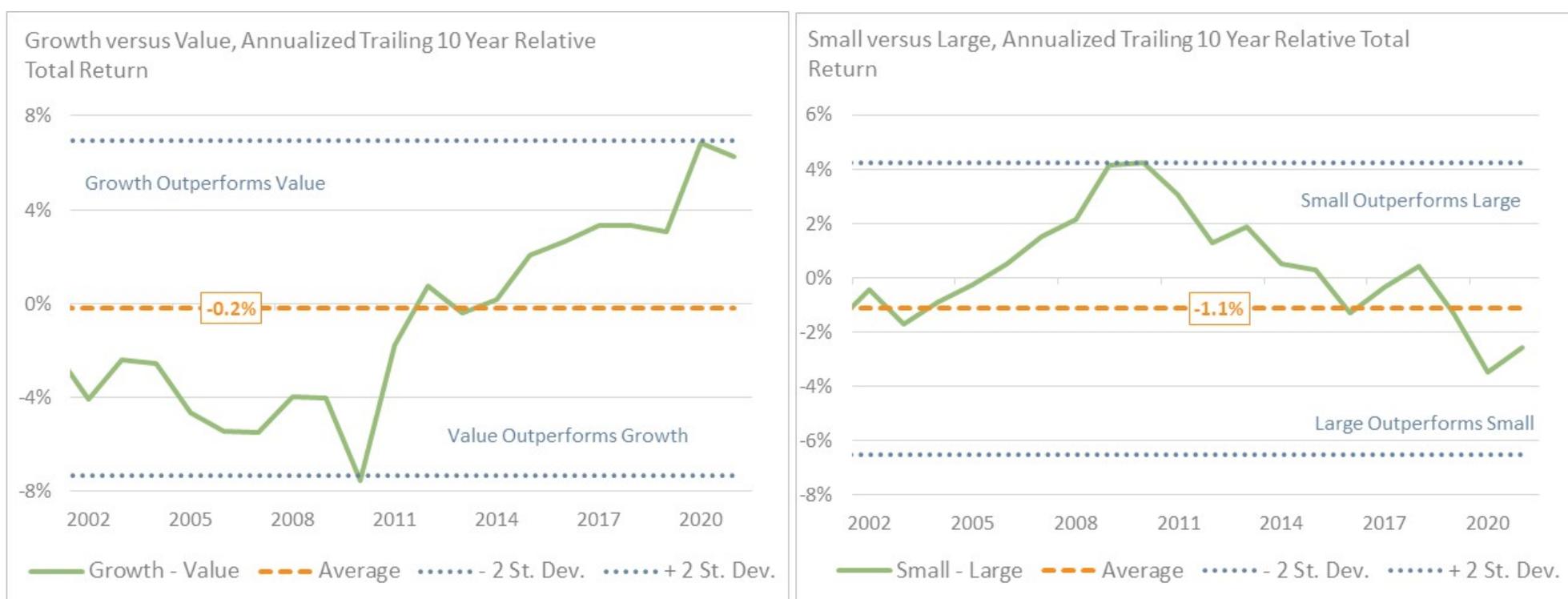
- The inflation regime determines whether bonds provide an effective hedge to equities. In a persistent inflation environment, bonds have historically been a much less efficient hedge to risk assets.
- Bonds posted their worst half year in decades. The Bloomberg U.S. Aggregate Bond index, the U.S. fixed income benchmark, has delivered total year-to-date losses of 10.3%, setting fixed income on course for the worst year on record.
- Bonds did not do the job for clients in 1H22 but they can, going forward.

ANNUAL RETURNS AND INTRA-YEAR DECLINES



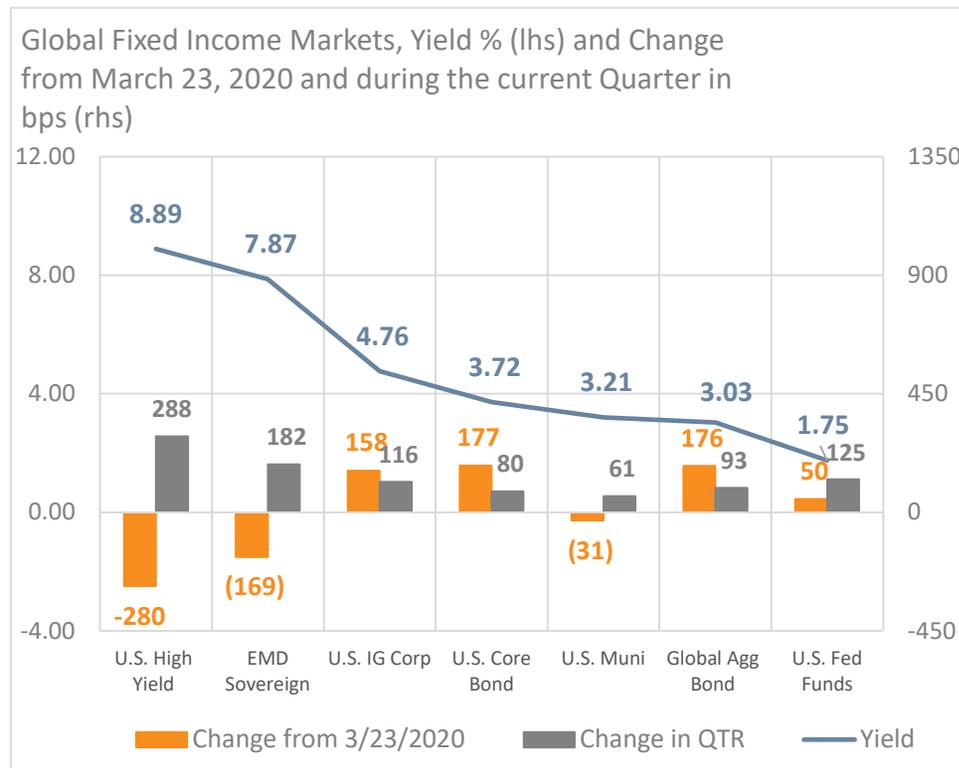
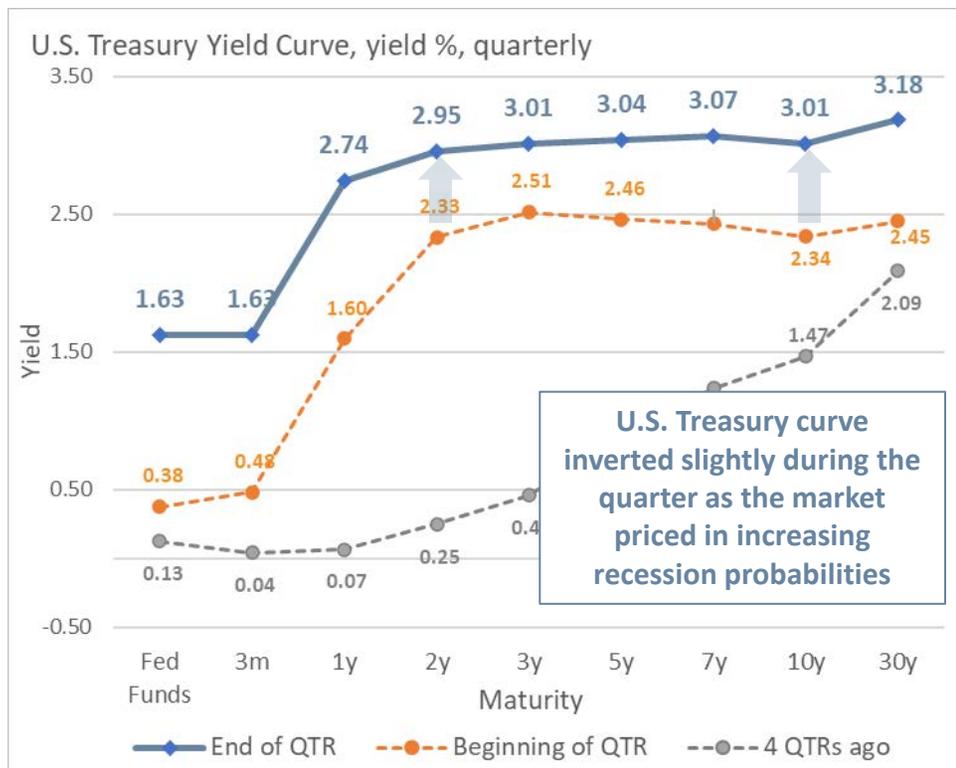
- Large (10-15%) drawdowns should be EXPECTED. Most years end positively. We were due.

SIZE – SMALL PERFORMS WELL, GROWTH *STILL* OVERVALUED



- Value outperformed Growth significantly in 2Q22. Value remains *much* cheaper than Growth based on rolling 10-year relative performance.
- The Russell 1000 Index has outperformed the Russell 2000 Index on average by 1.1% over the past 30 years of rolling 10-year periods. Small Cap equities remain modestly undervalued relative to Large Cap.

FIXED INCOME REVIEW – CURVE FLATTENS, SPREADS TIGHTEN



- U.S. Treasury bond yields rose across the curve from Fed Funds out to 30-year maturities as inflation fears grew. The curve inverted briefly at the end of the quarter, a sign of a possible economic slowdown to come.
- The Federal Reserve raised its target interest rate +125bps during the quarter. The market – and Beacon Pointe – expect the Fed to raise rates aggressively in coming months in order to preserve its inflation-fighting credibility.
- Riskier global bond markets had rallied substantially from the low prices of two years ago. During 2Q22, one of the worst bond markets on record, yields rose dramatically and reversed some of the appreciation we have seen in the past seven quarters. The result of the sell-off is that some bonds have a *positive* inflation-adjusted yield for the first time since 4Q2020.

MACRO THEMES



CURRENT INVESTMENT THEMES AND CATALYSTS – JULY 2022

Secular Theme – “Financial Repression”

- **Financial Repression remains the long-term operating framework** as governments work to reduce the high debt levels accumulated during pandemic mitigation efforts. However, over our cyclical horizon, we do expect that **repression policies will be put on “pause” in order to fight inflation** and will reappear once inflation expectations are affirmed near Fed comfort levels.
- Global **Monetary Policy has reversed course, and central banks have rapidly tightened financial conditions in response to inflationary pressures.** Most central banks will attempt some interest rate normalization should economic and pandemic developments allow.
- Containing COVID-19 has proven effective enough to move virus developments off the front burner as other cyclical concerns are taking precedence. COVID-19 moving to a more endemic state would be a welcomed development.

Cyclical Outlook – “Late Cycle Dynamics”

- The economic recovery since 2Q20 was the result of an unprecedented monetary policy response, massive fiscal stimulus, and positive virus and vaccine developments. The tremendous salutatory impact of **dual policy support pillars has reversed** with expected Federal Reserve rate hikes and substantial fiscal tightening in 2022. “Stagflation Lite” is possible as we progress towards the later stages of the business cycle.
- Dislocated supply chains and increasing demand caused a mismatch in goods markets in 2021 and so far in 2022. Coupled with massive fiscal stimulus, too loose monetary policy and a tight labor market, this produced **a surge in realized inflation that has materially breached the Fed’s 2% target.** As we expected, price pressures have been more persistent than originally projected by the Fed and they **have been forced to respond by aggressively raising interest rates.**
- U.S. real interest rates have risen sharply with a less accommodative Fed. This increase in rates restarted a rotation from Large Cap Growth stocks to Large Cap Value. An expected rotation to International stocks has not yet fully materialized.
- The unemployment rate has declined steadily to below 4.0% but is flattered by labor market participation that remains below pre-COVID levels. The willingness of workers to quit (the “quits rate”) is near record level, putting upward pressure on wages. We expect these phenomena to reverse as savings rates decline, the pandemic retreats as a major factor in labor markets, and higher wages lure employees back to work.
- There are **significant constraints to implementing a progressive policy agenda.** Razor thin Democratic majorities in Congress and declining presidential approval ratings have stymied the Biden legislative agenda. Midterm elections in November loom large.

Risks – “Inflation and Recession Fears”

- The efforts to reflate the economy – especially monetary stimulus – coupled with economic reopening has caused an unwelcome, **persistent rise in inflation** that has been met with aggressive Fed tightening, re-anchoring inflation expectations. The risk of a recession has therefore increased materially.
- Any material reversal of progress on containing the virus – a new, more virulent variant for example – will cause economic and equity market stress.
- The “Fed Put” is struck at a much lower level – any additional **shocks to the economy or financial markets will be met with risk aversion. At the same time, the Fed’s ability to provide policy support to the equity market is constrained given extremely elevated inflation.**
- While the policy degrees of freedom are limited, concerns about the long-term ability of the U.S. to respond to shocks will not exert a material impact on markets until and if a credible reserve currency substitute emerges to challenge the U.S. dollar. We view this as a distant tail risk.

PERIODIC TABLE OF RETURNS – JUNE 2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	YTD	5 Year	10 Year
US Large Blend	28.94	43.30	15.19	5.67	31.74	37.28	1.87	36.39	38.49	28.71	18.44	14.29	12.96
US Large Value	18.22	38.82	13.69	1.38	21.31	30.21	0.01	31.49	34.63	28.27	0.14	11.31	10.50
US Large Growth	18.05	34.52	13.45	0.87	17.34	25.03	-1.51	28.48	19.96	27.60	-6.28	8.39	14.80
US Small Blend	17.51	33.48	13.05	0.55	11.96	22.17	-4.02	26.54	18.40	27.11	-10.35	7.17	9.35
US Small Value	17.32	32.53	5.97	0.05	11.77	21.83	-4.38	25.52	18.31	26.65	-12.86	5.17	9.05
US Small Growth	16.35	32.39	5.60	-0.27	11.32	15.41	-5.52	22.85	13.49	25.16	-16.28	4.89	9.30
International Equity	16.00	22.78	4.96	-0.81	11.19	14.65	-6.05	22.39	10.27	14.82	-17.31	4.83	5.40
Emerging Markets Equity	15.26	12.32	4.89	-0.98	7.08	13.66	-8.27	22.01	7.82	11.26	-17.63	4.80	3.06
US Fixed Income	14.59	8.96	4.22	-1.38	5.92	13.23	-9.31	19.41	7.51	10.20	-19.57	3.69	1.54
Cash	11.48	5.87	3.36	-3.83	5.37	7.84	-11.01	18.42	4.63	6.53	-19.96	3.00	0.64
Commodities	4.79	0.07	0.03	-4.41	2.65	7.77	-11.25	8.72	2.80	2.83	-20.39	2.20	-0.82
Real Estate	4.21	-2.02	-2.19	-7.47	1.00	3.54	-12.86	8.39	0.67	0.05	-23.43	2.18	6.03
Hedge Funds	0.11	-2.60	-4.90	-14.92	0.52	1.70	-13.79	7.69	-3.12	(1.54)	-28.07	1.11	3.78
60%MSCI ACWI / 40% BloomBarc Agg	-1.06	-9.52	-17.01	-24.66	0.33	0.86	-14.57	2.28	-6.20	(2.54)	-29.45	0.88	6.04

El Camino Real OPEB

Total Composite

As of June 30, 2022

Name	Q2-22	YTD	1 Yr	3 Yrs	5 Yrs	10 Yrs
US Equity						
Russell 3000	-16.7	-21.1	-13.9	9.8	10.6	12.6
S&P 500	-16.1	-20.0	-10.6	10.6	11.3	13.0
Russell 1000	-16.7	-20.9	-13.0	10.2	11.0	12.8
Russell 1000 Growth	-20.9	-28.1	-18.8	12.6	14.3	14.8
Russell 1000 Value	-12.2	-12.9	-6.8	6.9	7.2	10.5
Russell MidCap	-16.8	-21.6	-17.3	6.6	8.0	11.3
Russell 2000	-17.2	-23.4	-25.2	4.2	5.2	9.4
Russell 2000 Growth	-19.3	-29.5	-33.4	1.4	4.8	9.3
Russell 2000 Value	-15.3	-17.3	-16.3	6.2	4.9	9.1
International Equity						
MSCI ACWI	-15.7	-20.2	-15.8	6.2	7.0	8.8
MSCI World ex USA	-14.7	-18.8	-16.8	1.7	2.7	5.4
MSCI EAFE	-14.5	-19.6	-17.8	1.1	2.2	5.4
MSCI Emerging Markets	-11.4	-17.6	-25.3	0.6	2.2	3.1
Fixed Income						
91 Day T-Bills	0.1	0.1	0.2	0.5	1.0	0.6
Bloomberg US Aggregate TR	-4.7	-10.3	-10.3	-0.9	0.9	1.5
Bloomberg US Govt/Credit TR	-5.0	-11.0	-10.9	-0.8	1.0	1.7
Bloomberg US Municipal TR	-2.9	-9.0	-8.6	-0.2	1.5	2.4
Bloomberg US High Yield TR	-9.8	-14.2	-12.8	0.2	2.1	4.5
FTSE WGBI TR	-8.9	-14.8	-16.8	-4.3	-1.2	-0.7
FTSE WGBI ex US TR	-12.5	-18.7	-21.9	-6.7	-2.6	-1.7
Real Estate						
FTSE NAREIT All REIT	-14.8	-19.3	-6.9	4.6	6.2	8.1
NCREIF Property Index	--	--	--	--	--	--
Alternatives						
HFRI Fund of Funds Composite Index	-4.1	-6.7	-5.7	3.9	3.6	3.7
Inflation						
Consumer Price Index	3.1	6.3	9.1	5.0	3.9	2.6

El Camino Real OPEB

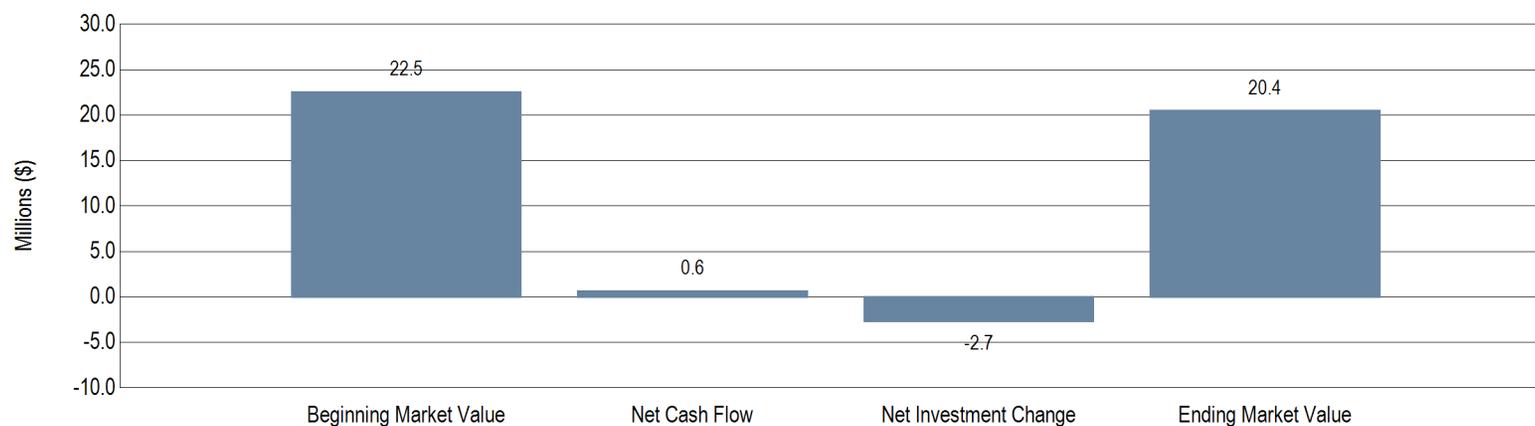
Total Composite

As of June 30, 2022

Summary Of Cash Flows

	Second Quarter	Year-To-Date	One Year	Three Years	Five Years	Inception 9/1/21
Beginning Market Value	\$22,518,835	\$23,412,518	--	--	--	\$22,389,294
Net Cash Flow	\$598,455	\$1,416,620	\$2,271,562	\$2,271,562	\$2,271,562	\$2,271,562
Net Investment Change	-\$2,668,159	-\$4,380,007	\$18,177,570	\$18,177,570	\$18,177,570	-\$4,211,724
Ending Market Value	\$20,449,132	\$20,449,132	\$20,449,132	\$20,449,132	\$20,449,132	\$20,449,132

Change in Market Value
From April 01, 2022 To June 30, 2022



El Camino Real OPEB

Total Composite

As of June 30, 2022

	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	20,449,132	100.0	-11.5	-17.5	--	--	--	--	--	--	-16.9	Sep-21
<i>Policy Index</i>			-11.4	-16.3	--	--	--	--	--	--	-15.4	Sep-21
Total Equity	10,638,650	52.0	-15.4	-22.4	--	--	--	--	--	--	-21.8	Sep-21
<i>MSCI ACWI</i>			-15.7	-20.2	-15.8	6.2	7.0	7.0	8.8	7.1	-18.4	Sep-21
Total Domestic Equity	6,830,626	33.4	-17.0	-23.4	--	--	--	--	--	--	-20.8	Sep-21
<i>Russell 3000</i>			-16.7	-21.1	-13.9	9.8	10.6	10.4	12.6	11.5	-17.6	Sep-21
Total International Equity	3,808,024	18.6	-12.3	-20.6	--	--	--	--	--	--	-23.1	Sep-21
<i>MSCI ACWI ex USA</i>			-13.7	-18.4	-19.4	1.4	2.5	2.9	4.8	2.9	-19.6	Sep-21
Total Fixed	6,826,750	33.4	-4.6	-9.9	--	--	--	--	--	--	-10.6	Sep-21
<i>Bloomberg US Aggregate TR</i>			-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5	2.2	-11.1	Sep-21
Total Alternatives	2,674,549	13.1	-12.3	-15.2	--	--	--	--	--	--	-11.8	Sep-21
<i>Custom Alts Index</i>			-13.0	-15.9	--	--	--	--	--	--	-12.9	Sep-21
Total Cash	309,183	1.5	0.1	0.1	--	--	--	--	--	--	0.1	Sep-21
<i>ICE BofA 91 Days T-Bills TR</i>			0.1	0.1	0.2	0.6	1.1	0.9	0.6	0.6	0.2	Sep-21

	Current Balance	Current Allocation	Policy	Policy Range	Difference	Within IPS Range?
US Equity	\$6,830,626	33.4%	35.0%	20.0% - 50.0%	-1.6%	Yes
International Equity	\$3,808,024	18.6%	20.0%	10.0% - 30.0%	-1.4%	Yes
Fixed Income	\$6,826,750	33.4%	30.0%	20.0% - 50.0%	3.4%	Yes
Alternatives	\$2,674,549	13.1%	15.0%	0.0% - 25.0%	-1.9%	Yes
Cash	\$309,183	1.5%	0.0%	0.0% - 10.0%	1.5%	Yes
Total	\$20,449,132	100.0%	100.0%			

El Camino Real OPEB

Total Composite

As of June 30, 2022

	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	20,449,132	100.0	-11.5	-17.5	--	--	--	--	--	--	-16.9	Sep-21
<i>Policy Index</i>			-11.4	-16.3	--	--	--	--	--	--	-15.4	Sep-21
Total Equity	10,638,650	52.0	-15.4	-22.4	--	--	--	--	--	--	-21.8	Sep-21
<i>MSCI ACWI</i>			-15.7	-20.2	-15.8	6.2	7.0	7.0	8.8	7.1	-18.4	Sep-21
Total Domestic Equity	6,830,626	33.4	-17.0	-23.4	--	--	--	--	--	--	-20.8	Sep-21
<i>Russell 3000</i>			-16.7	-21.1	-13.9	9.8	10.6	10.4	12.6	11.5	-17.6	Sep-21
Fiduciary Management: Large Cap Instl	2,039,390	10.0	-12.9	-17.7	-13.3	--	--	--	--	--	-13.0	Sep-21
<i>Russell 1000 Value</i>			-12.2	-12.9	-6.8	6.9	7.2	7.7	10.5	9.5	-9.4	Sep-21
Polen Capital Focus Growth	1,788,785	8.7	-22.2	-32.7	-32.7	--	--	--	--	--	-32.8	Sep-21
<i>Russell 1000 Growth</i>			-20.9	-28.1	-18.8	12.6	14.3	13.5	14.8	13.7	-24.2	Sep-21
Vanguard S&P 500 ETF	1,910,268	9.3	-16.1	-20.0	-10.6	10.6	11.3	11.1	12.9	11.9	-15.2	Sep-21
<i>S&P 500</i>			-16.1	-20.0	-10.6	10.6	11.3	11.1	13.0	12.0	-15.3	Sep-21
Vanguard Mid-Cap ETF	811,319	4.0	-16.9	-22.2	-16.0	7.2	8.3	8.1	11.5	9.9	-19.5	Sep-21
<i>CRSP US Mid Cap TR USD</i>			-17.0	-22.2	-16.0	7.2	8.3	8.2	11.5	10.0	-19.5	Sep-21
Vanguard Russell 2000 ETF	280,864	1.4	-17.2	-23.5	-25.2	4.3	5.2	5.9	9.4	7.9	-24.1	Sep-21
<i>CRSP US Small Cap TR USD</i>			-16.9	-21.6	-20.7	5.4	6.9	7.1	10.5	9.1	-21.1	Sep-21
Total International Equity	3,808,024	18.6	-12.3	-20.6	--	--	--	--	--	--	-23.1	Sep-21
<i>MSCI ACWI ex USA</i>			-13.7	-18.4	-19.4	1.4	2.5	2.9	4.8	2.9	-19.6	Sep-21
Artisan International Value Instl	1,601,454	7.8	-10.4	-13.1	-11.8	6.3	4.8	5.3	8.6	7.2	-12.1	Sep-21
<i>MSCI EAFE</i>			-14.5	-19.6	-17.8	1.1	2.2	2.7	5.4	3.5	-19.8	Sep-21
American Europacific F3	1,486,397	7.3	-14.7	-25.1	-27.7	1.5	3.1	3.6	6.1	4.2	-29.0	Sep-21
<i>MSCI ACWI ex USA</i>			-13.7	-18.4	-19.4	1.4	2.5	2.9	4.8	2.9	-19.6	Sep-21
Invesco Developing Mkts	720,173	3.5	-11.4	-25.3	-34.9	-4.3	0.3	1.6	2.6	1.3	-30.4	Sep-21
<i>MSCI Emerging Markets</i>			-11.4	-17.6	-25.3	0.6	2.2	2.8	3.1	1.0	-21.9	Sep-21

El Camino Real OPEB

Total Composite

As of June 30, 2022

	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 Fixed	6,826,750	33.4	-4.6	-9.9	--	--	--	--	--	--	-10.6	Sep-21
<i>Bloomberg US Aggregate TR</i>			-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5	2.2	-11.1	Sep-21
Metropolitan West Total Return	2,969,379	14.5	-5.7	-11.7	-11.6	-0.8	1.1	1.5	2.3	2.8	-12.5	Sep-21
<i>Bloomberg US Aggregate TR</i>			-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5	2.2	-11.1	Sep-21
Dodge & Cox Income	2,896,371	14.2	-4.7	-9.7	-10.0	0.3	1.7	2.3	2.6	3.0	-10.6	Sep-21
<i>Bloomberg US Aggregate TR</i>			-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5	2.2	-11.1	Sep-21
PIMCO Short Asset Investment	961,000	4.7	-0.5	-1.2	-1.3	0.4	1.1	1.2	1.1	--	-0.5	Apr-22
Total Alternatives	2,674,549	13.1	-12.3	-15.2	--	--	--	--	--	--	-11.8	Sep-21
<i>Custom Alts Index</i>			-13.0	-15.9	--	--	--	--	--	--	-12.9	Sep-21
Swan Hedged Equity US ETF	1,853,151	9.1	-8.8	-12.5	-8.3	--	--	--	--	--	-9.1	Sep-21
<i>60% S&P 500 / 40% Barclays US Aggregate</i>			-11.6	-16.1	-10.2	6.2	7.4	7.4	8.5	8.2	-13.4	Sep-21
PGIM Global Real Estate Fund	821,398	4.0	-19.2	-22.8	-14.7	0.2	3.6	3.7	5.3	5.2	-19.2	Sep-21
<i>FTSE EPRA/NAREIT Developed TR USD</i>			-17.2	-20.4	-12.7	-0.2	2.9	4.0	5.6	5.4	-17.1	Sep-21
Total Cash	309,183	1.5	0.1	0.1	--	--	--	--	--	--	0.1	Sep-21
<i>ICE BofA 91 Days T-Bills TR</i>			0.1	0.1	0.2	0.6	1.1	0.9	0.6	0.6	0.2	Sep-21
FIRST AM US TREAS MM CL Z	309,183	1.5	0.1	0.1	0.1	--	--	--	--	--	0.1	Sep-21
<i>ICE BofA 91 Days T-Bills TR</i>			0.1	0.1	0.2	0.6	1.1	0.9	0.6	0.6	0.2	Sep-21

El Camino Real OPEB

Total Composite

As of June 30, 2022

Policy Benchmark History

As of June 30, 2022

Total Composite		
9/1/2021	Present	60% MSCI ACWI / 40% Bloomberg US Aggregate TR
Total Equity		

Allocation Benchmark History

As of June 30, 2022

Total Equity		
9/1/2021	Present	MSCI ACWI
Total Domestic Equity		
9/1/2021	Present	Russell 3000
Total International Equity		
9/1/2021	Present	MSCI ACWI ex USA

Custom Alts Benchmark History

As of June 30, 2022

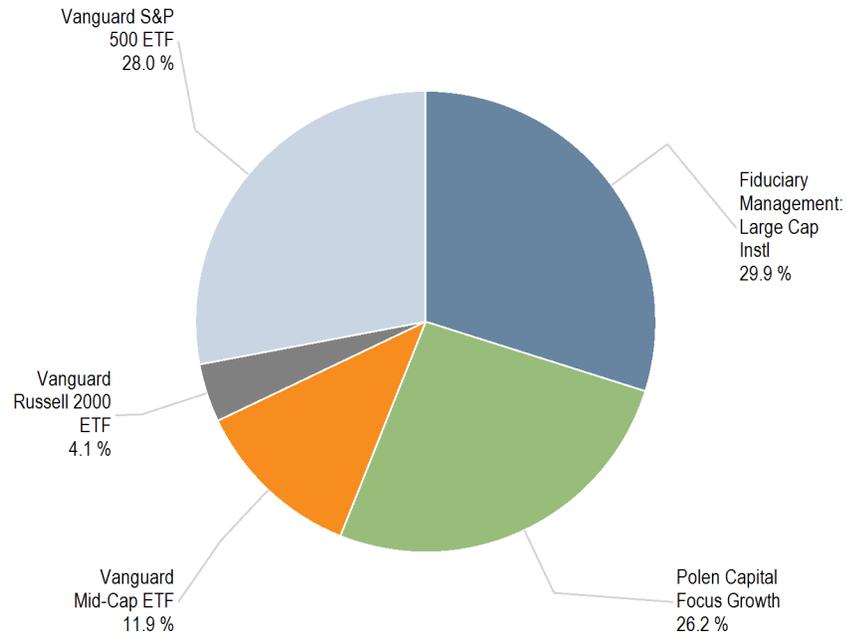
Total Alternatives		
9/1/2021	Present	32% FTSE EPRA/NAREIT Developed TR USD / 57% 60% S&P 500 / 40% Barclays US Aggregate / 11% S&P Global Infrastructure

El Camino Real OPEB

Total Domestic Equity

As of June 30, 2022

Current Allocation



Asset Allocation on June 30, 2022

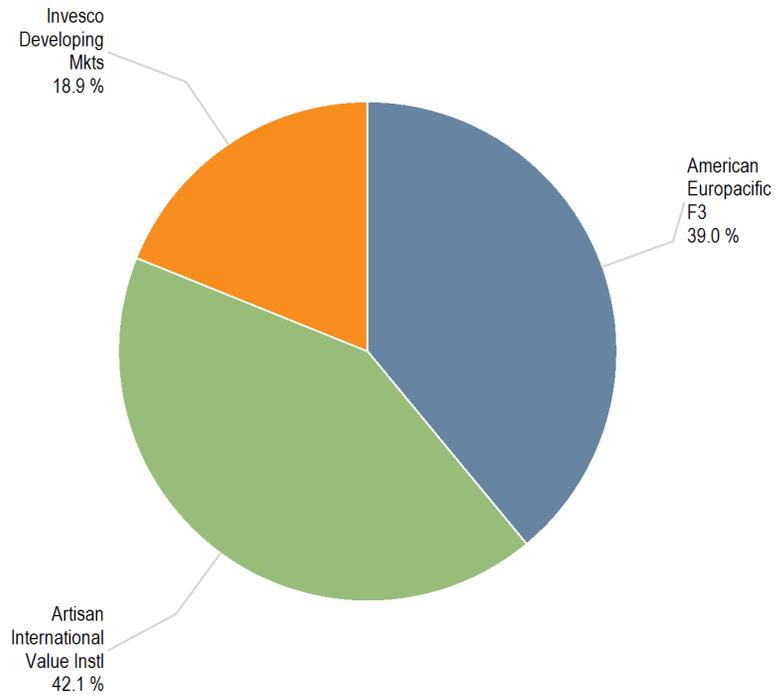
	Actual	Actual
Fiduciary Management: Large Cap Instl	\$2,039,390	29.9%
Polen Capital Focus Growth	\$1,788,785	26.2%
Vanguard Mid-Cap ETF	\$811,319	11.9%
Vanguard Russell 2000 ETF	\$280,864	4.1%
Vanguard S&P 500 ETF	\$1,910,268	28.0%
Total	\$6,830,626	100.0%

El Camino Real OPEB

Total International Equity

As of June 30, 2022

Current Allocation



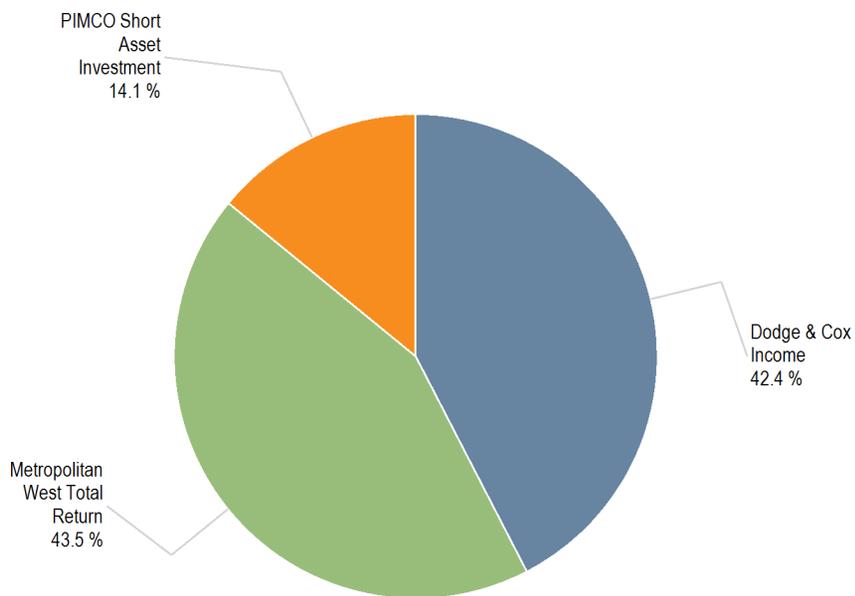
Asset Allocation on June 30, 2022

	Actual	Actual
American Europacific F3	\$1,486,397	39.0%
Artisan International Value Instl	\$1,601,454	42.1%
Invesco Developing Mkts	\$720,173	18.9%
Total	\$3,808,024	100.0%

El Camino Real OPEB

Total Fixed
As of June 30, 2022

Current Allocation



Asset Allocation on June 30, 2022

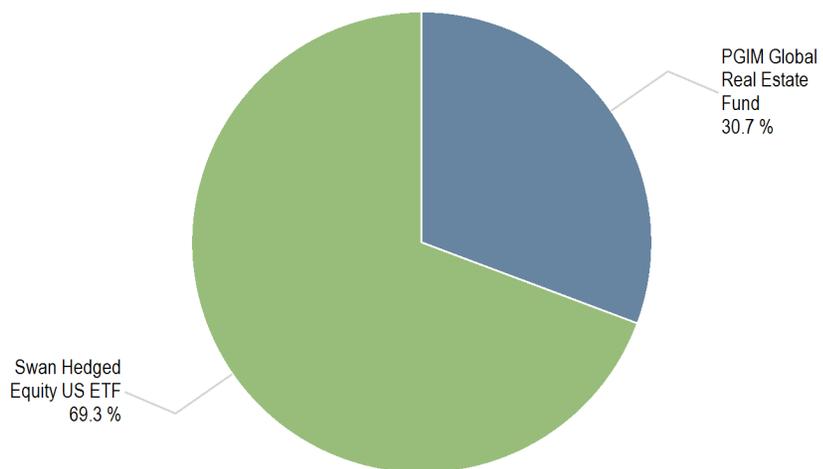
	Actual	Actual
Dodge & Cox Income	\$2,896,371	42.4%
Metropolitan West Total Return	\$2,969,379	43.5%
PIMCO Short Asset Investment	\$961,000	14.1%
Total	\$6,826,750	100.0%

El Camino Real OPEB

Total Alternatives

As of June 30, 2022

Current Allocation



Asset Allocation on June 30, 2022

	Actual	Actual
PGIM Global Real Estate Fund	\$821,398	30.7%
Swan Hedged Equity US ETF	\$1,853,151	69.3%
Total	\$2,674,549	100.0%

El Camino Real GA

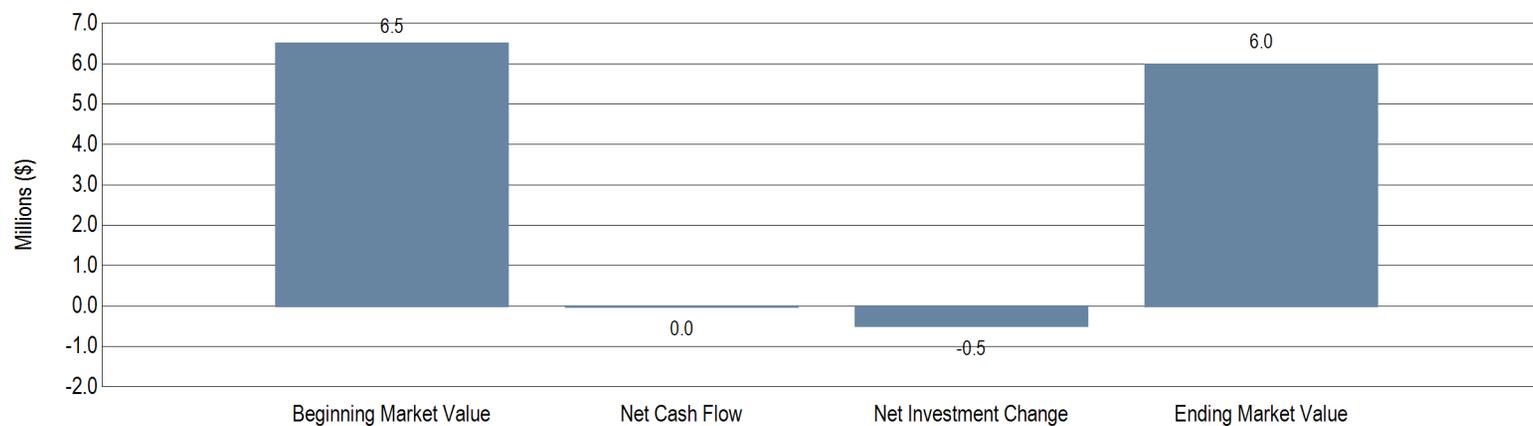
Total Composite

As of June 30, 2022

Summary Of Cash Flows

	Second Quarter	Year-To-Date	One Year	Three Years	Five Years	Inception 8/1/21
Beginning Market Value	\$6,495,329	\$6,881,075	--	--	--	\$6,815,498
Net Cash Flow	-\$18,072	-\$18,975	-\$30,968	-\$30,968	-\$30,968	-\$30,968
Net Investment Change	-\$503,734	-\$888,577	\$6,004,490	\$6,004,490	\$6,004,490	-\$811,008
Ending Market Value	\$5,973,523	\$5,973,523	\$5,973,523	\$5,973,523	\$5,973,523	\$5,973,523

Change in Market Value From April 01, 2022 To June 30, 2022



El Camino Real GA

Total Composite

As of June 30, 2022

	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	5,973,523	100.0	-7.7	-12.9	--	--	--	--	--	--	-11.9	Aug-21
<i>Policy Index</i>			<i>-8.1</i>	<i>-13.3</i>	<i>--</i>	<i>--</i>	<i>--</i>	<i>--</i>	<i>--</i>	<i>--</i>	<i>-12.7</i>	<i>Aug-21</i>
Total Equity	1,556,854	26.1	-15.8	-22.4	--	--	--	--	--	--	-18.4	Aug-21
<i>MSCI ACWI</i>			<i>-15.7</i>	<i>-20.2</i>	<i>-15.8</i>	<i>6.2</i>	<i>7.0</i>	<i>7.0</i>	<i>8.8</i>	<i>7.1</i>	<i>-16.3</i>	<i>Aug-21</i>
Total Domestic Equity	1,168,009	19.6	-16.9	-23.5	--	--	--	--	--	--	-18.4	Aug-21
<i>Russell 3000</i>			<i>-16.7</i>	<i>-21.1</i>	<i>-13.9</i>	<i>9.8</i>	<i>10.6</i>	<i>10.4</i>	<i>12.6</i>	<i>11.5</i>	<i>-15.3</i>	<i>Aug-21</i>
Total International Equity	388,844	6.5	-12.4	-18.9	--	--	--	--	--	--	-18.6	Aug-21
<i>MSCI ACWI ex USA</i>			<i>-13.7</i>	<i>-18.4</i>	<i>-19.4</i>	<i>1.4</i>	<i>2.5</i>	<i>2.9</i>	<i>4.8</i>	<i>2.9</i>	<i>-18.1</i>	<i>Aug-21</i>
Total Fixed	3,996,893	66.9	-3.9	-8.6	--	--	--	--	--	--	-9.4	Aug-21
<i>Bloomberg US Aggregate TR</i>			<i>-4.7</i>	<i>-10.3</i>	<i>-10.3</i>	<i>-0.9</i>	<i>0.9</i>	<i>1.4</i>	<i>1.5</i>	<i>2.2</i>	<i>-11.3</i>	<i>Aug-21</i>
Total Alternatives	297,645	5.0	-13.0	-16.8	--	--	--	--	--	--	-11.5	Aug-21
Total Cash	122,132	2.0	0.1	0.1	--	--	--	--	--	--	0.1	Aug-21
<i>ICE BofA 91 Days T-Bills TR</i>			<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.6</i>	<i>1.1</i>	<i>0.9</i>	<i>0.6</i>	<i>0.6</i>	<i>0.2</i>	<i>Aug-21</i>

	Current Balance	Current Allocation	Policy	Policy Range	Difference	Within IPS Range?
US Equity	\$1,168,009	19.6%	20.0%	10.0% - 30.0%	-0.4%	Yes
International Equity	\$388,844	6.5%	5.0%	0.0% - 15.0%	1.5%	Yes
Fixed Income	\$3,996,893	66.9%	70.0%	50.0% - 90.0%	-3.1%	Yes
Alternatives	\$297,645	5.0%	5.0%	0.0% - 15.0%	0.0%	Yes
Cash	\$122,132	2.0%	0.0%	0.0% - 20.0%	2.0%	Yes
Total	\$5,973,523	100.0%	100.0%			

El Camino Real GA

Total Composite

As of June 30, 2022

	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	5,973,523	100.0	-7.7	-12.9	--	--	--	--	--	--	-11.9	Aug-21
<i>Policy Index</i>			-8.1	-13.3	--	--	--	--	--	--	-12.7	Aug-21
Total Equity	1,556,854	26.1	-15.8	-22.4	--	--	--	--	--	--	-18.4	Aug-21
<i>MSCI ACWI</i>			-15.7	-20.2	-15.8	6.2	7.0	7.0	8.8	7.1	-16.3	Aug-21
Total Domestic Equity	1,168,009	19.6	-16.9	-23.5	--	--	--	--	--	--	-18.4	Aug-21
<i>Russell 3000</i>			-16.7	-21.1	-13.9	9.8	10.6	10.4	12.6	11.5	-15.3	Aug-21
Fiduciary Management: Large Cap	419,037	7.0	-12.9	-17.8	-11.6	--	--	--	--	--	-11.6	Aug-21
<i>Russell 1000 Value</i>			-12.2	-12.9	-6.8	6.9	7.2	7.7	10.5	9.5	-7.6	Aug-21
Polen Capital Focus Growth	336,879	5.6	-22.3	-32.9	-29.0	--	--	--	--	--	-30.5	Aug-21
<i>Russell 1000 Growth</i>			-20.9	-28.1	-18.8	12.6	14.3	13.5	14.8	13.7	-21.4	Aug-21
Vanguard S&P 500 ETF	412,093	6.9	-16.1	-20.0	-10.6	10.6	11.3	11.1	12.9	11.9	-12.7	Aug-21
<i>S&P 500</i>			-16.1	-20.0	-10.6	10.6	11.3	11.1	13.0	12.0	-12.7	Aug-21
Total International Equity	388,844	6.5	-12.4	-18.9	--	--	--	--	--	--	-18.6	Aug-21
<i>MSCI ACWI ex USA</i>			-13.7	-18.4	-19.4	1.4	2.5	2.9	4.8	2.9	-18.1	Aug-21
Artisan International Value Instl	214,682	3.6	-10.4	-13.1	-11.8	6.3	4.8	5.3	8.6	7.2	-11.9	Aug-21
<i>MSCI EAFE</i>			-14.5	-19.6	-17.8	1.1	2.2	2.7	5.4	3.5	-18.4	Aug-21
American Funds Europacific Growth	174,162	2.9	-14.7	-25.1	-27.7	1.5	3.1	3.6	6.1	4.2	-26.6	Aug-21
<i>MSCI ACWI ex USA</i>			-13.7	-18.4	-19.4	1.4	2.5	2.9	4.8	2.9	-18.1	Aug-21
Total Fixed	3,996,893	66.9	-3.9	-8.6	--	--	--	--	--	--	-9.4	Aug-21
<i>Bloomberg US Aggregate TR</i>			-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5	2.2	-11.3	Aug-21
Dodge & Cox Income	1,034,116	17.3	-4.7	-9.7	-10.0	0.3	1.7	2.3	2.6	3.0	-10.7	Aug-21
<i>Bloomberg US Aggregate TR</i>			-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5	2.2	-11.3	Aug-21
Metropolitan West Total Return Bond	1,499,642	25.1	-5.7	-11.7	-11.6	-0.8	1.1	1.5	2.3	2.8	-12.6	Aug-21
<i>Bloomberg US Aggregate TR</i>			-4.7	-10.3	-10.3	-0.9	0.9	1.4	1.5	2.2	-11.3	Aug-21
PIMCO Low Duration	1,463,134	24.5	-1.4	-4.3	-5.0	-0.1	0.8	1.0	1.1	1.3	-5.1	Aug-21
<i>Bloomberg US Govt 1-3 Yr TR</i>			-0.5	-3.0	-3.5	0.2	0.9	0.8	0.8	0.8	-3.7	Aug-21
Total Alternatives	297,645	5.0	-13.0	-16.8	--	--	--	--	--	--	-11.5	Aug-21
Swan Hedged Equity US ETF	185,719	3.1	-8.9	-12.7	-7.0	--	--	--	--	--	-7.3	Aug-21
<i>60% S&P 500 / 40% Barclays US Aggregate</i>			-11.6	-16.1	-10.2	6.2	7.4	7.4	8.5	8.2	-11.9	Aug-21

El Camino Real GA

Total Composite

As of June 30, 2022

	Market Value (\$)	% of Portfolio	3 Mo (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)	Since 3/31/11 (%)	Inception (%)	Inception Date
PGIM Global Real Estate Fund	111,926	1.9	-19.2	-22.8	-14.7	0.2	3.6	3.7	5.3	5.2	-17.8	Aug-21
<i>FTSE EPRA/NAREIT Developed TR USD</i>			-17.2	-20.4	-12.7	-0.2	2.9	4.0	5.6	5.4	-16.0	Aug-21
Total Cash	122,132	2.0	0.1	0.1	--	--	--	--	--	--	0.1	Aug-21
<i>ICE BofA 91 Days T-Bills TR</i>			0.1	0.1	0.2	0.6	1.1	0.9	0.6	0.6	0.2	Aug-21
FIRST AM US TREAS MM CL Z	122,132	2.0	0.1	0.1	0.1	--	--	--	--	--	0.1	Aug-21
<i>ICE BofA 91 Days T-Bills TR</i>			0.1	0.1	0.2	0.6	1.1	0.9	0.6	0.6	0.2	Aug-21

El Camino Real GA

Total Composite

As of June 30, 2022

Policy Benchmark History

As of June 30, 2022

Total Composite		
8/1/2021	Present	30% MSCI ACWI / 70% Bloomberg US Aggregate TR
Total Equity		
8/1/2021	Present	MSCI ACWI

Allocation Benchmark History

As of June 30, 2022

Total International Equity		
8/1/2021	Present	MSCI ACWI ex USA

Custom Alts Benchmark History

As of June 30, 2022

Total Alternatives		
8/1/2021	Present	Custom Alts Index

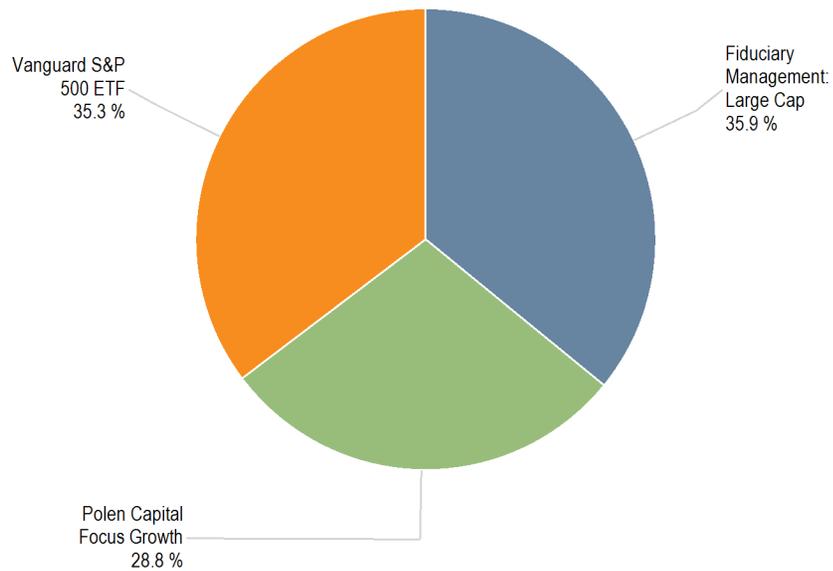
El Camino Real GA

Total Domestic Equity

As of June 30, 2022

Current Allocation

Asset Allocation on June 30, 2022



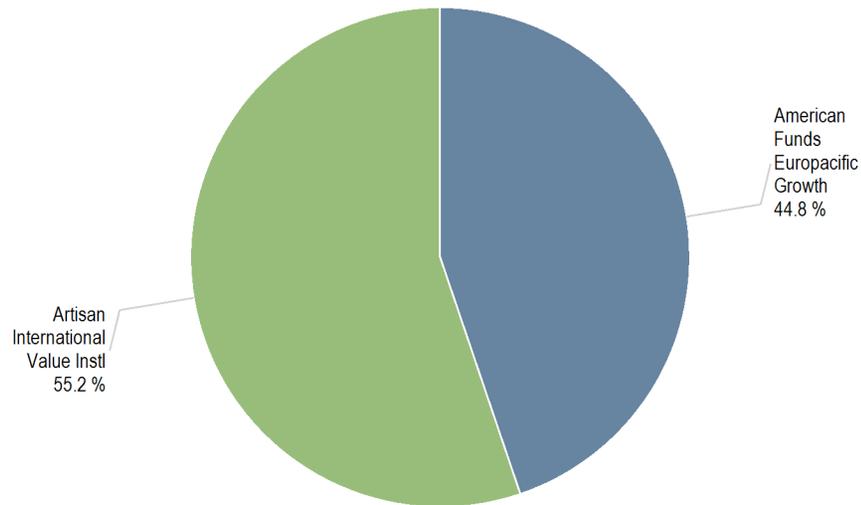
	Actual	Actual
 Fiduciary Management: Large Cap	\$419,037	35.9%
 Polen Capital Focus Growth	\$336,879	28.8%
 Vanguard S&P 500 ETF	\$412,093	35.3%
Total	\$1,168,009	100.0%

El Camino Real GA

Total International Equity

As of June 30, 2022

Current Allocation



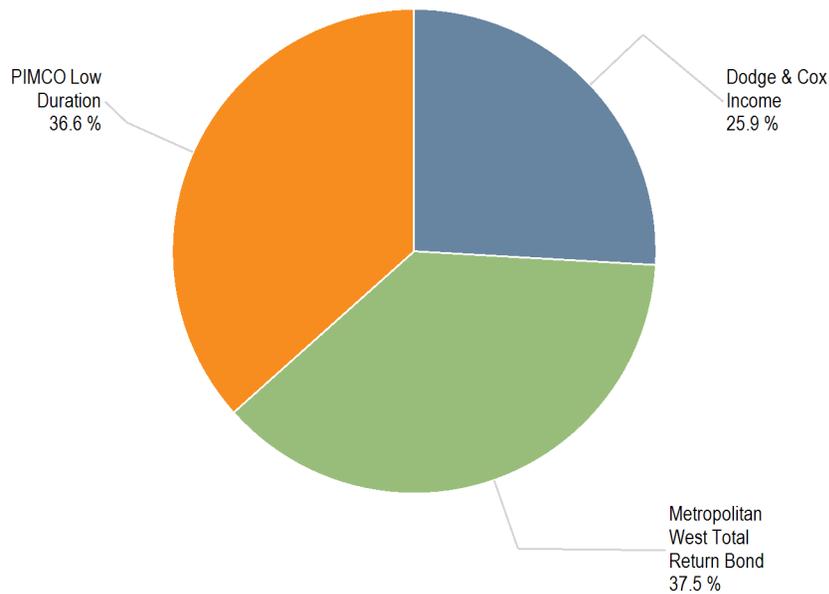
Asset Allocation on June 30, 2022

	Actual	Actual
American Funds Europacific Growth	\$174,162	44.8%
Artisan International Value Instl	\$214,682	55.2%
Total	\$388,844	100.0%

El Camino Real GA

Total Fixed
As of June 30, 2022

Current Allocation



Asset Allocation on June 30, 2022

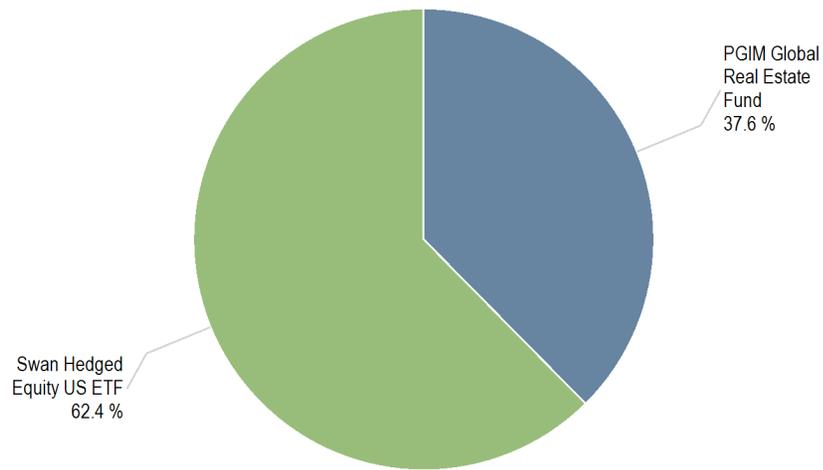
	Actual	Actual
Dodge & Cox Income	\$1,034,116	25.9%
Metropolitan West Total Return Bond	\$1,499,642	37.5%
PIMCO Low Duration	\$1,463,134	36.6%
Total	\$3,996,893	100.0%

El Camino Real GA

Total Alternatives

As of June 30, 2022

Current Allocation



Asset Allocation on June 30, 2022

	Actual	Actual
PGIM Global Real Estate Fund	\$111,926	37.6%
Swan Hedged Equity US ETF	\$185,719	62.4%
Total	\$297,645	100.0%

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Definitions: **Up/down Capture:** The up and down capture is a measure of how well a manager was able to replicate or improve on phases of positive benchmark returns and how badly the manager was affected by phases of negative benchmark returns. **Standard Deviation:** Shows how much variation or dispersion exists from the average (mean), or expected value. The more spread apart the data, the higher the deviation. In Finance, standard deviation is applied to the annual rate of return of an investment to measure the investment's volatility. **Annualized Returns:** The average amount of money earned by an investment each year over a given time period. An annualized total return provides only a snapshot of an investment's performance and does not give investors any indication of its volatility. Annualized total return merely provides a geometric average, rather than an arithmetic average. **Excess Return:** Excess return represents the difference between the returns of two portfolios. In a typical application, excess return provides a measure of the difference between a manager's return and the return of a benchmark for that manager. In the context of a beta benchmark, excess return refers to the difference between a manager or market benchmark and T-bills. A positive excess return implies that the manager outperformed the benchmark. **Information Ratio:** A ratio of portfolio returns above the returns of a benchmark (usually an index) to the volatility of those returns. The information ratio (IR) measures a portfolio manager's ability to generate excess returns relative to a benchmark, but also attempts to identify the consistency of the investor. This ratio will identify if a manager has beaten the benchmark by a lot in a few months or a little every month. The higher the IR the more consistent a manager is and consistency is an ideal trait. **Significance Level:** The significance level of a manager series vs. a benchmark series indicates the level of confidence with which the statement "the manager's annualized excess return over the benchmark is positive" or "the manager's annualized excess return over the benchmark is negative," as the case may be, holds true. This measurement ranges from 50% (chance) to 100%. A manager with consistent under- or over-performance compared to its benchmark over a long period of time would have a high significance level. **Explained Variance:** The variance explained is also referred to as Standard R² in StyleADVISOR. This is usually very close to the correlation squared. To understand what variance explained means, think of a manager and a style benchmark. Any variance in the difference between manager and style benchmark (i.e. any variance in the excess return of manager over benchmark) represents a failure of the style benchmark variance to explain the manager variance. Hence, the quotient of variance of excess return over variance of manager represents the unexplained variance. The variance explained is 1 minus the unexplained variance: Variance Explained = 1 - Var(e) / Var(M), Where: var(M) = variance of manager returns var(e) = variance of excess return of manager over benchmark. **Tracking Error:** A divergence between the price behavior of a position or a portfolio and the price behavior of a benchmark. Tracking errors are reported as a "standard deviation percentage" difference. This measure reports the difference between the return an investor receives and that of the benchmark he or she was attempting to imitate. **Alpha:** Alpha is a measure of risk (beta)-adjusted return. Alpha measures the difference between a portfolio's actual returns and what it might be expected to deliver based on its level of risk. Theoretically, higher risk should equate to higher return. A positive alpha means the fund has beaten expectations. A negative alpha means that the fund has failed to match performance given its level of risk. If two managers have the same return, but one has a lower beta, that manager would have a higher alpha. **Beta:** Beta represents the systematic risk of a portfolio and measures its sensitivity to a benchmark. A portfolio with a beta of one is considered to be as risky as the benchmark and would therefore provide expected returns equal to those of the market benchmark during both up and down periods. A portfolio with a beta of two would move approximately twice as much as the benchmark. **Cumulative Return:** The aggregate amount that an investment has gained or lost over time, independent of the period of time involved. Presented as a percentage, the cumulative return is the raw mathematical return of the following calculation: (Current Price of Security) - (Original Price of Security) / (Original Price of Security). **Sharpe Ratio:** The Sharpe ratio is calculated as the portfolio's excess return over the risk-free rate divided by the portfolio's standard deviation. **The Barclays 1-10 Year Managed Money (MM) Index:** A subset of the Barclays Municipal Managed Money Index, representing bonds with one to ten years to maturity. The Barclays Municipal Managed Money Index is an unmanaged index that is rules-based, market-value weighted engineered for the tax exempt bond market. All bonds in the National Municipal Bond Index must be rated Aa3/AA- or higher by at least two of the following statistical ratings agencies: Moody's, S&P and Fitch.

PERFORMANCE DISCLOSURES & GLOSSARY TERMS

Indices: Indices are not available for direct investment and do not reflect the deduction of any fees. Performance for blended benchmarks is calculated based on allocations that are rebalanced back to the stated targets on a quarterly basis and are not adjusted for transaction costs or management fees. Indices are not available for direct investment and do not reflect the deduction of any fees. Performance for blended benchmarks is calculated based on allocations that are rebalanced back to the stated targets on a quarterly basis and are not adjusted for transaction costs or management fees.

Barclays US Aggregate: The index measures the performance of the U.S. investment grade bond market. The index invests in a wide spectrum of public, investment-grade, taxable, fixed income securities in the United States – including government, corporate, and international dollar-denominated bonds, as well as mortgage-backed and asset-backed securities, all with maturities of more than 1 year. **Barclays US Municipal Bond Index:** a broad-based benchmark that measures the investment grade, US dollar-denominated, fixed tax exempt bond market. The index includes state and local general obligation, revenue, insured, and pre-refunded bonds. The US Municipal Index was incepted in January 1980. **Citigroup - The World Government Bond Index (WGBI):** Measures the performance of fixed-rate, local currency, investment grade sovereign bonds. The WGBI is a widely used benchmark that currently comprises sovereign debt from over 20 countries, denominated in a variety of currencies, and has more than 25 years of history available. The WGBI provides a broad benchmark for the global sovereign fixed income market. Sub-indices are available in any combination of currency, maturity, or rating. **MSCI ACWI:** Captures large and mid cap representation across 23 Developed Markets (DM) and 23 Emerging Markets (EM) countries*. With 2,476 constituents, the index covers approximately 85% of the global investable equity opportunity set. **The MSCI ACWI ex USA Index:** Captures large and mid cap representation across 22 of 23 Developed Markets (DM) countries (excluding the US) and 23 Emerging Markets (EM) countries*. With 1,839 constituents, the index covers approximately 85% of the global equity opportunity set outside the US. **The MSCI EAFE Index:** A broadly recognized as the pre-eminent benchmark for U.S. investors to measure international equity performance. It comprises the MSCI country indexes capturing large and mid-cap equities across developed markets in Europe, Australasia and the Far East, excluding the U.S. and Canada. Numerous exchange-traded funds are based on the MSCI EAFE Index, and the Chicago Mercantile Exchange, NYSE Liffe US and the Bclear platform of Liffe are licensed to list futures contracts on this index as well. **The MSCI Emerging Markets Index:** A free float-adjusted market capitalization index that is designed to measure equity market performance of emerging markets. The index consists of the following 21 emerging market country indices: Brazil, Chile, China, Colombia, Czech Republic, Egypt, Greece, Hungary, India, Indonesia, Korea, Malaysia, Mexico, Peru, Philippines, Poland, Russia, South Africa, Taiwan, Thailand, and Turkey. **The Russell 1000 Index:** Measures the performance of the large-cap segment of the U.S. equity universe. It is a subset of the Russell 3000® Index and includes approximately 1000 of the largest securities based on a combination of their market cap and current index membership. The Russell 1000 represents approximately 92% of the U.S. market. The Russell 1000 Index is constructed to provide a comprehensive and unbiased barometer for the large-cap segment and is completely reconstituted annually to ensure new and growing equities are reflected. **The Russell 1000 Growth Index:** Measures the performance of the large-cap growth segment of the U.S. equity universe. It includes those Russell 1000 companies with higher price-to-book ratios and higher forecasted growth values. The Russell 1000 Growth Index is constructed to provide a comprehensive and unbiased barometer for the large-cap growth segment. The Index is completely reconstituted annually to ensure new and growing equities are included and that the represented companies continue to reflect growth characteristics. **The Russell 1000 Value Index:** Measures the performance of the large-cap value segment of the U.S. equity universe. It includes those Russell 1000 companies with lower price-to-book ratios and lower expected growth values. The Russell 1000 Value Index is constructed to provide a comprehensive and unbiased barometer for the large-cap value segment. The Index is completely reconstituted annually to ensure new and growing equities are included and that the represented companies continue to reflect value characteristics. **The Russell 2000 Value Index:** Measures the performance of small-cap value segment of the U.S. equity universe. It includes those Russell 2000 companies with lower price-to-book ratios and lower forecasted growth values. The Russell 2000 Value Index is constructed to provide a comprehensive and unbiased barometer for the small-cap value segment. The Index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true small-cap opportunity set and that the represented companies continue to reflect value characteristics. **The Russell 2500™ Index:** Measures the performance of the small to mid-cap segment of the U.S. equity universe, commonly referred to as "smid" cap. The Russell 2500 Index is a subset of the Russell 3000® Index. It includes approximately 2500 of the smallest securities based on a combination of their market cap and current index membership. The Russell 2500 Index is constructed to provide a comprehensive and unbiased barometer for the small to mid-cap segment. The Index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true small to mid-cap opportunity set. **The Russell 2500™ Value Index:** Measures the performance of the small to mid-cap value segment of the U.S. equity universe. It includes those Russell 2500 companies that are considered more value oriented relative to the overall market as defined by Russell's leading style methodology. The Russell 2500 Value Index is constructed to provide a comprehensive and unbiased barometer of the small to mid-cap growth market. The Index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true small to mid-cap opportunity set and that the represented companies continue to reflect value characteristics. **The Russell 3000 Growth Index:** Includes companies that display signs of above average growth. The index is used to provide a gauge of the performance of growth stocks in the U.S. **The Russell 3000 Index:** Measures the performance of the largest 3,000 U.S. companies representing approximately 98% of the investable U.S. equity market. The Russell 3000 Index is constructed to provide a comprehensive, unbiased and stable barometer of the broad market and is completely reconstituted annually to ensure new and growing equities are reflected. **The Russell 3000 Value Index:** Measures the performance of the broad value segment of U.S. equity value universe. It includes those Russell 3000 companies with lower price-to-book ratios and lower forecasted growth values. The Russell 3000 Value Index is constructed to provide a comprehensive, unbiased, and stable barometer of the broad value market. The Index is completely reconstituted annually to ensure new and growing equities are included and that the represented companies continue to reflect value characteristics. **The Russell Midcap Index:** Measures the performance of the mid-cap segment of the U.S. equity universe. The Russell Midcap Index is a subset of the Russell 1000® Index. It includes approximately 800 of the smallest securities based on a combination of their market cap and current index membership. The Russell Midcap Index represents approximately 31% of the total market capitalization of the Russell 1000 companies. The Russell Midcap Index is constructed to provide a comprehensive and unbiased barometer for the mid-cap segment. The Index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true mid-cap opportunity set. **The Russell Midcap Value Index;** Measures the performance of the mid-cap value segment of the U.S. equity universe. It includes those Russell Midcap Index companies with lower price-to-book ratios and lower forecasted growth values. The Russell Midcap Value Index is constructed to provide a comprehensive and unbiased barometer of the mid-cap value market. The Index is completely reconstituted annually to ensure larger stocks do not distort the performance and characteristics of the true mid-cap value market. **The S&P 500:** A free-float market capitalization weighted index of 500 of the largest U.S. companies. The index is calculated on a total return basis with dividends reinvested and is not available for direct investment. The composition of the subadvisor's strategy shown may differ significantly from the securities that comprise the index due to the subadvisor's active investment process and smaller number of holdings. The subadvisor's investment program does not, and the subadvisor makes no attempt to, mirror performance of the index in the aggregate, and the volatility of the subadvisor's investment program may be materially different from that of the referenced indices.

Thank you for your continued confidence in Beacon Pointe. We appreciate your business.

Coversheet

Discussion and Vote on OPEB Account Actuary Review as of 6/30/22

Section: IV. Investment
Item: B. Discussion and Vote on OPEB Account Actuary Review as of 6/30/22
Purpose: Vote
Submitted by:
Related Material: ECRCHS OPEB - June 30 2022 Disclosures - DRAFT v07.2022.pdf

El Camino Real Charter High School

FASB ASC 715 Actuarial Valuation Report

For Post-Employment Benefits Other than Pensions

Fiscal Year Ending June 30, 2022 Disclosures and
Fiscal Year 2023 Net Periodic Benefit Cost



July 12, 2022

Mr. Gregory Wood
Chief Business Officer
El Camino Real Charter High School
5440 Valley Circle Boulevard
Woodland Hills, CA 91367

Dear Mr. Wood,

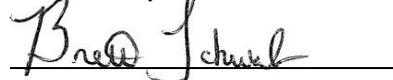
Schwab Actuarial Services is pleased to present this June 30, 2022 actuarial valuation report of the post-employment healthcare benefits (OPEB) offered by the El Camino Real Charter High School.

The primary purpose of the valuation is to assess the annual costs and obligations of the applicable OPEB programs under:

- FASB ASC 715-60 (formerly known as SFAS 106, Employer's Accounting for Postretirement Benefits Other Than Pension).
- FASB ASC 715-20 (formerly known as SFAS 158, Employers' Accounting for Defined Benefit Pension and Other Postretirement Plans).

If you have any questions or would like to discuss the results contained in the report further, please contact me at 312.244.9022.

Respectfully submitted,



Brett Schwab, ASA, EA, MAAA
Principal & Lead Actuary
Schwab Actuarial Services

Copy: Mr. David Hussey, Executive Director

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FASB ASC 715 ACTUARIAL VALUATION**EXECUTIVE SUMMARY****A. PLAN OVERVIEW**

El Camino Real Charter High School (*Charter or School*) provides post-employment benefits other than pensions (OPEB) to employees who meet certain criteria. As a result of offering such benefits, the Charter is required to report the value of such benefits and the associated costs according to the accounting requirements of the Financial Accounting Standards Board (FASB) Accounting Standards Codification No. 715 (ASC 715). The purpose of this report is to provide measurements of the OPEB obligations, annual expense, and other disclosure items in accordance with FASB ASC 715. The information contained in this report may not be suitable for other purposes.

The Charter provides post-employment healthcare benefits to eligible retirees and spouses and pays a portion of the cost. All active employees that retire directly from the School and meet the eligibility criteria may participate.

B. SUMMARY OF KEY RESULTS

The summary below identifies the key results related to the fiscal years ending June 30, 2021 and June 30, 2022. Note that implicit rate subsidies, as required by FASB ASC 715, are factored into all relevant values.

Measurement Date Reporting Date	June 30, 2021 June 30, 2021	June 30, 2022 June 30, 2022
Funded Status		
Accumulated Post-Employment Benefit Obligation (APBO)		
Actives	\$25,844,855	\$19,600,428
Retirees	<u>6,852,583</u>	<u>6,603,212</u>
Total	\$32,697,438	\$26,203,640
Fair Value of Plan Assets	<u>21,250,357</u>	<u>20,459,440</u>
Unfunded APBO	\$11,447,081	\$5,744,200
Funded Percentage*	65.0%	78.1%
Accumulated Other Comprehensive Income (AOCI)		
Unrecognized Actuarial Loss/(Gain)	(\$3,342,149)	(\$8,078,897)
Unrecognized Prior Service Cost/(Credit)	329,449	241,830
Unrecognized Transition Obligation/(Asset)	12,481,381	11,701,295
OPEB Expense	2020/2021 FY	2021/2022 FY
Net Periodic Post-Employment Benefit Cost	\$3,238,176	\$2,911,705

* The increase in funded percentage over the year is primarily the result of continued contributions by the Charter and the current high interest rate environment. See page 3 and 4 for further detail.

FASB ASC 715 ACTUARIAL VALUATION

ACTUARIAL CERTIFICATION

The El Camino Real Charter High School (*Charter or School*) retained Schwab Actuarial Services to perform a valuation of its post-employment healthcare benefit programs for the purposes of determining disclosure liabilities and the annual post-employment benefit cost. This report presents the applicable items in accordance with Financial Accounting Standards Board Accounting Standards Codification No. 715.

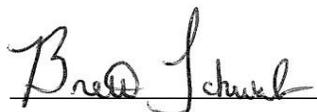
In preparing the results presented in this report, we have relied upon information provided to us regarding plan provisions, plan participants, and plan assets. We have reviewed this information for overall reasonableness and consistency but have neither audited nor independently verified this information. The accuracy of the results presented in this report is dependent upon the accuracy and completeness of the underlying information.

Where reasonable, the actuarial assumptions and the accounting policies and methods employed in the development of the post-employment healthcare cost have been selected by the School, which relied upon actuarial audits and experience studies conducted for the California State Teachers Retirement System (CalSTRS) and the California Public Employees Retirement System (CalPERS). We did not independently study historical information to develop assumptions.

The valuation has been conducted in accordance with generally accepted actuarial principles and practices. In our opinion, the actuarial assumptions and methods represent reasonable expectations of anticipated plan experience. To fulfill the applicable accounting requirements, each actuarial assumption should be management's "best estimate solely with respect to that individual assumption."

The information contained in this report was prepared for the internal use of the Charter and its auditors in connection with the actuarial valuation of the post-employment healthcare plan. It is neither intended nor necessarily suitable for other purposes. The Charter may also distribute this actuarial valuation report to parties which have a legal right to require the School to provide them with this report, in which case they will provide this report in its entirety including all assumptions, caveats, and limitations.

We are available to answer any questions regarding this material or to provide explanations and further details, as may be appropriate. The undersigned actuary is a member of the Society of Actuaries and other professional actuarial organizations and meets the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained in this report. Based upon the methods and assumptions utilized, I certify the results of this valuation. Alternative assumptions can materially affect the results.



Brett Schwab, ASA, EA, MAAA
Principal & Lead Actuary
Schwab Actuarial Services
July 12, 2022

FASB ASC 715 ACTUARIAL VALUATION**ACCOUNTING & ACTUARIAL INFORMATION****A. ACCUMULATED POST-EMPLOYMENT BENEFIT OBLIGATION**

The Accumulated Post-Employment Benefit Obligation (APBO) is the liability or obligation for benefits earned through the valuation date, based on certain actuarial methods and assumptions. The following represents a reconciliation of the APBO for the fiscal years ending June 30, 2021 and June 30, 2022.

Reconciliation of APBO	FY ending June 30, 2021	FY ending June 30, 2022
Beginning of Year APBO	\$30,327,976	\$32,697,438
Service Cost	2,267,724	2,211,965
Interest Cost	865,758	959,098
Changes of Plan Provisions	0	0
Actuarial (Gain)/Loss	(416,126)	(9,294,728)
<u>Benefit Payments</u>	<u>(347,894)</u>	<u>(370,133)</u>
End of Year APBO*	\$32,697,438	\$26,203,640
Discount Rate*	2.95%	4.45%

* The APBO has significantly decreased this year and is primarily the result of a higher discount rate. The APBO is equal to the present value of future expected benefits (or premiums) and is highly dependent on the level of discount rate. Higher rates reduce the APBO, and lower rates increase the APBO. The APBO can be highly volatile year-to-year with increasing or decreasing rates.

This year, the Federal Reserve has significantly increased rates trying to combat the current high inflation level. The resulting discount rate has increased 1.50% to 4.45%, from 2.95% last year and results in a reduced APBO. The reduction in APBO due to the higher discount rate more than offsets other impacts, including additional benefit accruals by current active employees.

B. NET PERIODIC POST-EMPLOYMENT BENEFIT COST

The Net Periodic Post-Employment Benefit Cost (NPPBC) is the annual accrual cost of the OPEB for a reporting period. The NPPBC includes additional benefits earned (or accrued) during the year, interest on the benefits earned prior to the valuation reflecting that participants are closer to benefit receipt (time value of money), amortization of prior amendments, amortization of actuarial gains and losses, and offset with the expected return on plan assets.

Net Periodic Post-Employment Benefit Cost	2021/2022 FY	2022/2023 FY
Service Cost	\$2,211,965	\$1,525,833
Interest Cost	959,098	1,156,433
Expected Return on Assets	(1,119,235)	(1,088,972)
Amortization of:		
Unrecognized Loss/(Gain)	(7,828)	(633,241)
Unrecognized Prior Service Cost/(Credit)	87,619	87,619
Unrecognized Transition Obligation/(Credit)	780,086	780,086
Total NPPBC	\$2,911,705	\$1,827,758
Beginning of Year:		
Discount Rate	2.95%	4.45%
Expected Rate of Return	5.00%	5.00%
Average Working Lifetime	9.25	8.62
<i>Expected</i> Benefit Payments	\$371,324	\$432,783

FASB ASC 715 ACTUARIAL VALUATION**C. ACCUMULATED OTHER COMPREHENSIVE INCOME**

Differences between expected and actual valuation results are deferred as Accumulated Other Comprehensive Income (AOCI) and amortized as components of future NPPBC's. The table below reconciles items included in AOCI, including the (Accrued)/Prepaid Expense which is a measure of the cumulative difference between the trust cash contributions to the accounting expenses.

Reconciliation of AOCI	FY ending June 30, 2021	FY ending June 30, 2022
Unrecognized Actuarial Loss/(Gain)		
Beginning of year	\$981,113	(\$3,342,149)
Amortization	0	7,828
New experience actuarial loss/(gain)	(416,126)	(9,294,728)
<u>New asset loss/(gain)</u>	<u>(3,907,136)</u>	<u>4,550,152</u>
End of Year	(\$3,342,149)	(\$8,078,897)
Unrecognized Prior Service Cost/(Credit)		
Beginning of year	\$417,068	\$329,449
Amortization	(87,619)	(87,619)
<u>New prior service cost/(credit)</u>	<u>0</u>	<u>0</u>
End of Year	\$329,449	\$241,830
Unrecognized Transition Obligation		
Beginning of year	\$13,261,467	\$12,481,381
Amortization	(780,086)	(780,086)
<u>New transition obligation</u>	<u>0</u>	<u>0</u>
End of Year	\$12,481,381	\$11,701,295
Prepaid/(Accrued) Expense		
Beginning of year	(\$1,728,058)	(\$1,978,340)
NPPBC	(3,238,176)	(2,911,705)
Employer trust contributions	2,640,000	2,640,000
<u>Benefit payments outside of trust</u>	<u>347,894</u>	<u>370,133</u>
End of Year	(\$1,978,340)	(\$1,879,912)

D. RECONCILIATION OF OPEB ASSETS

The following details a reconciliation of trust assets related to the OPEB for the fiscal years ending June 30, 2021 and June 30, 2022.

Reconciliation of Assets	FY ending June 30, 2021	FY ending June 30, 2022
Trust Assets		
Beginning of year	\$13,940,211	\$21,250,357
Employer contributions	2,640,000	2,640,000
Employee contributions	0	0
Benefit payments	0	0
<u>Actual Return on assets</u>	<u>4,670,146</u>	<u>(3,430,917)</u>
End of year	\$21,250,357	\$20,459,440

FASB ASC 715 ACTUARIAL VALUATION**E. SUPPLEMENTAL INFORMATION**

A 1% change in the assumed healthcare trend rates would have the following effects on the disclosures for the current year.

Fiscal Year ending June 30, 2022	1% increase	1% decrease
APBO	\$6,062,252	(\$4,453,043)
Service Cost plus Interest Cost	\$756,009	(\$536,745)

The following table summarizes the current and noncurrent liability for the fiscal years ending June 30, 2021 and June 30, 2022.

	FY ending June 30, 2021	FY ending June 30, 2022
Current Liability	\$371,324	\$432,783
Noncurrent Liability	\$32,326,114	\$25,770,857

The following benefit payments are expected over the next ten fiscal periods.

Fiscal Year ending	Expected Payments
June 30, 2023	\$432,783
June 30, 2024	448,381
June 30, 2025	459,876
June 30, 2026	505,043
June 30, 2027	515,701
June 30, 2028 – June 30, 2032	\$2,814,406

The Charter is expected to contribute \$2,640,000 to the trust for the fiscal year ending June 30, 2023.

The following table summarizes amounts expected to be amortized out of AOCI through the Net Periodic Post-Employment Benefit Cost during fiscal year 2023.

AOCI	Amortization Amount
Unrecognized Actuarial Loss/(Gain)	(\$633,241)
Unrecognized Prior Service Cost/(Credit)	\$87,619
Unrecognized Transition Obligation/(Credit)	\$780,086

FASB ASC 715 ACTUARIAL VALUATION

CENSUS INFORMATION

The following table summarizes active and retiree demographic information:

	Participants
Actives	
Fully Eligible to Receive Plan Benefits	16
<u>Not Fully Eligible</u>	<u>221</u>
<i>Total</i>	<i>237</i>
Retirees	
Under Age 65	11
<u>Age 65 or over</u>	<u>16</u>
<i>Total Receiving Plan Benefits</i>	<i>27</i>
Total	264

	Actives	Retirees	Total
Average Age	46.64	66.96	48.72
Average Service	9.20	N/A	N/A

FASB ASC 715 ACTUARIAL VALUATION

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS**Actuarial Cost Method**

This valuation was prepared using the projected unit credit actuarial cost method. Under this method, the actuarial accrued liability is equal to the present value of all benefits expected to be paid from the plan multiplied by a fraction, the numerator of which is the number of years of service worked and the denominator of which is the total number of years of service that will be worked when the employee reaches full benefit eligibility age. The service cost is equal to the present value of all benefits expected to be paid divided by the total number of years of service that will be worked when the employee reaches full benefit eligibility age. The actuarial accrued liability is called the Accumulated Post-Employment Benefit Obligation (“APBO”) and the present value of all benefits actually expected to be paid is called the Expected Post-Employment Benefit Obligation (“EPBO”).

Amortization Method

- Items subject to deferred recognition are amortized on a straight-line basis. Actuarial gains and losses use the average remaining service period of active employees expected to receive benefits from the plan. Cumulative gains and losses are accumulated and reflected (or amortized) in the Net Periodic Post-Employment Benefit Cost only when the cumulative gain or loss becomes significant. Under ASC 715, the threshold for recognizing gains and losses is the greater of 10% of the APBO, or 10% of the market related value of assets.
- The transition obligation results from adoption of the ASC 715 accounting standard and is amortized over a 20-year period.
- The prior service cost reflects the cost of benefits granted through an amendment to the plan and is amortized over the average remaining service period to full eligibility of the active participants.

Economic Assumptions**A. DISCOUNT RATE**

The rate used to discount liabilities is 4.45%, which was determined by a cash flow matching analysis using plan specific expected benefit payments and spot rates from the FTSE Pension Discount Curve as of June 30, 2022.

B. EXPECTED-LONG TERM RATE OF RETURN

The rate used for the expected return on assets component of the Net Periodic Post-Employment Benefit Cost is 5.00%. The rate is developed based on long-term capital market assumptions in published papers from industry experts.

C. MORBIDITY

Pre-age 65 expected medical claims are assumed to increase based on the 2019 PEMHCA risk scores developed by CalPERS to be used for participants of the CalPERS Health Benefits Program. Post-age 65 morbidity rates are not applicable because it is assumed that all retirees will elect a community rated Medicare Advantage plan.

D. MARRIAGE

Spouses were assumed where current benefit elections indicated spousal coverage. If spouse date of birth was not provided, the spouse is assumed to be the same age as the participant.

E. SALARY SCALE

There are no liabilities dependent on salary, therefore no salary increase rate is assumed.

F. NEW RETIREE ELECTIONS

It is assumed that new retirees select coverage consistent with their active election and participate in Medicare.

FASB ASC 715 ACTUARIAL VALUATION

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS (CONTINUED)

G. TREND RATE

The healthcare trend assumption reflects healthcare cost inflation expected to impact the plan based on forecast information in published papers from industry experts (actuaries, health economists, etc.). Actual premium rates are used for the 2021-2022 and 2022-2023 fiscal years. Going forward, research suggests the following medical, dental, and vision costs increases.

- Medical costs are assumed to increase 5.20% in the 2023-2024 fiscal year, trending down to an ultimate 4.00% increase in the 2073-2074 fiscal year and beyond.
- Dental and vision costs are assumed to increase 5.00% in the 2023-2024 fiscal year, trending down to an ultimate 4.00% increase in the 2073-2074 fiscal year and beyond.

Fiscal Year	Medical Trend	Dental and Vision Trend
2023-2024	5.20%	5.00%
2024-2025	5.20%	5.00%
-	-	-
-	-	-
-	-	-
2050-2051	4.90%	4.90%
2051-2052	4.90%	4.90%
2052-2053	4.80%	4.80%
-	-	-
-	-	-
-	-	-
2071-2072	4.10%	4.10%
2072-2073	4.10%	4.10%
2073 and beyond	4.00%	4.00%

FASB ASC 715 ACTUARIAL VALUATION

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS (CONTINUED)

H. MORTALITY RATES¹

Select mortality rates are listed below:

Age	CalSTRS*				CalPERS**			
	Male		Female		Male		Female	
	Active	Retired	Active	Retired	Active	Retired	Active	Retired
25	0.00012	0.00000	0.00007	0.00000	0.00033	0.00000	0.00013	0.00000
30	0.00017	0.00000	0.00011	0.00000	0.00044	0.00000	0.00019	0.00000
35	0.00023	0.00000	0.00015	0.00000	0.00058	0.00000	0.00029	0.00000
40	0.00032	0.00000	0.00024	0.00000	0.00075	0.00000	0.00039	0.00000
45	0.00052	0.00000	0.00037	0.00000	0.00093	0.00000	0.00054	0.00000
50	0.00085	0.00235	0.00056	0.00131	0.00134	0.00266	0.00081	0.00199
55	0.00132	0.00346	0.00082	0.00206	0.00198	0.00390	0.00123	0.00325
60	0.00203	0.00464	0.00124	0.00274	0.00287	0.00578	0.00179	0.00455
65	0.00335	0.00659	0.00208	0.00413	0.00403	0.00857	0.00250	0.00612
70	0.00000	0.01056	0.01099	0.00681	0.00594	0.01333	0.00404	0.00996
75	0.00000	0.01894	0.00000	0.01252	0.00933	0.02391	0.00688	0.01783
80	0.00000	0.03475	0.00000	0.02401	0.01515	0.04371	0.01149	0.03403
85	0.00000	0.06682	0.00000	0.04788	0.00000	0.08274	0.00000	0.06166
90	0.00000	0.12893	0.00000	0.09746	0.00000	0.14539	0.00000	0.11086
95	0.00000	0.22038	0.00000	0.18269	0.00000	0.24664	0.00000	0.20364
100	0.00000	1.00000	0.00000	1.00000	0.00000	0.36198	0.00000	0.31582
105	0.00000	1.00000	0.00000	1.00000	0.00000	0.52229	0.00000	0.44679
>=110	0.00000	1.00000	0.00000	1.00000	0.00000	1.00000	0.00000	1.00000

* Mortality improvement is based on 110% of the MP-2019 Ultimate Projection Scale.

** Mortality improvement is based on 80% of the MP-2020 table.

¹ Per recent experience studies performed for CalSTRS and CalPERS.

FASB ASC 715 ACTUARIAL VALUATION

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS (CONTINUED)

I. RETIREMENT RATES²

Select retirements per 100 employees are listed below:

CalSTRS DB Program – 2% at 60 – Males								
Years of Service								
Age	5-9	10-14	15-19	20-24	25	26-29	30	31+
50	0.0	0.0	0.0	0.0	0.0	0.0	6.0	4.5
55	2.0	2.5	3.0	4.0	6.0	5.0	7.5	5.5
60	4.0	5.0	6.5	8.0	11.5	9.5	28.0	20.5
65	11.0	13.0	17.0	21.0	32.0	27.0	32.5	32.5
70	10.0	11.0	14.5	18.0	27.5	23.0	25.0	25.0
75+	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

CalSTRS DB Program – 2% at 60 – Females								
Years of Service								
Age	5-9	10-14	15-19	20-24	25	26-29	30	31+
50	0.0	0.0	0.0	0.0	0.0	0.0	6.0	4.5
55	2.0	3.0	3.5	4.5	6.0	5.0	8.5	6.5
60	4.0	5.5	7.5	9.5	15.5	12.5	30.5	23.0
65	10.0	14.5	19.0	24.5	39.0	31.0	38.0	38.0
70	9.0	13.0	17.0	21.5	36.0	28.5	30.0	30.0
75+	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

CalSTRS DB Program – 2% at 62 – Males						
Years of Service						
Age	5-9	10-14	15-19	20-24	25-29	30+
50	0.0	0.0	0.0	0.0	0.0	0.0
55	1.5	2.5	2.5	3.0	4.0	5.0
60	3.0	4.0	5.0	6.0	7.5	9.0
65	11.0	13.0	17.0	21.0	28.0	28.0
70	10.0	11.0	14.5	18.0	24.0	24.0
75+	100.0	100.0	100.0	100.0	100.0	100.0

CalSTRS DB Program – 2% at 62 – Females						
Years of Service						
Age	5-9	10-14	15-19	20-24	25-29	30+
50	0.0	0.0	0.0	0.0	0.0	0.0
55	1.5	2.5	2.5	3.5	4.0	5.0
60	3.0	4.0	5.5	7.0	10.0	12.0
65	10.0	14.5	19.0	24.5	32.5	32.5
70	9.0	13.0	17.0	21.5	30.0	30.0
75+	100.0	100.0	100.0	100.0	100.0	100.0

² Per recent experience studies performed for CalSTRS.

FASB ASC 715 ACTUARIAL VALUATION

SUMMARY OF ACTUARIAL METHODS AND ASSUMPTIONS (CONTINUED)

I. RETIREMENT RATES³ (CONTINUED)

Select retirements per 100 employees are listed below:

CalPERS DB Program – 2% at 55 – Classic						
Years of Service						
Age	5	10	15	20	25	30
50	0.3	0.4	0.6	0.7	1.0	1.0
55	1.1	2.3	3.4	5.7	7.0	9.0
60	2.2	4.3	6.2	9.5	11.3	14.1
65	16.3	16.4	19.7	23.2	25.0	27.1
70	19.1	19.0	23.7	25.0	24.6	25.4
75+	100.0	100.0	100.0	100.0	100.0	100.0

CalPERS DB Program – 2% at 62						
Years of Service						
Age	5	10	15	20	25	30
50	0.0	0.0	0.0	0.0	0.0	0.0
55	1.4	2.7	3.8	4.5	5.0	5.6
60	2.6	5.3	7.4	8.7	9.7	10.8
65	7.2	14.2	19.9	23.5	26.2	29.3
70	7.1	14.0	19.6	23.1	25.8	28.9
75+	6.7	13.2	18.4	21.8	24.3	27.2

J. TERMINATION RATES⁴

Select terminations per 100 employees are listed below:

CalSTRS		
Years of Service	Male	Female
0	12.25	11.25
1	8.50	7.00
2	6.75	5.50
3	5.40	4.25
4	3.75	3.25
5	3.10	2.70
10	1.65	1.50
15	1.05	1.05
20	0.75	0.75
25	0.50	0.50
30	0.45	0.40

³ Per recent experience studies performed for CalPERS.

⁴ Per recent experience studies performed for CalSTRS.

FASB ASC 715 ACTUARIAL VALUATION

ASSUMPTIONS & ACTUARIAL METHODS (CONTINUED)**J. TERMINATION RATES⁵** (CONTINUED)

Select terminations per 100 employees are listed below:

CalPERS – Male			
Years of Service	Entry Ages		
	20	30	40
5	8.2	5.9	3.8
10	2.2	1.6	0.9
15	1.1	0.8	0.4
20	0.6	0.4	0.1
25	0.3	0.2	0.1
30	0.1	0.1	0.1

CalPERS – Female			
Years of Service	Entry Ages		
	20	30	40
5	9.9	7.1	4.8
10	2.2	1.7	1.0
15	1.3	0.8	0.4
20	0.6	0.4	0.1
25	0.3	0.2	0.1
30	0.1	0.1	0.0

⁵ Per recent experience studies performed for CalPERS.

FASB ASC 715 ACTUARIAL VALUATION

SUMMARY OF PLAN PROVISIONS

The following summary of plan provisions represents our understanding of the El Camino Real Charter High School (*Charter or School*) substantive plan.

Employees who retire from the School may be eligible for post-employment medical, dental, and vision benefits pursuant to the provisions below.

ELIGIBILITY

Pre-Charter Employees (Certificated & Classified)

- Hired prior to April 1, 2009
 - Rule of 80: Sum of age plus service equal to or greater than 80, with a minimum of 15 years of service
- Hired after April 1, 2009
 - Rule of 85: Sum of age plus service equal to or greater than 85, with a minimum of 25 years of service
- Exception for those not retiring under CalSTRS/CalPERS
 - Age 63
 - Minimum of 10 consecutive years with the School

Post-Charter Employees (Certificated & Classified)

- Hired after July 1, 2011 (effective date of Charter), but prior to July 1, 2018
 - Rule of 85: Sum of age plus service equal to or greater than 85, with a minimum of 25 years of service
 - Exception for those not retiring under CalSTRS/CalPERS
 - Age 63
 - Minimum of 10 consecutive years of service if hired before July 1, 2016, and 15 consecutive years otherwise
- Hired on or after July 1, 2018
 - Age 62
 - 25 years of service

SPOUSE ELIGIBILITY

Yes

OTHER DEPENDENTS

Access only

SURVIVOR ELIGIBILITY

No

BENEFITS

- Eligible employees are offered lifetime medical, dental, and vision benefits for themselves and their covered spouses under select plans made available by the School.
- Eligible plans consist of the following:
 - Pre-65 Medical: Blue Cross Select HMO, Kaiser-High, Blue Cross PPO Low
 - Post-65 Medical: Medicare Advantage Plan
 - Dental: Deltacare HMO
 - Vision: VSP Vision
- If the retiree elects a more expensive plan than those listed above, the difference is the responsibility of the retiree.



Coversheet

Review and Vote on June 2022 Check Registers

Section: V. Finance
Item: A. Review and Vote on June 2022 Check Registers
Purpose: Vote
Submitted by:
Related Material: June 2022 Check Register-Checking Acct.pdf
June 2022 YTD Vendors-Checking Acct.pdf
June 2022 Check Register-General Acct.pdf
June 2022 Check Register-ASB Acct.pdf

Check Register

Account: 1796 AP

El Camino Real HS

June 2022

\$	1,105,758.36	Grand Total:
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Name	Check Number	VOID	Date	Memo	Amount	Period
Verizon Wireless	16614		6/1/2022	INV#9903617676 Communication Services 03/08 - 04/07	\$ 468.75	Jun 2022
John Minor	16615		6/1/2022	Refund for laptop fee paid/found	\$ 149.00	Jun 2022
Chartwells Division Services	16616		6/1/2022	K40349062 03/22 Cafeteria Services	\$ 156,315.10	Jun 2022
Chartwells Division Services	16617		6/1/2022	K40349063 04/22 Cafeteria Services	\$ 87,393.79	Jun 2022
Paez, Guadalupe	16618		6/1/2022	5/31/2022 End of Year PD-PICK UP	\$ 107.96	Jun 2022
Corbett, Beth	16619		6/1/2022	Cheer Supplies	\$ 127.98	Jun 2022
HARRIS, MANUELA	16620		6/1/2022	CUE conference 2022	\$ 98.33	Jun 2022
Friedberg, Jacob	16621		6/1/2022	Table Saw Parts	\$ 169.32	Jun 2022
LA Party Rents, Inc.	16622		6/2/2022	INV 0000112954 This order is for Senior Cabinet - for graduation 2022	\$ 952.40	Jun 2022
Fence Factory Rentals	16623		6/2/2022	INV 695064 Handicapped toilets for graduation 2022	\$ 990.00	Jun 2022
Fence Factory Rentals	16624		6/2/2022	INV 695061 White vinyl fencing for graduation	\$ 1,260.00	Jun 2022
The Home Depot Commercial Account	16625		6/3/2022	Acct 9670 Graduation signs supplies 2022	\$ 470.99	Jun 2022
Guinto, Ryan	16626		6/3/2022	Payroll Reissue 5-13-22	\$ 1,714.21	Jun 2022
Pacific Appliance Repair Services Inc.	16627		6/7/2022	INV 1227 Walk-in refrigerator repair	\$ 1,763.00	Jun 2022
Los Angeles County Metropolitan Transportation Authority	16628		6/7/2022	800086494 student metro passes FY 22-23	\$ 10,860.00	Jun 2022
Guinto, Ryan	16629		6/8/2022	5/31/22 Payroll Direct Deposit Return- Reissue	\$ 2,950.00	Jun 2022
College Board	16630		6/9/2022	INV EP00136416 AP Exam fees payment	\$ 131,512.00	Jun 2022
WGY Solutions LLC	16631		6/10/2022	INV ECR-2022-05 Network Consulting Services	\$ 2,400.00	Jun 2022
TNG, LLC	16632		6/10/2022	INV 21649 Legal Services 05/10/2022	\$ 13,643.22	Jun 2022
Cory Wiener	16633		6/14/2022	graduation supervision 6/3/22	\$ 75.00	Jun 2022
VOID	16634	VOID	6/16/2022	VOID	\$ -	Jun 2022
Kiamanesh, Holly	16635		6/16/2022	Classroom Supplies	\$ 22.96	Jun 2022
Samantha Villapando	16636		6/16/2022	referee for JV boys volleyball tournament 4-23-22	\$ 332.00	Jun 2022
SoCal Yearbooks Workshop	16637		6/17/2022	1173 yearbook advisor camp-Audra Herrera	\$ 420.00	Jun 2022
Law Offices of Young, Minney & Corr, LLP	16638		6/21/2022	INV 77092 Legal Services through 5/22	\$ 15,732.93	Jun 2022
Loera, Enriqueta	16639		6/27/2022	Books - Padres Latinos Lectures	\$ 406.60	Jun 2022
Schuster, Suzanne Lee	16640		6/27/2022	Math department retreat	\$ 92.89	Jun 2022
Sabbah, Julie	16641		6/27/2022	Math Department Materials (2022-2023)	\$ 210.00	Jun 2022
Rayzor, Megan	16642		6/29/2022	History Day State Tournament/ cue conference	\$ 375.08	Jun 2022
Consoletti, Michael	16643		6/30/2022	NJROTC Supplies	\$ 419.61	Jun 2022
MBX Foundation	16644		6/30/2022	12/6/21-12/11/21 Mira Costa Tournament - Reissue CK#15927	\$ 450.00	Jun 2022
Telemedia Trainco Holdings LLC (eFoodHandlers)	16645		6/30/2022	INV T-20732 Food handlers cards	\$ 2,720.00	Jun 2022
VOID	16646	VOID	6/30/2022	VOID	\$ -	Jun 2022
Chino Hills High School	16647		6/30/2022	12/17-12/18/21 Girls Water Polo Tournament Fee	\$ 450.00	Jun 2022
Smart Choice Investments (Teodora Healthcare)	16648		6/30/2022	INV 5659 Nursing Services 12/21 - Reissue CK#32576	\$ 200.00	Jun 2022
Clayton, Mark	16649		6/30/2022	C.M 1/21/22 Boys Basketball Officials	\$ 84.00	Jun 2022
Battery Power Inc	16650		6/30/2022	INV QT44872 Security Batteries	\$ 350.39	Jun 2022
Dale R Schleich	16651		6/30/2022	03/04/22 Boys Lacrosse Officials	\$ 153.00	Jun 2022
Marshall High School	16652		6/30/2022	INV 2020-21_102 Competitive Cheer Competition Fee	\$ 81.03	Jun 2022

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\$	1,105,758.36
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Grand Total:

Name	Check Number	VOID	Date	Memo	Amount	Period
Yi, Richard	16653		6/30/2022	Tennis Balls - ER1230 Reissue of CK#16423	\$ 195.36	Jun 2022
U.S. Bank National Association	16654		6/30/2022	22-JUNE 6539 Credit Card Charges	\$ 21,123.82	Jun 2022
FedEx	32961		6/2/2022	3/23/22 FedEx Express Services	\$ 41.74	Jun 2022
Ewing Irrigation Products, Inc.	32962		6/2/2022	INV 16569904 Baseball Field Maintenance	\$ 984.46	Jun 2022
FedEx	32963		6/2/2022	4/4/22 FedEx Express Services	\$ 127.40	Jun 2022
Herff Jones LLC	32964		6/2/2022	INV 1121676 Diploma & Diploma Covers	\$ 5,198.18	Jun 2022
FedEx	32965		6/2/2022	12/31/21 inv 9-619-10584 FedEx Express Services Late Fee	\$ 3.75	Jun 2022
Brooks Transportation Inc.	32966		6/2/2022	INV 17203 Choir festival at Jordan HS on 5-14-22	\$ 950.00	Jun 2022
FedEx	32967		6/2/2022	4/4/22 FedEx Express Services	\$ 83.47	Jun 2022
ICON School Management	32968		6/2/2022	5/22 INV#1007 Charter School Consulting	\$ 8,000.00	Jun 2022
AT&T 9132	32969		6/2/2022	05/22 Inv# 9136199604 Acct# 831-000-9132 154 5G Line	\$ 3,586.16	Jun 2022
SJM Industrial Radio	32970		6/2/2022	Repair radios INV 257178	\$ 232.60	Jun 2022
MRC Smart Technology Solutions(SoCal Office)	32971		6/2/2022	05/22 Copies for Print Service (Contract CN22642-01)	\$ 376.13	Jun 2022
FedEx	32972		6/2/2022	2/25/22 inv 7-688-51519 FedEx Express Services	\$ 15.06	Jun 2022
FedEx	32973		6/2/2022	4/8/22 FedEx Express late fee	\$ 7.64	Jun 2022
BSN Sports LLC	32974		6/2/2022	INV 916400915 Girls Lacrosse	\$ 1,357.79	Jun 2022
Henry Schein	32975		6/2/2022	INV 20253764 Athletics Trainers Supply	\$ 1,039.99	Jun 2022
BSN Sports LLC	32976		6/2/2022	INV 915702268 Girls Lacrosse	\$ 1,700.20	Jun 2022
Verizon Wireless	32977		6/2/2022	INV#9905952426 Communication Services 04/08 - 05/07	\$ 468.75	Jun 2022
FedEx	32978		6/2/2022	4/1/22 FedEx Express late fee	\$ 2.50	Jun 2022
Real Volleyball	32979		6/3/2022	Girls/Boys Volleyball Equipment	\$ 1,592.31	Jun 2022
Wespac Plan Services, LLC	32980		6/3/2022	04/22 Quarterly Recordkeeping Fees-457(B) Plan INV 7978	\$ 250.00	Jun 2022
The Cruz Center	32981		6/3/2022	04/22 Special Ed Services INV 3017	\$ 250.00	Jun 2022
PS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-44:	32982		6/3/2022	04/15/22403(B) Plan 2563-4428 Charles Schwab	\$ 150.00	Jun 2022
Child and Family Guidance Center	32983		6/3/2022	04/22 Special Ed Services Northpoint	\$ 4,779.45	Jun 2022
Herff Jones Company	32984		6/4/2022	INV 1114343 Diploma & Diploma Covers	\$ 0.85	Jun 2022
Mutual of Omaha	32985		6/4/2022	INV 001363949010 Voluntary Disability Insurance 05/22	\$ 1,363.39	Jun 2022
ULINE, INC.	32986		6/7/2022	INV 145541207 for Copy Media Center Deliveries	\$ 616.51	Jun 2022
The Shredders	32987		6/8/2022	CINV-019175 Shredding 04/22	\$ 396.00	Jun 2022
ULINE, INC.	32988		6/8/2022	147457722 Order for Ms. Clark for Testing	\$ 884.86	Jun 2022
AP fbo EdLogical Group Corp	32989		6/10/2022	04/22 INV 91360964 Non-Special Edlogical Services	\$ 12,387.44	Jun 2022
WM Corporate services, INC	32990		6/10/2022	INV 0475357-4801-7 Waste Management Services on Shoup	\$ 492.18	Jun 2022
AT&T (CALNET)	32991		6/10/2022	05/22 INV# 000018231315 BAN#9391080076 Phone Line	\$ 25.04	Jun 2022
WM Corporate services, INC	32992		6/10/2022	INV 0473561-4801-6 Waste Management Services on Shoup	\$ 405.78	Jun 2022
Jessica Campbell	32993		6/10/2022	INV 8 Weekly Yoga Class 2021-2022	\$ 500.00	Jun 2022
City-Wide Fire Protection, Inc	32994		6/10/2022	INV 101780 Equipment Services	\$ 165.00	Jun 2022
AP fbo EdLogical Group Corp	32995		6/10/2022	04/22 INV 91360965 Special Ed Services	\$ 8,569.25	Jun 2022
ICON School Management	32996		6/10/2022	6/22 INV#1032 Charter School Consulting	\$ 8,000.00	Jun 2022
Brooks Transportation Inc.	32997		6/15/2022	INV 17579 Trip to LA Zoo 5-19-22	\$ 485.00	Jun 2022

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Name	Check Number	VOID	Date	Memo	Amount	Period
Coutin School LLC	32998		6/15/2022	03/22 Special Ed Services Coutin	\$ 3,693.89	Jun 2022
FedEx	32999		6/15/2022	5/19/22 FedEx Express Services	\$ 48.53	Jun 2022
LADWP	33000		6/15/2022	05/22 6968788886 Shoup Utilities	\$ 3,984.72	Jun 2022
Abdon Rosales	33001		6/16/2022	Gardening Service for Shoup 05-22	\$ 1,100.00	Jun 2022
Brooks Transportation Inc.	33002		6/21/2022	INV 17592 Mentor program trip to Dodger Stadium 5/15/22	\$ 550.00	Jun 2022
Brooks Transportation Inc.	33003		6/21/2022	athletic buses for the week of 5/2/22	\$ 3,775.00	Jun 2022
The Print Spot	33004		6/21/2022	inv 5121 Business Cards for the Shoup Property Staff	\$ 601.88	Jun 2022
Brooks Transportation Inc.	33005		6/21/2022	INV 17603 Athletic buses for the week of 5/9/22	\$ 625.00	Jun 2022
AT&T (CALNET)	33006		6/21/2022	05/22 INV#000018231311 BAN#9391080024 Phone Line	\$ 25.04	Jun 2022
AT&T (CALNET)	33007		6/21/2022	05/22 INV#000018231312 BAN#9391080026 Phone Line	\$ 28.22	Jun 2022
Clark Pest Control	33008		6/21/2022	5/10/22 INV 30590916 Pest Control Shoup	\$ 77.00	Jun 2022
Phase II Systems (Public Agency Retirement Services - PARS)	33009		6/22/2022	INV 50556 PARS ARS Fees Plan A5 - ARS11A 3/22	\$ 350.54	Jun 2022
Tennant Sales and Service Company	33010		6/22/2022	INV 918732169 Propane tanks for sweeper	\$ 3,376.98	Jun 2022
Administrative Services CO-OP Db a Yellow Cab	33011		6/22/2022	INV 13874 04/22	\$ 2,646.00	Jun 2022
West Hills Communication Corp	33012		6/22/2022	INV 154188 Troubleshoot staff parking lot camera and configure	\$ 1,011.55	Jun 2022
Home Depot U.S.A., Inc. (The Home Depot Pro)	33013		6/24/2022	inv 681568788 Cooking classrooms	\$ 5,976.24	Jun 2022
California Language Teachers Associations (CLTA)	33014		6/24/2022	inv SS22-002 Lupe Miller CLTA World Language Summer Seminar	\$ 1,400.00	Jun 2022
Brooks Transportation Inc.	33015		6/24/2022	ROTC field trip to magic mountain on 5-23-22	\$ 700.00	Jun 2022
JW Pepper & Son, Inc	33016		6/24/2022	inv 364314054 Accompaniment MP3	\$ 24.99	Jun 2022
Sharon Markenson	33017		6/24/2022	01/22-05/22 inv 155 Academic Decathlon Consultant	\$ 3,000.00	Jun 2022
Brooks Transportation Inc.	33018		6/24/2022	INV 17222 CCR trip to JA Finance Park on 5/5/22 and 5/10/22	\$ 950.00	Jun 2022
Administrative Services CO-OP Db a Yellow Cab	33019		6/25/2022	INV 14073 05/22	\$ 3,704.40	Jun 2022
VOID	33020	VOID	6/30/2022	VOID	\$ -	Jun 2022
SoCalGas	33021		6/30/2022	05/22 Gas Charges for Shoup Acct 163 513 3769 2	\$ 23.49	Jun 2022
Brooks Transportation Inc.	33022		6/30/2022	INV 17626 Jazz festival at West Ranch HS on 5/21/22	\$ 700.00	Jun 2022
Law Offices of Young, Minney & Corr, LLP	33023		6/30/2022	INV 76053 Legal Services 04/22	\$ 22.50	Jun 2022
Spectrum Enterprise 7801	33024		6/30/2022	05/01 - 05/31 Inv#128697801050122 Acct#128697801 Enterprise Fiber line	\$ 1,185.00	Jun 2022
MRC Smart Technology Solutions(SoCal Office)	33025		6/30/2022	Inv# IN2704121 Ink	\$ 72.80	Jun 2022
Brooks Transportation Inc.	33026		6/30/2022	INV 17530 Transportation for jazz festival at Westlake HS on 5/7/22	\$ 700.00	Jun 2022
AT&T 9221	33027		6/30/2022	22-June 818 887-9221 130	\$ 436.18	Jun 2022
PS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-447	33028		6/30/2022	05/22 403(B) Plan 2563-4428 Charles Schwab	\$ 7,375.00	Jun 2022
David Honda	33029		6/30/2022	INV 036 Snake out sewer line on 3/25 and 5/5	\$ 500.00	Jun 2022
PS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-447	33030		6/30/2022	6/15/22 403(B) Plan 2563-4428 Charles Schwab	\$ 150.00	Jun 2022
Pacific Appliance Repair Services Inc.	33031		6/30/2022	INV 1015 2 Warmer cabinet repair	\$ 1,036.30	Jun 2022
Birmingham Community Charter High School	33032		6/30/2022	5-Way Split Share Swim Medals	\$ 192.17	Jun 2022
AT&T 3635	33033		6/30/2022	22-June 818 347-3635 849	\$ 219.05	Jun 2022
Judy McLean	33034		6/30/2022	Payroll Services	\$ 3,450.00	Jun 2022
Brooks Transportation Inc.	33035		6/30/2022	INV 17301 Alt Ed trip to Magic Mountain	\$ 650.00	Jun 2022
California Charter Schools Association	33036		6/30/2022	INV 785081 Conference Fees	\$ 3,295.00	Jun 2022

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El Camino Real HS

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\$	1,105,758.36
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Grand Total:

Name	Check Number	VOID	Date	Memo	Amount	Period
The Print Spot	33037		6/30/2022	INV 5347 Senior awards program, booklet & certificate	\$ 1,893.75	Jun 2022
AT&T 4152	33038		6/30/2022	22-June 818 348-4152 036	\$ 219.05	Jun 2022
U.S Bank PARS Account #6746022400	33039		6/30/2022	05/22 #6746022400 PARS Contributions	\$ 918.70	Jun 2022
AFSCME District Council 36	33040		6/30/2022	05/22 Union Dues	\$ 2,412.27	Jun 2022
Brooks Transportation Inc.	33041		6/30/2022	INV 17536 drama trip to Will Geer Theater 5/10/22	\$ 475.00	Jun 2022
Department of Justice (State of CA)	33042		6/30/2022	05/22 Fingerprint Apps	\$ 192.00	Jun 2022
Gardena Valley News	33043		6/30/2022	06/22 Kings Courier Journalism Supplies Replenishment	\$ 1,121.00	Jun 2022
Birmingham Community Charter High School	33044		6/30/2022	inv 5343 WV Swim League Championships Facility Shared Expense	\$ 415.00	Jun 2022
Allied Private Investigations & Security Services, LLC	SPACH767		6/2/2022	INV ELC 2033 Security Services 12/01-12/17/21	\$ 2,705.00	Jun 2022
Amazon	SPACH768		6/2/2022	inv 1M17-3TKV-3KYY Items needed for the ECR North Campus Classroom/Student	\$ 98.16	Jun 2022
Staples Business Advantage	SPACH769		6/2/2022	inv 3506320852 Office supplies	\$ 325.75	Jun 2022
Amazon Web Services	SPACH770		6/2/2022	INV 1020924753	\$ 2,326.96	Jun 2022
Staples Business Advantage	SPACH771		6/2/2022	3507272543 Office Supplies	\$ 336.60	Jun 2022
Jive Communications, Inc. (LogMeIn Communications)	SPACH772		6/2/2022	IN7101117447 Monthly recurring for Jive	\$ 2,681.89	Jun 2022
Allied Private Investigations & Security Services, LLC	SPACH773		6/3/2022	INV ELC 2042 Covid Security Services 04/04-04/29/22	\$ 5,773.60	Jun 2022
Kelly Services, Inc.	SPACH774		6/6/2022	585784 Substitutes for 3/07-3/11	\$ 9,957.67	Jun 2022
Franklin, Stephanie	SPACH775		6/6/2022	Aca Deca Supplies	\$ 87.93	Jun 2022
Piece of Mind Care Services	SPACH776		6/8/2022	INV 00000117 Continuation School Services 04/22	\$ 3,542.70	Jun 2022
Scout Education Inc	SPACH777		6/10/2022	14912 subs for 2/28-3/01	\$ 12,517.00	Jun 2022
Golden Star Technology, Inc	SPACH778		6/10/2022	INV73829 Teacher and Student laptop accessories to be sold at the student store	\$ 8,931.25	Jun 2022
Chartwells Division Services	SPACH779		6/14/2022	INV 4034900125 4/21/22 New Staff Meeting Meals	\$ 197.78	Jun 2022
Amazon	SPACH780		6/15/2022	inv 1J9C-VKH4-3VXY Office Supplies for the Business Office	\$ 248.80	Jun 2022
Allied Private Investigations & Security Services, LLC	SPACH781		6/15/2022	INV ELC 2044 Security Services 04/21/22	\$ 378.74	Jun 2022
Chartwells Division Services	SPACH782		6/15/2022	K40349064 05/22 Cafeteria Services	\$ 137,592.95	Jun 2022
ORACLE Enterprises	SPACH783		6/15/2022	1309785 Netsuite Services FY22: 1 month FY 23: 2 month	\$ 20,298.30	Jun 2022
Amazon	SPACH784		6/15/2022	inv 1TYL-NXR3-Y4JY safe winter reopening	\$ 1,596.83	Jun 2022
Amazon	SPACH785		6/15/2022	inv 1TXQ-4FFG-WVKH Batteries	\$ 46.16	Jun 2022
Allied Private Investigations & Security Services, LLC	SPACH786		6/15/2022	INV ELC 2045 Security Services 04/27/22	\$ 434.25	Jun 2022
Amazon	SPACH787		6/15/2022	inv 1HHW-X9PX-WMY7 Office Supplies	\$ 440.97	Jun 2022
Amazon	SPACH788		6/15/2022	inv 141K-K67R-1RN6 Replenishment of Office Supplies	\$ 296.06	Jun 2022
Allied Private Investigations & Security Services, LLC	SPACH789		6/15/2022	INV ELC 2043 Security Services 04/04-04/29/22	\$ 33,326.51	Jun 2022
Kelly Services, Inc.	SPACH790		6/16/2022	588921 Substitutes through 3/09-3/18	\$ 11,131.09	Jun 2022
Gamez, Nicole	SPACH791		6/16/2022	FCS Leadership and Management Conference	\$ 835.88	Jun 2022
Franklin, Stephanie	SPACH792		6/16/2022	ACADECA Banquet	\$ 427.97	Jun 2022
ChildCare Careers, LLC (The Education Team)	SPACH793		6/17/2022	523880 Subs for 4/18-4/22	\$ 4,522.99	Jun 2022
ChildCare Careers, LLC (The Education Team)	SPACH794		6/17/2022	520187 Subs for 4/4-4/8	\$ 1,578.55	Jun 2022
Amazon	SPACH795		6/21/2022	inv 1QVN-YPGV-36HQ Business Cart Printer Sheets, For Ms. Clark's Office	\$ 118.20	Jun 2022
Amazon	SPACH796		6/21/2022	inv 1G1Q-XFP6-373W Headphones for the classrooms - Order is for Ms. Clark	\$ 2,145.85	Jun 2022

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\$	1,105,758.36	Grand Total:
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Name	Check Number	VOID	Date	Memo	Amount	Period
Amazon	SPACH797		6/21/2022	inv 14XQ-4C74-LD31 Supplies for Physics	\$ 424.76	Jun 2022
ChildCare Careers, LLC (The Education Team)	SPACH798		6/21/2022	525621	\$ 3,664.43	Jun 2022
Amazon	SPACH799		6/21/2022	inv 1J9C-VKH4-3R6P ppe equipment	\$ 111.60	Jun 2022
ChildCare Careers, LLC (The Education Team)	SPACH800		6/21/2022	527001 Subs through 5/2-5/6	\$ 3,583.08	Jun 2022
Amazon	SPACH801		6/21/2022	inv 1KHX-XVFN-JF1J face masks and pencils	\$ 2,277.16	Jun 2022
Amazon	SPACH802		6/21/2022	inv 11CK-CD1T-HNKX Class Supplies	\$ 414.76	Jun 2022
Amazon	SPACH803		6/21/2022	inv 1CXK-6TGP-J6G6 ppe equipment	\$ 965.08	Jun 2022
ChildCare Careers, LLC (The Education Team)	SPACH804		6/21/2022	529269 Subs through 5/9-5/13	\$ 3,014.99	Jun 2022
Amazon	SPACH805		6/21/2022	inv 1JC9-DVFC-JYXR Business Prime Renewal for Procurement 21-22	\$ 382.16	Jun 2022
Kelly Services, Inc.	SPACH806		6/24/2022	592033 substitutes through 3/21-3/25/22	\$ 8,551.90	Jun 2022
Eric A Johnson-Greer	SPACH807		6/24/2022	00014 Tutorial Services 5/1-5/8	\$ 2,720.00	Jun 2022
Golden Star Technology, Inc	SPACH808		6/27/2022	Lenovo 300w Student Laptops for Incoming Freshmen 2022-2023	\$ 21,494.85	Jun 2022
Kelly Services, Inc.	SPACH809		6/27/2022	595201 substitutes though 3/25-3/31	\$ 9,959.89	Jun 2022
Inspire Communication, Inc	SPACH810		6/27/2022	INV EC2022531 Speech-Language Services 05/22	\$ 21,505.00	Jun 2022
Scout Education Inc	SPACH811		6/28/2022	INV 20102 Substitutes 5/31-6/03	\$ 10,323.00	Jun 2022
Scout Education Inc	SPACH812		6/28/2022	15739 Substitutes 3/14-3/18	\$ 11,188.00	Jun 2022
Scout Education Inc	SPACH813		6/28/2022	INV 19681 Substitutes 5/23-5/27	\$ 19,226.50	Jun 2022
Piece of Mind Care Services	SPACH814		6/28/2022	INV 00000118 Students Support Services 05/22	\$ 125,067.60	Jun 2022
Self Insured Schools of California	SPACH815		6/30/2022	06/15/22 SISC Flex FSA Fees	\$ 263.33	Jun 2022
Golden Star Technology, Inc	SPACH816		6/30/2022	INV 75338 One month firewall license extension	\$ 2,711.37	Jun 2022
Nettime Solutions LLC	SPACH817		6/30/2022	05/22 INV 126838 Stratustime Monthly Subscription	\$ 50.00	Jun 2022
Self Insured Schools of California	SPACH818		6/30/2022	05/22 CBR El Camino FSA	\$ 4,451.47	Jun 2022
The Home Depot	ACH220607-01		6/7/2022	4522646 & 8214334 Drama Supplies xx9670	\$ 46.91	Jun 2022
The Home Depot	ACH220607-02		6/7/2022	Acct 9670 Student Supplies 3/2/2022	\$ 230.43	Jun 2022
The Home Depot	ACH220607-03		6/7/2022	Acct 9670 3515293 Student Supplies 3/5/2022	\$ 97.66	Jun 2022
The Home Depot	ACH220607-04		6/7/2022	Acct 9670 8214335 Student Supplies 3/10/2022	\$ 7.23	Jun 2022
The Home Depot	ACH220607-05		6/7/2022	Acct 9670 Student Supplies Multiple Invoices Credit	\$ 88.97	Jun 2022

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AP VENDOR MONTH/ YTD

Vendor	AMOUNT	YTD Total
Abdon Rosales	\$ 1,100.00	\$ 14,850.00
Administrative Services CO-OP DbA Yellow Cab	\$ 6,350.40	\$ 25,165.20
AFSCME District Council 36	\$ 2,412.27	\$ 24,835.82
Allied Private Investigations & Security Services, LLC	\$ 42,618.10	\$ 461,245.25
Amazon	\$ 9,566.55	\$ 79,835.10
Amazon Web Services	\$ 2,326.96	\$ 28,294.88
AP fbo EdLogical Group Corp	\$ 20,956.69	\$ 214,808.98
AT&T (CALNET)	\$ 78.30	\$ 1,422.53
AT&T 3635	\$ 219.05	\$ 2,153.06
AT&T 4152	\$ 219.05	\$ 2,153.06
AT&T 9132	\$ 3,586.16	\$ 43,491.43
AT&T 9221	\$ 436.18	\$ 4,645.49
Battery Power Inc	\$ 350.39	\$ 700.78
Birmingham Community Charter High School	\$ 607.17	\$ 4,182.17
Brooks Transportation Inc.	\$ 10,560.00	\$ 150,201.05
BSN Sports LLC	\$ 3,057.99	\$ 58,602.86
California Charter Schools Association	\$ 3,295.00	\$ 3,295.00
California Language Teachers Associations (CLTA)	\$ 1,400.00	\$ 1,400.00
Chartwells Division Services	\$ 381,499.62	\$ 1,026,560.90
Child and Family Guidance Center	\$ 4,779.45	\$ 41,318.97
ChildCare Careers, LLC (The Education Team)	\$ 16,364.04	\$ 17,563.86
Chino Hills High School	\$ 450.00	\$ 900.00
City-Wide Fire Protection, Inc	\$ 165.00	\$ 2,521.90
Clark Pest Control	\$ 77.00	\$ 462.00
Clayton, Mark	\$ 84.00	\$ 167.00
College Board	\$ 131,512.00	\$ 421,630.94
Consoletti, Michael	\$ 419.61	\$ 3,926.44
Corbett, Beth	\$ 127.98	\$ 167.36
Cory Wiener	\$ 75.00	\$ 1,230.00
Coutin School LLC	\$ 3,693.89	\$ 67,155.07
Dale R Schleich	\$ 153.00	\$ 231.00
David Honda	\$ 500.00	\$ 500.00
Department of Justice (State of CA)	\$ 192.00	\$ 2,255.00
Eric A Johnson-Greer	\$ 2,720.00	\$ 5,960.00
Ewing Irrigation Products, Inc.	\$ 984.46	\$ 4,927.28
FedEx	\$ 330.09	\$ 962.39
Fence Factory Rentals	\$ 2,250.00	\$ 2,610.00
Franklin, Stephanie	\$ 515.90	\$ 15,857.26
Friedberg, Jacob	\$ 169.32	\$ 878.95
Gamez, Nicole	\$ 835.88	\$ 3,046.55
Gardena Valley News	\$ 1,121.00	\$ 5,291.48
Golden Star Technology, Inc	\$ 33,137.47	\$ 71,831.54
Guinto, Ryan	\$ 4,664.21	\$ 8,839.85
HARRIS, MANUELA	\$ 98.33	\$ 98.33
Henry Schein	\$ 1,039.99	\$ 5,043.67
Herff Jones Company	\$ 0.85	\$ 1,521.22
Herff Jones LLC	\$ 5,198.18	\$ 9,628.03
Home Depot U.S.A., Inc. (The Home Depot Pro)	\$ 5,976.24	\$ 11,981.62
ICON School Management	\$ 16,000.00	\$ 96,000.00

El Camino Real HS

AP VENDOR MONTH/ YTD

Vendor	AMOUNT	YTD Total
Inspire Communication, Inc	\$ 21,505.00	\$ 187,488.75
Jessica Campbell	\$ 500.00	\$ 3,400.00
Jive Communications, Inc. (LogMeln Communications)	\$ 2,681.89	\$ 29,176.74
John Minor	\$ 149.00	\$ 149.00
Judy McLean	\$ 3,450.00	\$ 32,675.00
JW Pepper & Son, Inc	\$ 24.99	\$ 24.99
Kelly Services, Inc.	\$ 39,600.55	\$ 444,695.62
Kiamanesh, Holly	\$ 22.96	\$ 570.45
LA Party Rents, Inc.	\$ 952.40	\$ 5,347.18
LADWP	\$ 3,984.72	\$ 57,655.23
Law Offices of Young, Minney & Corr, LLP	\$ 15,755.43	\$ 187,964.49
Loera, Enriqueta	\$ 406.60	\$ 406.60
Los Angeles County Metropolitan Transportation Authority	\$ 10,860.00	\$ 10,860.00
Marshall High School	\$ 81.03	\$ 81.03
MBX Foundation	\$ 450.00	\$ 450.00
MRC Smart Technology Solutions(SoCal Office)	\$ 448.93	\$ 21,626.59
Mutual of Omaha	\$ 1,363.39	\$ 17,818.84
Nettime Solutions LLC	\$ 50.00	\$ 700.00
ORACLE Enterprises	\$ 20,298.30	\$ 79,190.00
Pacific Appliance Repair Services Inc.	\$ 2,799.30	\$ 2,799.30
Paez, Guadalupe	\$ 107.96	\$ 107.96
Phase II Systems (Public Agency Retirement Services - PARS)	\$ 350.54	\$ 3,881.30
Piece of Mind Care Services	\$ 128,610.30	\$ 1,148,066.59
Rayzor, Megan	\$ 375.08	\$ 541.27
Real Volleyball	\$ 1,592.31	\$ 4,018.38
RPS El Camino Real Charter HS Charles Schwab & Co, Inc. 2563-4428	\$ 7,675.00	\$ 72,815.90
Sabbah, Julie	\$ 210.00	\$ 410.00
Samantha Villapando	\$ 332.00	\$ 461.00
Schuster, Suzanne Lee	\$ 92.89	\$ 888.32
Scout Education Inc	\$ 53,254.50	\$ 185,649.50
Self Insured Schools of California	\$ 4,714.80	\$ 54,671.63
Sharon Markenson	\$ 3,000.00	\$ 3,000.00
SJM Industrial Radio	\$ 232.60	\$ 8,618.44
Smart Choice Investments (Teodora Healthcare)	\$ 200.00	\$ 30,522.50
SoCal Yearbooks Workshop	\$ 420.00	\$ 420.00
SoCalGas	\$ 23.49	\$ 264.22
Spectrum Enterprise 7801	\$ 1,185.00	\$ 1,185.00
Staples Business Advantage	\$ 662.35	\$ 15,306.72
Telemedia Trainco Holdings LLC (eFoodHandlers)	\$ 2,720.00	\$ 2,720.00
Tennant Sales and Service Company	\$ 3,376.98	\$ 3,376.98
The Cruz Center	\$ 250.00	\$ 3,875.00
The Home Depot	\$ 471.20	\$ 4,565.06
The Home Depot Commercial Account	\$ 470.99	\$ 470.99
The Print Spot	\$ 2,495.63	\$ 27,160.14
The Shredders	\$ 396.00	\$ 1,464.00
TNG, LLC	\$ 13,643.22	\$ 23,335.61

El Camino Real HS

AP VENDOR MONTH/ YTD

Vendor	AMOUNT	YTD Total
U.S Bank PARS Account #6746022400	\$ 918.70	\$ 13,565.30
U.S. Bank National Association	\$ 21,123.82	\$ 145,397.59
ULINE, INC.	\$ 1,501.37	\$ 2,342.52
Verizon Wireless	\$ 937.50	\$ 5,625.74
Wespac Plan Services, LLC	\$ 250.00	\$ 1,000.00
West Hills Communication Corp	\$ 1,011.55	\$ 84,163.71
WGY Solutions LLC	\$ 2,400.00	\$ 28,800.00
WM Corporate services, INC	\$ 897.96	\$ 7,241.59
Yi, Richard	\$ 195.36	\$ 531.78

Check Register
Account: 1761 General

El Camino Real HS
June

2022

Grand Total: **\$ 648,795.49**

Name	Check Number	Date	Memo	Amount	Period
PenServ Plan Services	ACH220602-01	6/2/2022	403(B) Funding 06/16/2022 - 06/30/2022	\$ 35,050.00	Jun 2022
Solupay Merchant		6/3/2022	xx1886 Merchant Processing Fees	\$ 166.91	Jun 2022
Solupay Merchant		6/3/2022	xx1886 Merchant PCI compliance Fees	\$ 2.95	Jun 2022
Texas Life Insurance Company	ACH220616-01	6/16/2022	SM0F6Z20220213001 Supplemental Life Insurance 6/16/2022	\$ 257.75	Jun 2022
PenServ Plan Services	ACH220617-01	6/17/2022	403(B) Funding 06/01-06/15/2022	\$ 780.00	Jun 2022
City National Bank		6/22/2022	ANALYSIS ACTIVITY FOR 05/22	\$ 914.67	Jun 2022
U.S. Bank National Association (OPEB)	ACH220623-01	6/23/2022	06/22 OPEB Funding	\$ 220,000.00	Jun 2022
California Department of Tax & Fee Administration	ACH220627-01	6/27/2022	2021 -2022 Student Store Sales and Used Tax Prepayments	\$ 474.87	Jun 2022
U.S. Bank National Association	ACH220627-02	6/27/2022	22-MAY 6539 Credit Card Charges	\$ 42,054.03	Jun 2022
Self Insured Schools of California	ACH220629-01	6/29/2022	22-JUNE Employee Benefits INV# 99118	\$ 349,094.31	Jun 2022

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**Certificated Retiree Benefits: \$25,068.58

**Classified Retiree Benefits: \$6,219.94

Check Register

Account: 1826 ASB

El Camino Real HS

June 2022

Grand Total: \$ 118,518.63

Name	Check Number	Date	Memo	Trust Account	Amount	Period
First Class Events	1927	6/1/2022	INV 005278 Balance Prom 2022 Trust	TRUST - Grad Class 2022	\$ 91,000.00	Jun 2022
AKD Ink/AKidzdream Inc	1928	6/1/2022	inv 33769 Medals, Trophies	TRUST - Boys Golf	\$ 237.74	Jun 2022
Limoran Chiprut	1929	6/1/2022	Club Rush Reimbursement	TRUST - GSA Club	\$ 65.66	Jun 2022
Lee, Alyssa	1930	6/1/2022	Boys Volleyball Banquet	TRUST - Boys Volleyball	\$ 2,156.09	Jun 2022
Zahur, Ziat	1931	6/1/2022	Graduation Cords for Physics Club	TRUST - Physics Club	\$ 269.70	Jun 2022
Russell, Richard	1932	6/1/2022	Senior Night	TRUST - Boys Lacrosse	\$ 289.52	Jun 2022
Charlie Williams	1933	6/2/2022	3/12 and 4/23 Umpire for baseball tournament games	TRUST - Baseball	\$ 175.00	Jun 2022
Bennett, Donna	1934	6/6/2022	Stock Card for Student Council	TRUST - Student Council	\$ 24.96	Jun 2022
Lee, Alyssa	1935	6/6/2022	Boys Volleyball Senior Gifts	TRUST - Boys Volleyball	\$ 542.00	Jun 2022
Hyperthreads Inc	1936	6/7/2022	INV 137510 Bike Club Gear	TRUST - Mountain Bike Club	\$ 440.00	Jun 2022
Dana P Furman	1937	6/7/2022	4/9/22 Umpire for baseball tournament game	TRUST - Baseball	\$ 84.00	Jun 2022
Jim Russell	1938	6/7/2022	4/18/22 Volleyball official for boys jv game	TRUST - Boys Volleyball	\$ 55.00	Jun 2022
Dan Duong	1939	6/7/2022	Grad Cord Reimbursement -Trust	TRUST - UNICEF	\$ 238.66	Jun 2022
Sara Cohen	1940	6/7/2022	Wrestling Banquet Reimbursement for parent- Trust	TRUST - Wrestling	\$ 371.30	Jun 2022
Robert Jiron	1941	6/8/2022	umpire for baseball tournament game on 3/26/22	TRUST - Baseball	\$ 89.00	Jun 2022
Ely Bryant	1942	6/8/2022	umpire for baseball tournament game on 4/30/22	TRUST - Baseball	\$ 85.00	Jun 2022
Bob Arias	1943	6/8/2022	umpire for baseball tournament game on 4/30/22	TRUST - Baseball	\$ 89.00	Jun 2022
Carlos Astorga	1944	6/8/2022	umpire for baseball tournament game on 4/16/22	TRUST - Baseball	\$ 85.00	Jun 2022
Kevin Farr	1945	6/8/2022	umpire for baseball tournament game on 4/9/22	TRUST - Baseball	\$ 85.00	Jun 2022
Brian Combs	1946	6/8/2022	umpire for baseball tournament game on 4/9/22	TRUST - Baseball	\$ 85.00	Jun 2022
Joe Franiak	1947	6/8/2022	umpire for baseball tournament game on 4/2/22	TRUST - Baseball	\$ 89.00	Jun 2022
Ray Lombardo	1948	6/8/2022	umpire for baseball tournament game on 4/2and 4/23/22	TRUST - Baseball	\$ 172.00	Jun 2022
Mark Hayes	1949	6/8/2022	umpire for baseball tournament game on 4/2 and 4/9	TRUST - Baseball	\$ 175.00	Jun 2022
Kurt Kerby	1950	6/8/2022	umpire for baseball tournament game on 3/26/22	TRUST - Baseball	\$ 89.00	Jun 2022
Kirk A West	1951	6/8/2022	umpire for baseball tournament game on 3/26, 4/2/22	TRUST - Baseball	\$ 170.00	Jun 2022
Ken Ashford	1952	6/8/2022	umpire for baseball tournament game on 3/26/22	TRUST - Baseball	\$ 89.00	Jun 2022
Craig Frazier	1953	6/8/2022	umpire for baseball tournament game on 3/26/22	TRUST - Baseball	\$ 85.00	Jun 2022
Love to Snack, LLC	1954	6/8/2022	34005 Dippin' Dots Inventory	ASB General	\$ 600.00	Jun 2022
Leia Shim	1955	6/8/2022	TRUST Reimbursement for Claws for a Clause Banquet	TRUST - Claws for a Cause	\$ 42.12	Jun 2022
Bitia Nik	1956	6/8/2022	Reimbursement Grad cords for Science Bowl seniors	TRUST - Science Bowl	\$ 252.81	Jun 2022
Colony High School	1957	6/8/2022	06/2022 Colony High School Passing Tournament - Reissue ck#1900	TRUST - Football	\$ 350.00	Jun 2022
Genesis Deering Inc.	1958	6/10/2022	INV 346B Merchandise for sale at games	TRUST - Football	\$ 1,258.00	Jun 2022
BSN Sports LLC	1959	6/10/2022	INV 916424655 TRUST Boys Volleyball Gear	TRUST - Boys Volleyball	\$ 2,250.61	Jun 2022
Linda Arriola	1960	6/10/2022	Girls Basketball Banquet INV 100	TRUST - Girls Basketball	\$ 382.93	Jun 2022
Illene Peevyhouse	1961	6/13/2022	volleyball official for boys JV volleyball tournament on 4/23/22	TRUST - Boys Volleyball	\$ 336.00	Jun 2022

Check Register

Account: 1826 ASB

El Camino Real HS

June 2022

Grand Total: \$ 118,518.63

Name	Check Number	Date	Memo	Trust Account	Amount	Period
Chad Lagana	1962	6/13/2022	umpire for baseball tournament games on 2/26 and 3/12	TRUST - Baseball	\$ 174.00	Jun 2022
Larry Crino	1963	6/13/2022	umpire for baseball tournament game on 2/26 and 3/19	TRUST - Baseball	\$ 174.00	Jun 2022
John Rayburn	1964	6/13/2022	umpire for baseball tournament game on 3/5/22	TRUST - Baseball	\$ 89.00	Jun 2022
Bob Paredes	1965	6/13/2022	umpire for baseball tournament game on 3/5 and 4/23	TRUST - Baseball	\$ 170.00	Jun 2022
Monte Murray	1966	6/13/2022	umpire for baseball tournament game on 3/12,3/19,4/2,4/16	TRUST - Baseball	\$ 348.00	Jun 2022
Richard Leos	1967	6/13/2022	umpire for baseball tournament game on 3/12/22	TRUST - Baseball	\$ 86.00	Jun 2022
Beven Grossman	1968	6/13/2022	umpire for baseball game on 3/12/22	TRUST - Baseball	\$ 86.00	Jun 2022
Karl Ross	1969	6/13/2022	umpire for baseball game on 3/12/22	TRUST - Baseball	\$ 86.00	Jun 2022
Omar Astorga	1970	6/13/2022	umpire for baseball tournament games on 3/19,4/2	TRUST - Baseball	\$ 174.00	Jun 2022
Charlie Williams	1971	6/13/2022	umpire for baseball tournament game on 3/19/22	TRUST - Baseball	\$ 86.00	Jun 2022
Daniel M Handy	1972	6/13/2022	baseball tournament umpire 4/16/22	TRUST - Baseball	\$ 85.00	Jun 2022
Mitchell R Cohen	1973	6/14/2022	INV 4258 b T-shirts for Simi Valley Invite - Track	TRUST - Track & Field	\$ 361.20	Jun 2022
BSN Sports LLC	1974	6/14/2022	INV 916581631 Track and Field Trust	TRUST - Track & Field	\$ 1,767.59	Jun 2022
Peter Ochiaeri	1975	6/14/2022	Refund for Athletic equipment not received (Track Trust)	TRUST - Track & Field	\$ 162.00	Jun 2022
Randy Sreden	1976	6/14/2022	umpire for baseball tournament game on 3/26/22	TRUST - Baseball	\$ 86.00	Jun 2022
Mark Hager	1977	6/14/2022	umpire for baseball tournament games on 4/2,	TRUST - Baseball	\$ 172.00	Jun 2022
Rogelio Sandoval	1978	6/14/2022	umpire for baseball tournament game on 3/19/22	TRUST - Baseball	\$ 85.00	Jun 2022
Paul Cohen	1979	6/14/2022	umpire for baseball tournament game on 4/9/22	TRUST - Baseball	\$ 89.00	Jun 2022
Saugus Gridiron Club	1980	6/14/2022	7th Annual Saugus 7 on 7 Passing/Lineman Tournament INV75514 Teacher and Student laptop accessories to be sold at the student store	TRUST - Football	\$ 450.00	Jun 2022
Golden Star Technology, Inc	1981	6/22/2022		ASB General	\$ 2,880.00	Jun 2022
First Class Events	1982	6/22/2022	INV 005223 Prom 2023 Deposit	TRUST - Grad Class 2023	\$ 4,000.00	Jun 2022
Mirbaha, Alireza	1983	6/28/2022	Football Clinic	TRUST - Football	\$ 642.33	Jun 2022
Stanoff, Barbara	1984	6/30/2022	NJROTC Ice-cream	TRUST - NJROTC	\$ 56.48	Jun 2022
Maury, Heidi	1985	6/30/2022	AVID awards	TRUST - AVID	\$ 254.16	Jun 2022
Brennan, Corinne	1986	6/30/2022	A Cappella Trust for Banquet	TRUST - A Capella	\$ 113.73	Jun 2022
Choi, Eric	1987	6/30/2022	City Championship	TRUST - Boys Golf	\$ 30.00	Jun 2022
Brooks Transportation Inc.	1988	6/30/2022	INV 17640 Trust ROTC trip on 6/2/22	TRUST - NJROTC	\$ 700.00	Jun 2022
Liad Afuta	1989	6/30/2022	05/22/22 Graduation stoles and club banquet purchases	TRUST - National Honors Soc	\$ 192.06	Jun 2022
Hamline University	1990	6/30/2022	2022 Bob Ganssle Football Scholarship- Troy Spellman	ST - Ganssle Memorial Scholai	\$ 500.00	Jun 2022
fornia State University, Northri	1991	6/30/2022	2022 Counselors and Dean Awards Scholarship - Ami Takahashi	TRUST - College Counseling	\$ 150.00	Jun 2022
Texas Southern University	1992	6/30/2022	2022 Counselors and Dean Awards Scholarship - Nevaeh Monroe	TRUST - College Counseling	\$ 150.00	Jun 2022
California Lutheran University	1993	6/30/2022	2022 Counselors and Dean Awards Scholarship - Donovan Martel	TRUST - College Counseling	\$ 150.00	Jun 2022
Los Angeles Pierce College	1994	6/30/2022	2022 Counselors and Dean Awards Scholarship - Christopher Gramajo	TRUST - College Counseling	\$ 150.00	Jun 2022
California Lutheran University	1995	6/30/2022	2022 Counselors and Dean Awards Scholarship - Alayah Arriola	TRUST - College Counseling	\$ 150.00	Jun 2022

Check Register

Account: 1826 ASB

El Camino Real HS
June 2022

Grand Total: \$ 118,518.63

Name	Check Number	Date	Memo	Trust Account	Amount	Period
Colorado State University	1996	6/30/2022	2022 Counselors and Dean Awards Scholarship - Nicole Silvestrov	TRUST - College Counseling	\$ 150.00	Jun 2022
State Polytechnic University, H	1997	6/30/2022	2022 Counselors and Dean Awards Scholarship - Seth Mack	TRUST - College Counseling	\$ 150.00	Jun 2022
Los Angeles Pierce College	1998	6/30/2022	2022 Counselors and Dean Awards Scholarship - Carlos Florentino	TRUST - College Counseling	\$ 150.00	Jun 2022
Los Angeles Pierce College	1999	6/30/2022	2022 Counselors and Dean Awards Scholarship - Leia Shim	TRUST - College Counseling	\$ 150.00	Jun 2022
Los Angeles Pierce College	2000	6/30/2022	2022 Counselors and Dean Awards Scholarship - Jessica McLleve	TRUST - College Counseling	\$ 150.00	Jun 2022
Solupay Merchant	ACH220607-01	6/7/2022	xx4194 Merchant Processing Fees	ASB General	\$ 54.99	Jun 2022
Solupay Merchant	ACH220607-02	6/7/2022	xx4210 Merchant processing fees	ASB General	\$ 54.99	Jun 2022

Coversheet

Discussion and Vote on 2022-2023 Proposition 30 Budget

Section: V. Finance
Item: B. Discussion and Vote on 2022-2023 Proposition 30 Budget
Purpose: Vote
Submitted by:
Related Material: 2022-2023 EPA PROP 30 BUDGET.pdf

EL CAMINO REAL CHARTER HIGH SCHOOL EDUCATION PROTECTION ACT (EPA) PROP 30 2022-2023 BUDGET

62 - Charter School Enterprise Fund		1400
A. REVENUES		
1. LCFF Sources		
Education Protection Account (EPA) - Current Year	8012	\$9,938,853
Total, LCFF Sources		\$9,938,853
6. TOTAL REVENUES		\$9,938,853
B. EXPENDITURES		
1. Certificated Salaries		
Certificated Teachers' Salaries	1100	\$8,601,146
Total, Certificated Salaries		\$8,601,146
2. Non-certificated Salaries		
3. Employee Benefits		
State Teachers' Retirement System, certificated	3101	\$1,118,829
OASDI/Medicare/Alternative, certificated	3301	\$95,881
State Unemployment Insurance, certificated	3501	\$41,333
Workers' Compensation Insurance, certificated	3601	\$81,664
Total, Employee Benefits		\$1,337,707
9. TOTAL EXPENDITURES		\$9,938,853

Net Fund Change

\$0

Coversheet

Discuss and Vote on Updated Independent Study Policy

Section: VI. School Business
Item: A. Discuss and Vote on Updated Independent Study Policy
Purpose: Vote
Submitted by:
Related Material: ECR Board IS Policy update AB181 8 22 22.pdf

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EL CAMINO REAL CHARTER HIGH SCHOOL

A California Distinguished School

5440 Valley Circle Boulevard, Woodland Hills, California 91367
TELEPHONE: (818)595-7500 FAX: (818)595-7501

BRAD WRIGHT
Board Chair

DAVID HUSSEY
Executive Director

INDEPENDENT STUDY BOARD POLICY

El Camino Real Charter High School may offer independent study to meet the educational needs of pupils enrolled in the charter. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum and meet the graduation requirements as defined in the school's charter. El Camino Real Charter High School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully (Education Code 51746). The following written policies have been adopted by the Board for implementation at El Camino Real Charter High School:

1. Independent study through El Camino Real Charter is a continuously voluntary, educational alternative in which no student may be required to participate (Education Code 51747).
2. For pupils in all grades offered by El Camino Real Charter, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days (Education Code 51747).
3. If circumstances justify a longer period of time than 20 school days, the Executive Director or designee may authorize an extension.
4. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete ten (10) assignments during any period of twenty (20) school days.
 - b. In the event student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

5. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
6. The Charter School has adopted tiered reengagement strategies* for the following pupils:
 - All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil.
 - Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
 - A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
7. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: each supervising teacher will offer once weekly office hours for one to one, small group, or classroom instruction either in-person, via virtual feed (i.e. Teams), or via telephone. *
 8. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. Families will be encouraged to meet with their

academic counselor to discuss the transition of the pupil in a manner which limits the impact on student progress toward graduation requirements. *

9. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - c. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - d. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - e. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - f. A statement of the policies adopted pursuant to Education Code Sections 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - g. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - h. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - i. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - j. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - k. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an

independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

10. El Camino Real Charter High School shall comply with the Education Code Sections 51757 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
11. The Executive Director may establish regulations to implement these policies in accordance with the law.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

Coversheet

Discussion and Vote on Revisions to ECRCHS Employee Handbook for 2022-2023

Section: VI. School Business
Item: B. Discussion and Vote on Revisions to ECRCHS Employee Handbook for 2022-2023
Purpose: Vote
Submitted by:
Related Material: ECRCHS EMPLOYEE HANDBOOK - FINAL DRAFT - 25AUG2022.docx

EMPLOYEE HANDBOOK



Revised July 2022

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 be familiar with and adhere to the information provided to you in this Employee Handbook.

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!

David Hussey
Executive Director, ECRCHS

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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 whomay 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.

2.3 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. Personnel information regarding ECRCHS employees is also considered confidential and must be safeguarded from disclosure.

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.

2.4 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.

2.5 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.

2.6 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, the employee becomes a relative of or develops a close personal relationship with (through 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.

2.7 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.

2.8 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 their professional capacity or within the scope of their employment whom the employee 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 they are child care custodians and certifying that they have 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.

2.9 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 arrested for, charged with or convicted of any offense, the employee must immediately report as much to the Executive Director.

Commented [NL21]: Please note that the School has a non-delegable duty to perform employee criminal background checks. This requires the School to become a Department of Justice "applicant agency" which allows the custodian of records for the School to both perform the checks and receive any subsequent arrest notifications.

2.10 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.

Commented [NL22]: For whatever reason, we saw 2 cases in the last year where an employee was arrested for a high level offense which would have warranted a discussion around whether to keep that employee in active status, but the School didn't timely receive a subsequent arrest notification. By placing this burden on the employee, the School could have a basis for discipline here as needed if the employee reported to work and failed to inform the School.

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.

Commented [NL23]: This language isn't a specific legal requirement but certainly more so of a best practice given the risk of infection through food handling. If the School's staff aren't preparing or otherwise handling the food, and are only there supervising students, the normal TB requirements would apply (e.g., every 4 years).

2.11 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.

2.12 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 their 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 for holding or presenting 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 a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Commented [NL24]: Please note that certain aspects of the IWPA are subject to a court injunction based on legal challenges to the legislation. However, we recommend including this language in the interim and contacting legal counsel should an immigration issue arise to determine the then-current state of the law and the appropriate course of action.

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

Commented [NL25]: This was added to reflect an update to the IRCA per a recent court case.

2.13 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.

2.14 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.

2.15 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.

2.16 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.

2.17 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. An employee who does not understand the deductions 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 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.

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

Commented [NL26]: The last time we reviewed your Handbook we included the recent revisions to state and federal law, which expanded the categories of protected classes. This list represents all legally required protected classes at this time.

personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation is needed 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 their 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

Commented [NL27]: Education Code 44050 requires schools to post any student/staff interaction policies on the school’s website and distribute them to parents at the start of the school year or upon enrollment for any late enrollees. (Unfortunately, we find many of our clients are noncompliant on this.) Please carefully review all school policies for any other staff/student interactions policies that may also be subject to this rule.

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, the employee 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

Commented [NL28]: The recently added protected classes, which are identified in the EEO policy above, are also protected and covered for purposes of the anti-discrimination policy and require investigation when allegations of harassment, discrimination or retaliation are made.

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 the employee 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

Commented [NL29]: Please note that by January 1, 2021, employers with at least 5 employees must provide one hour of sexual harassment prevention training to nonsupervisory employees and two hours of such training to supervisors.

Please ensure the School is having all employees complete this training. We have found out a number of our schools are still only doing this training for supervisors.

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 anyway 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 ECRCHS 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 postings 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.

4.6 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.

4.7 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.

4.8 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.

4.9 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.

4.10 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.

4.11 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.

4.12 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.

4.13 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.

4.14 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.

4.15 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.

4.16 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.

4.17 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.

4.18 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").

4.19 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.

Commented [NL210]: A fairly recent CA case held that School-related communications taking place via private devices/accounts can nevertheless be considered public under the California Public Records Act. As a result, we include this language to discourage employees from conducting School-related business via private/personal accounts or devices.

4.20 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.

4.21 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.

4.22 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.

4.23 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.

4.24 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 the employee 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 that person 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.

Commented [NL211]: I don't know if you want to replace these additional holidays with Cesar Chavez and Juneteenth, which are specified in the CBA with AFSCME. Alternatively, you could keep the two "other holidays" and add the newly recognized ones.

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.

Commented [NL212]: Please note that this is optional language as employers are not required to offer vacation. It may be adjusted as needed. However, if vacation will be provided, please keep in mind that it must be permitted to accrue up to a “reasonable” amount, which CA courts have determined is 1.5 to 2x the annual allotment. The School can require employees to use it with proper notice but “use it or lose it” policies are not permitted. Ultimately, it is a form of wages, cannot be taken away once granted, and must be paid out like wages at the time of separation.

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.

Commented [NL213]: Paid sick leave is required for employees and may be front loaded or accrued, compliant with specific minimum parameters. The language here is a sample common form of allotment but may be modified with the assistance of legal counsel.

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 the employee's 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 their 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 the 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.

- **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 leave and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the threshold is five (5) 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 each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
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 the employee’s 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

Commented [NL214]: Please note that this policy is fully updated to reflect the recent changes to CFRA. Generally speaking, CFRA is more expansive now and applies to all employers with at least 5 employees. It also allows employees to take time off to care for a parent-in-law, grandchild, grandparent, or sibling. In addition, the prior restriction which limited both parents who were employees of the same organization from taking more than 12 weeks of baby-bonding collectively was removed so that each parent is now entitled to 12 weeks. There were a few other minor changes but these were the big ones I wanted to flag.

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 parent-in-law, grandparent, grandchild, or sibling for CFRA purposes.
 4. 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 additional 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
 5. 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 may 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/CFRA 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/CFRA leave for baby-bonding to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA or 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 or 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 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 healthcare 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 qualifying family member. 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 qualifying family members 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 the employee 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 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, 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.

- 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 eight (8) 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.

Commented [NL215]: This amount was updated a few years ago from 6 to 8 weeks.

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 morningsickness); 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 workschedules, the number of working days that constitutes four (4) months is calculated on a pro rata orproportional 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 anyor 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 extendthe length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only untilthe 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 the employee 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 the employee left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if the employee 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 their covered service obligation under the USERRA or California law shall be credited, upon the 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 the 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 the employee 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, stalking or other crimes. 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 or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act

Commented [NL216]: Changes to this policy reflect a recent legal update which provides clarification on when this leave may be taken and allows employees to take leave for immediate family members as well.

occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. 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.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

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 the 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 the 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 the 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 their 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.

Date:

Signature of Complainant

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.

Date: _____

Signature of Complainant

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 2022 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

Discussion and Vote on Revisions to the ECRCHS Parent-Student Handbook for 2022-2023

Section: VI. School Business
Item: C. Discussion and Vote on Revisions to the ECRCHS Parent-Student Handbook for 2022-2023
Purpose: Vote
Submitted by:
Related Material: 2022-2023 Parent-Student Handbook - FINAL DRAFT - 25AUG2022.docx



PARENT-STUDENT HANDBOOK

2022-2023



El Camino Real Charter High School

Home of Academic and Athletic Excellence

5440 Valley Circle Blvd. Woodland Hills, CA 91367

Tel.818.595.7500 Fax 818.595.7501

www.ecrchs.net

Board Approved: August 25th, 2022

Effective Date: August 25th, 2022

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EXECUTIVE DIRECTOR'S WELCOME

Dear Parents and Guardians,

Welcome to the 2022-2023 school year and welcome graduating class of 2026!

The State of California requires that all schools notify students, parents, and guardians about their rights and responsibilities on an annual basis.

The enclosed notices provide important information that describes policies and procedures at El Camino Real Charter High School that will affect your student.

Thank you and I hope you have a productive and successful school year!

Sincerely,

David Hussey
Executive Director

MISSION/VISION/SLOs

Mission Statement

The mission of El Camino Real Charter High School (“ECRCHS,” the Charter School,” or the “School”) 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.

Vision Statement

We envision a charter school community, highly regarded for its innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future in the world they will inherit.

Student Learning Outcomes (“SLOs”)

In order to succeed in a changing global community, all ECRCHS students will be:

Critical Thinkers who:

- Observe, interpret, analyze, evaluate, and integrate information
- Collaborate confidently in a variety of settings
- Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital)
- Make predictions based on evidence
- Produce claims with credible support
- Reassess previous interpretations when presented with new evidence

Effective Communicators who:

- Synthesize data from print and digital media
- Organize and prioritize information
- Express ideas with a deliberate use of rhetoric
- Consider audience, by demonstrating clear and appropriate language and behavior
- Utilize technology to present findings purposefully

Hard-working graduates who:

- Achieve college education, career and individual goals
- Explore options and plan for success
- Persevere in the face of challenges
- Become informed, empowered decision makers
- Possess a sense of agency
- Exhibit professionalism in all endeavors

Socially Responsible Citizens who:

- Demonstrate compassion, honesty, and respect
- Utilize technology appropriately
- Live sustainably
- Engage in the civic process
- Work towards a just society
- Connect local issues to global systems to create positive change

COMMUNICATIONS

GENERAL INFORMATION

The Main Campus of ECRCHS is located at 5440 Valley Circle Boulevard, Woodland Hills, CA 91367. Our phone number is (818) 595-7500 and our website address is www.ecrchs.net. The school opened in February of 1969 as El Camino Real High School, and became a charter school in 2011.

ECRCHS opened the North Campus College and Career Independent Study Program, located at 7401 Shoup Avenue, West Hills, CA 91307, in the Fall of 2019.

Office hours for both campuses are from 7:00 a.m. to 4:00 p.m. Monday through Friday. Visitors to each campus must have permission and a pass to be on school grounds. Students may not leave the school grounds without permission during school time.

Our school colors are dark blue, light blue, and camel. The school newspaper is "The King's Courier" and the yearbook is "El Corazon." Our school mascot: "Royals."

CONTACTING A TEACHER

All members of the El Camino Real Charter High School Faculty and Staff may be reached via e-mail. Emails are formatted as [first initial].[last name]@ecrchs.net For example, to contact teacher John Doe, you may email j.doe@ecrchs.net. Look under the "Contact Us" tab on the home page of the website for a list of staff members. Staff members are listed alphabetically and by department.

TEACHER WEBSITES

Some teachers have created Web pages as resources for their students. These pages may be accessed through the "Students" tab on the home page of the school website.

Commented [SHP2]: Should the North Campus information be included on the cover page?

LIST OF IMPORTANT DATES

Commented [MB3]: Update for the 2022-23 school year.

AUGUST 2022

08/03: Pupil Free Prof. Dev. Day
 08/04 and 08/05: Pupil Free Days
 08/08: First Day of Instruction (Monday)
 08/18: Back to School Night (Thursday),
 6:00 pm – 8:00 pm
 08/19: Shortened Day (2:40pm dismissal)

SEPTEMBER

09/02: No School – Admissions Day
 (Friday)
 09/05: No School – Labor Day (Monday)
 09/26: No School – Floating Holiday
 (Monday)

OCTOBER

10/05: No School – Floating Holiday
 (Wednesday)

NOVEMBER

11/11: No School - Veterans' Day (Friday)
 11/21 -11/25: No School –
 Thanksgiving Holiday

DECEMBER

12/14: Final Exams, Dismissal @ 12:30pm
 (Wednesday)
 12/15: Final Exams, Dismissal @ 12:30pm
 (Thursday)
 12/16: Final Exams, Dismissal @ 12:30pm
 (Friday)
 12/19 – 12/30: No School - Winter Break

JANUARY 2023

01/02 – 01/06: No School - Winter Break
 (cont.)
 01/09: No school – Pupil Free Professional
 Development Day (Monday)
 01/10: Second Semester Starts (Tuesday)
 01/16: No School - Martin Luther King Day
 (Monday)

FEBRUARY

02/20: No School - Presidents' Day
 (Monday)

MARCH

03/31 – No School – Cesar Chavez Day
 (Fri.)

APRIL

04/03-04/07: No School: Spring Vacation

MAY

05/26: Final Exams, Dismissal @ 12:30
 (Friday)
 05/29: No School - Memorial Day
 (Monday)
 05/30: Final Exams, Dismissal @ 12:30
 (Tuesday)
 05/31: Final Exams, Dismissal @ 12:30
 (Wednesday)

JUNE

06/01: Minimum Day, Dismissal @ 1:00
 (Thursday)
 06/02: Last Day of Instruction (Friday),
 Dismissal @ 1:00
 06/02: Graduation (6:00pm)

* Note: Common Planning Day takes place
 each Wednesday, please see Bell
 Schedule below. For more information,
 please go to the School website.

BELL SCHEDULES

Commented [MB4]: Review and update as needed.

Listed below are some of the commonly used school bell schedules. The bell schedule for the day can be found on the home page of the school’s website.

Regular Schedule (M-T, Th-F)

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
0	7:27	8:23	56
1	8:30	9:35	65
2	9:42	10:38	56
Nutrition	10:38	10:54	16
3	11:01	11:57	56
4	12:04	1:00	56
Lunch	1:00	1:39	39
5	1:46	2:42	56
6	2:49	3:45	56

Commented [MB5]: Please note that beginning in 22-23, the law (EC 46148) requires that first period in high school start no earlier than 8:30am. Classes and activities that do not generate ADA may still begin before 8:30am.

Common Planning Day Schedule (Wednesdays only)

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
0	7:38	8:23	45
Common Planning Time	8:30	9:30	60
1	9:37	10:30	53
2	10:37	11:22	45
Nutrition	11:22	11:38	16
3	11:45	12:30	45
4	12:37	1:22	45
Lunch	1:22	2:01	39
5	2:08	2:53	45
6	3:00	3:45	45

Final Exam Schedule

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
Exam 1	8:30	10:30	120
Nutrition	10:30	10:53	22
Exam 2	11:00	1:00	120

Day 1	Periods 3 & 4
Day 2	Periods 2 & 5
Day 3	Periods 1 & 6

BOARD MEMBERS

Commented [MB6]: Review and update as needed.

<u>Member</u>	<u>E-Mail</u>
Linda Ibach	l.ibach@ecrchs.net
Steve Kofahl	s.kofahl@ecrchs.net
Daniela Lopez-Vargas	d.vargas@ecrchs.net
Danielle Malconian	d.malconian@ecrchs.net
Alexandra Ramirez	a.ramirez@ecrchs.net
Gregg Solkovits	g.solkovits@ecrchs.net
Brad Wright	b.wright@ecrchs.net

The Board meets once per month. Meeting dates, times, agendas, and minutes are posted on the school website under ECR Board.

SENDWORDNOW TELEPHONE SYSTEM

SendWordNow is used periodically to notify families of upcoming events and student absences. It is important that the school has a current active working telephone number for each family. Therefore, we encourage families to always keep the school informed of any changes to their personal information. Changes can be made at the Admissions Office by filling out the appropriate form.

NEWS MEDIA ACCESS

Occasionally, members of the news media may visit the school to cover activities such as sports competitions, school assemblies, special programs, and general newsworthy events. The law provides that when members of the news media are lawfully on campus, they may interview, photograph, and/or film students. However, parents/guardians may deny or withhold permission for their children to be interviewed, filmed, or photographed. Additionally, a student may decline to speak to the media and may refuse to be interviewed, filmed, or photographed by the media.

In addition, various campus organizations (e.g. newspaper, broadcast journalism, student council) may take pictures and videos during the year that are posted to the school and/or organization website.

ONE-TO-ONE LAPTOPS

ECRCHS' 21st-century classroom initiative leverages technology to support our vision of empowering students to be independent, think critically, collaborate confidently and work passionately. Assigning each student their own laptop device to use in the classroom and also take home allows ECRCHS to educate our students innovatively by being able to do more individualized learning, providing the applications that help

Commented [SHP7]: While not a legal update, we recommend shifting towards the use of gender neutral pronouns. We made changes throughout the Handbook.

develop their creative thinking and problem solving, and making information more accessible at their fingertips. ECRCHS uses Microsoft Office365, Google Suite, Adobe Creative Cloud, and many more applications to ensure that our students are college and career ready.

INTERNET ACCESS/ACCEPTABLE USE POLICY

ECRCHS classrooms have Internet access for students to use for class projects and research. ECRCHS is compliant with the Federal Children's Internet Protection Act ("CIPA"). Specifically, CIPA requires schools to use technology to block access to Internet sites that: (A) are obscene; (B) contain child pornography; or (C) are harmful to minors.

Please read and review with your son/daughter the Acceptable Use Policy ("AUP") found in Appendix A for students using the Internet at ECRCHS; Appendix A also includes information regarding the Optional Laptop Protection Plan. Both student and parent/guardian must indicate that they understand and agree to the Acceptable Use Policy. Without this acknowledgement, your child will not be allowed to use school computers with Internet accessibility.

SOCIAL NETWORKING POSITION

Students should understand that they are responsible for anything they display or post on the Internet through social networking sites such as Snapchat, Instagram, Twitter, Facebook, LinkedIn, YouTube, etc., and that their online actions can have serious real-life repercussions. As such, students should use good judgment and common sense in all their online activities. The following guidelines are intended to ensure that students know how to behave properly online.

- Students are responsible and may be held accountable for negative or hostile comments, insults, and/or harassment on social networking sites or through other electronic acts. If a student or employee is harassed online, causing the student or employee to feel uncomfortable at school, ECRCHS has the right to take disciplinary action to safeguard the well-being of its students and employees. If a threat is made against an ECRCHS student or employee, against school facilities, or generally in relation to the school, ECRCHS has the right to become involved. A threat is a threat regardless of the medium in which it is made.
- ECRCHS will always err on the side of safety. If there is a perceived safety threat, the school will investigate.

Commented [SHP8]: Please ensure any disciplinary actions are consistent with your suspension and expulsion policy and are a result of actions that are related to school activities.

ACADEMICS

ATTENDANCE

California Education Code Section 48200 requires all children and youth between the ages of 6 and 18 years to participate in full-time education, unless exempted. All students are expected to attend school for the full length of each school day.

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent's/guardian's responsibility to provide documentation within five (5) school days after the student returns to school in order to prevent absences from being converted to trancies.

Excused Absences

A student shall be excused from school when the absence is due to:

- Personal illness, including an absence for the benefit of the student's mental or behavioral health;
- Quarantine under the direction of a county or city health officer;
- Medical, dental, optometric or chiropractic appointments.
 - Note: students may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian;
- Attending the funeral services of an immediate family member
 - Excused absence in this instance shall be limited to one (1) day if the service is conducted within the state, or three (3) days if the service is conducted out of state;
 - "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
- Jury duty;
- Illness or medical appointment of a child for whom the student is the custodial parent, including absences to care for a sick child;
 - The school does not require a note from the doctor for this excusal.
- To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of ECRCHS.

Commented [SHP9]: We recommend that the Charter School adopt a more comprehensive attendance policy including your method for addressing truancy. It does not appear the school maintains one based on the appendices. If you would like this policy, please let us know.

- For purpose of serving as a member of a precinct board for an election pursuant to Elections Code Section 12302.
- Attendance at the student's naturalization ceremony to become a United States citizen.
- For the purpose of participating in a cultural ceremony or event. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
- Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- For the following Justifiable Personal Reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards. Absences that fall into this category include, but are not limited to, the following:
 - Appearance in court;
 - Attendance at a funeral service for someone other than immediate family;
 - Observance of religious holiday or ceremony of the student's religion;
 - Attendance at a religious retreat (shall not exceed 4 hours per semester);
 - Revoked suspension through appeal's procedure;
 - "Take Our Daughters and Sons to Work Day®."
 - Attendance at an employment conference.
 - Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

Commented [SHP10]: This timeframe may be adjusted in this policy per the School's program, but the approvals of these absences and the timeframes for these absences need to be based on a uniform standard.

Students who are absent should bring a written and signed note upon return to school for each day or consecutive days they were absent, and submit the note to the Counseling Office. This written verification must be received within five (5) school days of a student's return to school. Upon receiving appropriate written verification that an absence occurred due to one of the reasons listed above, the School will consider the absence to be excused.

A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided

and, upon satisfactory completion, shall be given the opportunity to earn full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Tardies and Consequences

A tardy student is defined as a student who arrives into the classroom after the instructional period bell has rung and who does not have a pass.

Consequences for tardies include the following:

- 5 tardies per period = 1 school detention
- No lunch or after school detention. Saturday detention instead.
- A student may attend after-school tutoring and get "credit" for one hour of "detention." Additionally, for a student to receive credit for the hour of tutoring, he/she/they must attend tutoring within 5 school days of the detention being assigned.
- Saturday detention will be held on the **second and last** Saturday of every month from 8:00 a.m. - 11:00 a.m. **(subject to change)**

Exceptions:

- ALL medical/legal-related tardies require an official note in order to be excused (not a note from parent/guardian)
 - This applies to doctors, dentists, psychologists, court dates, etc.
- Bus being late
- Non-medical/legal-related tardies cleared by a parent/guardian (only 2 per semester)

For a tardy to not adversely affect a student's attendance, the student must present to the proper school authority a pass from an ECR staff member.

Students who arrive to school late based on the exemptions listed above will need to go to the attendance office to obtain a pass prior to heading to class.

Truancy

Any absence for reasons other than those listed as excused absences are unexcused absences and students do not have to be given the opportunity to make up missing assignments.

Commented [SHP11]: We recommend that the School have a more robust truancy process. As noted above, let us know if you would like a template Attendance Policy with more detailed procedures for handling truanancies.

Students shall be classified as “tardy” if the student arrives after the start of the school day.

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Executive Director or designee.

Excessive absences are defined as absences equal to or greater than ten percent (10%) of the number of school days; i.e., if there are 180 school days in the year, excessive absences will be 18 or more.

The Executive Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student’s progress and learning may be affected by excessive unexcused absences. In addition, ECRCHS is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student’s attendance problem are unsuccessful, ECRCHS will implement the processes described below.

Involuntary Removal Process

No student shall be involuntarily removed by ECRCHS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with ECRCHS’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to ECRCHS’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, ECRCHS will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or

a homeless child or youth, the student's educational rights holder and shall include a copy of ECRCHS's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent ECRCHS from making a similar recommendation in the future should student truancy continue or re-occur.

GRADUATION REQUIREMENTS

Commented [SHP12]: Confirming these requirements remain accurate.

To earn a diploma, students must satisfactorily complete the required course of study, earn at least 210 credits, and meet the Service Learning and Career Pathway requirements. In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

Required Courses (Grades 9-12)

English (40 credits)

- 9th grade: English 9AB
- 10th grade: English 10AB
- 11th grade: 1 year of American Literature/Contemporary Composition or
1 year of A.P. English Language AB
- 12th grade: 1 year of A.P. English Literature AB or
1 semester of Expository Composition or Advanced Composition
and
1 semester of an English elective

Social Studies (30 credits)

- 10th grade: World History AB
- 11th grade: U.S. History AB
- 12th grade: 1 semester of Government and
1 semester of Economics

Mathematics (20 credits)

At minimum, students need to take Algebra 1AB and Geometry AB

Laboratory Science (20 credits)

- 10 credits of Biological Science
- 10 credits of Physical Science

Physical Education (20 credits)

Students are required to take PE in 9th grade and must pass 4 semesters of PE in total

Students must pass the State Fitness Exam or they will continue to be enrolled in PE until the exam is passed (note that passing the State Fitness Exam is not a requirement to graduate)

Visual and Performing Arts (10 credits)

Students must take a one year course in the visual or performing arts

Applied Technology (10 credits)

- 1 semester of computers
- 1 semester of another applied technology course

Health (5 credits)

- 1 semester of Health

Electives (55 credits)

A-G REQUIREMENTS

“A-G” requirements are a sequence of high school courses that students must complete (with a grade of “C” or better) to be minimally eligible for admission to the University of California (“UC”) and California State University (“CSU”). They represent the basic level of academic preparation that a high school student should achieve to undertake university work. All ECRCHS students will be automatically placed on the A-G path; ECRCHS encourages all students to remain on this path. However, if a parent/guardian elects to remove the student from the A-G path, the parent/guardian must come to the School, meet with a counselor, and affirm the election to remove the student from this path.

For the A-G path, please note the following:

- Minimum requirements needed to apply directly to a 4-year college after graduation.
- Completing requirements does NOT guarantee entrance to any college.
- Courses used to satisfy the “A-G” requirements in which the student earns “D” or “F” grades MUST be repeated with grades of “C” or better. In these cases, the second set of grades are used in calculating the grade point average for college admission (for ECRCHS grade point average, all grades are averaged including repeats). Each course in which a grade of “D” or “F” has been received may be repeated only once.
- If a student repeats a course used to satisfy the “A-G” requirements in which he or she originally earned a grade of “C” or higher, the repeated grade will not be used in the calculating the grade point average.
- A student must complete eleven of the fifteen A-G requirements by the end of their junior year in order to be UC-eligible.

Commented [CLF13]: Just a note to remind the School that under SB 224, a charter school that offers one or more courses in health education to pupils in middle school or high school must include in those courses instruction in mental health that meets certain the requirements.

- For A-G Course Lists (search by high school), go to <http://www.ucop.edu/agguide/>; then click on the “A-G Course List” tab on the right side of the screen to search for classes.

A-G Category	Subject	Required Years
A	History/Social Science	2
B	English	4
C	Mathematics	3*
D	Laboratory Science	2*
E	Foreign Language	2*
F	Visual Performing Arts	1
G	College Preparatory Elective	1

Note: * indicates additional years are recommended

For a complete list of UC/CSU courses, go to: <https://hs-articulation.ucop.edu/agcourselist>

PROCEDURES FOR CLASS PROGRAMMING

Students meet with their counselor twice each year to choose their courses and discuss their progress towards meeting graduation requirements. During Welcome Week, students will have the opportunity to meet with their counselor to make program adjustments. During this time, students with an incomplete schedule, incorrect classes, and repeated classes may meet with the counselor to make changes.

Students may request changes at the start of each semester.

However, there are NO class or level changes following the 15th class day of each semester.

In accordance with the Mathematics Placement Act of 2015, ECRCHS has adopted a Mathematics Placement Policy, available as [Appendix B](#).

AVAILABILITY OF PROSPECTUS

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

PROGRAMS

The School has several special programs. For more information on the special programs, please contact your child’s counselor.

AVID

Advancement Via Individual Determination (“AVID”) is a small learning community for students who have the potential and desire to attend a four-year college. Many students in the AVID program are the first in the family to attend college and benefit from the extra support and guidance. The AVID program involves academic instruction, tutorial support, and motivational activities. Students in the AVID program are enrolled in the AVID elective each semester and learn organizational/study skills, work on critical thinking and probing questions, get academic help from peers and tutors, and receive guidance through the college process. Students in the AVID program are required to maintain a Grade Point Average (“GPA”) of 2.5 or higher.

Humanitas

Humanitas is a college preparatory program for students who are interested in the social, political, and environmental issues that shape society. Humanitas consists of three college-prep classes at each grade level that work together to build academic skills and make connections between the content areas. The award-winning, project based curriculum prepares students for success in college and beyond. Humanitas is committed to the integration of visual and performing arts as an essential tool to engage students and develop deeper understandings of course content. Students in the Humanitas program will have many opportunities for field trips and community service.

Careers in Entertainment Academy

Careers in Entertainment Academy (“CEA”) is a four year, internationally recognized, academy in which students acquire the artistic and technical skills in all aspects of film and television production, in order to prepare them for a professional career in the entertainment industry. Filmmaking 1AB includes 1 semester of Film History and 1 semester of beginning Film Production, where students acquire the basic skills necessary to produce their own group narrative films. Sophomore year is Broadcast, which emphasizes documentary filmmaking and produces ECREALITY, a bi-monthly news format web series. Junior and Senior years, students may choose to stay in Broadcasting, or they may move to Intermediate Filmmaking 2AB, for 11th grade, and Film Production (Advanced Film), for 12th grade. Both intermediate and advanced classes work in all film departments to produce 7-15 minute narrative films. Completed films are entered in prestigious national and international film festivals.

Fashion and Design Academy

This elective based academy offers students the opportunity to participate in the world of fashion design. Students in this program make costumes for drama festivals and put on an annual fashion show at the school.

STEAM

Students in the Science + Technology + Engineering + Art + Math (“STEAM”) program take a preset group of courses to build a strong foundation in science, technology,

engineering, art, and math. These include biology, math (either Algebra 1 or Geometry, depending on math ability), Introduction to Technology/Digital Media, Design Craft, and English 9. The STEAM program has an honors track and a college preparatory track, with both focusing on A-G requirements. Starting in 10th grade, STEAM participants will have the choice to focus on biomedical, technology/engineering, or environmental themes, within the STEAM program.

VAPA

Our Visual and Performing Arts Academy (“VAPA”) serves students who would like to enhance their high school experience through the art disciplines. VAPA students are enrolled in at least one VAPA course each year. Through the support of their counselors and teachers, VAPA students will receive guidance in developing their artistic prowess and applying to arts-based college programs. All mediums (including drawing, painting, design, instrumental and vocal music, drama, and dance) provide opportunities for community connections and authentic learning experiences. The academy culminates each year with a showcase of all art disciplines, which highlights using art as a vehicle for social change.

SCHOOL ACCOUNTABILITY REPORT CARD

ECRCHS will annually issue a School Accountability Report Card (“SARC”). The SARC is published by February 1 each school year. A copy is available upon request at the school site, and also on the school’s website (www.ecrchs.net, under About).

REPORT CARDS

Report cards are issued and mailed home at the 20-week period. Parents/guardians may view the interim progress report grades at the 5-week, 10-week, 15-week, and 20-week periods in AERIES.

GRADE CHANGE REQUEST PROCESS

When grades are earned for any course of instruction taught in the public schools, the grade earned by each student shall be the grade determined by the teacher of the course, and the grade shall be final.

Any request for a grade change shall comply with the procedures set forth in the Educational Records and Student Information Policy in Appendix U to request an amendment of educational records. **The Charter School shall respond to the request as set forth in the Policy.**

Commented [SHP14]: Consistent with the FERPA, upon request, the Charter School must respond to the request in a timely manner as set forth in the policy. If the school denies the request, the student and parent/guardian are entitled to a hearing as outlined below, and may bring an attorney or other support.

AWARDING CLASS CREDIT

Class credit is awarded for classes approved by the ECRCHS Governing Board. Earning five instructional credits normally requires five 40- to 60-minute periods of class

time per week for one semester. Credits are based on the Carnegie Unit. One Carnegie Unit represents one full-year class and is equivalent to 10 semester credits. One-half Carnegie Unit represents one semester's work in a subject and is equivalent to 5 semester units. Credit is not awarded for classes in which a student earns a Fail, No Mark, or Incomplete.

Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail, No Mark, or Incomplete. Partial credit is not granted for ECRCHS classes unless a student is eligible under Education Code Section 51225.2. Currently enrolled students who take classes at institutions other than ECRCHS must have approval from their counselor to earn high school credit. All courses posted to the transcript are final and cannot be removed from the transcript record.

All ECRCHS courses are accredited by the Western Association of School and Colleges ("WASC") and are transferable throughout the United States.

TRANSFER CREDITS

Subject marks and credits are accepted and recorded on the ECRCHS transcript from schools accredited by WASC or other regional accrediting association. Credit from non-accredited schools will be recorded with grades of pass or fail and a generic subject description. Credits for non-accredited school outside of the United States require certified translations. Evaluations of the transcript and the granting of credits is specific to each student. Students who have completed the equivalent of high school in their country may not enroll in ECRCHS, but may instead enroll in a post-secondary institution.

Regardless of the type of transfer, verification of the curriculum, course content, instructional hours and alignment with the California State Standards is required and must be approved by the Administrator before credit is awarded.

SUMMER SCHOOL

ECRCHS Summer School classes are available to students who are currently enrolled at ECRCHS and/or who are registered to enroll at ECRCHS in the Fall of each year. Students who take summer school classes at other institutions are required to obtain prior approval from their counselor before taking the class if they wish to apply the credits earned towards high school graduation. Students without prior authorization from their current school counselor will not earn high school credit. For more information, see your counselor.

CAL GRANT PROGRAM NOTICE

ECRCHS is required by state law to submit the GPA of all high school seniors by October 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt out. Students currently in

eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out on or before January 31.

INFORMATION REGARDING FINANCIAL AID

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

ALTERNATIVE EDUCATION AND INDEPENDENT STUDY PROGRAM

Alternative Education Program

ECRCHS is pledged to provide an appropriate and challenging educational program accessible to all students, including students achieving at a level significantly below their peers, defined as those who are 30 credits or more behind the four-year pacing plan. These students will be given the opportunity to capture credits through the Alternative Education Program. This program provides additional strategies with a more personalized instructional setting specific to each student's academic needs. Students identified for the personalized intervention setting will be expected to master the skills and content necessary for success in colleges and careers. Students will demonstrate mastery of standards in four core academic subject areas: English Language Arts; history/social sciences; mathematics; and the natural sciences.

Courses offered are not set on a semester timeline. Each course is designed to allow students the flexibility to access the curriculum at their own pace. Personalized learning plans ("PLP") are developed for each student. The instructional curriculum will have the flexibility to provide specific intervention, catering to the needs of each student, throughout each course's entirety. A self-paced format allows the teacher to slow down the curriculum at any time throughout the course and address learning deficits. Students are not required to move forward and keep up with the class but rather set their own pace based on their skills and ability to process the information necessary to be successful in each course. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade appropriate classes that meet A-G requirements.

Due to the independent nature of the instructional program, plagiarism and/or sharing of work is taken very seriously and will lead to closing the course with no credit awarded.

Independent Study

El Camino Real Charter High School may offer independent study to meet the educational needs of pupils enrolled in the charter. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum and meet the graduation requirements as defined in the school's charter. El Camino Real Charter shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

ECRCHS's complete Independent Study Policy is available as Appendix C.

Online Instruction

ECRCHS currently contracts with Cyber High to offer our students online classes. ECRCHS covers the expenses of these online classes. Each class is five units and students may work on the classes from their home computers. However, to finish each unit, the student must stay after school to take a test. Each semester there is a specific deadline for completion; classes that are not finished by the deadline are lost and do not roll over to the next semester. Students may request additional information and sign-up sheets from their counselors. Though there are other online, accredited programs from which we will accept credits, those other programs are private pay options. Due to the independent nature of the online program, plagiarism and/or sharing of work is taken very seriously and will lead to closing the course with no credit awarded.

Commented [SHP15]: The IS Policy was adopted in August to reflect AB 130 updates and does not appear to have been updated to reflect AB 167 updates. We inserted a copy of the IS Policy reflecting AB 167 updates in the appendices below. Please review and ensure the revised policy is adopted by the Board.

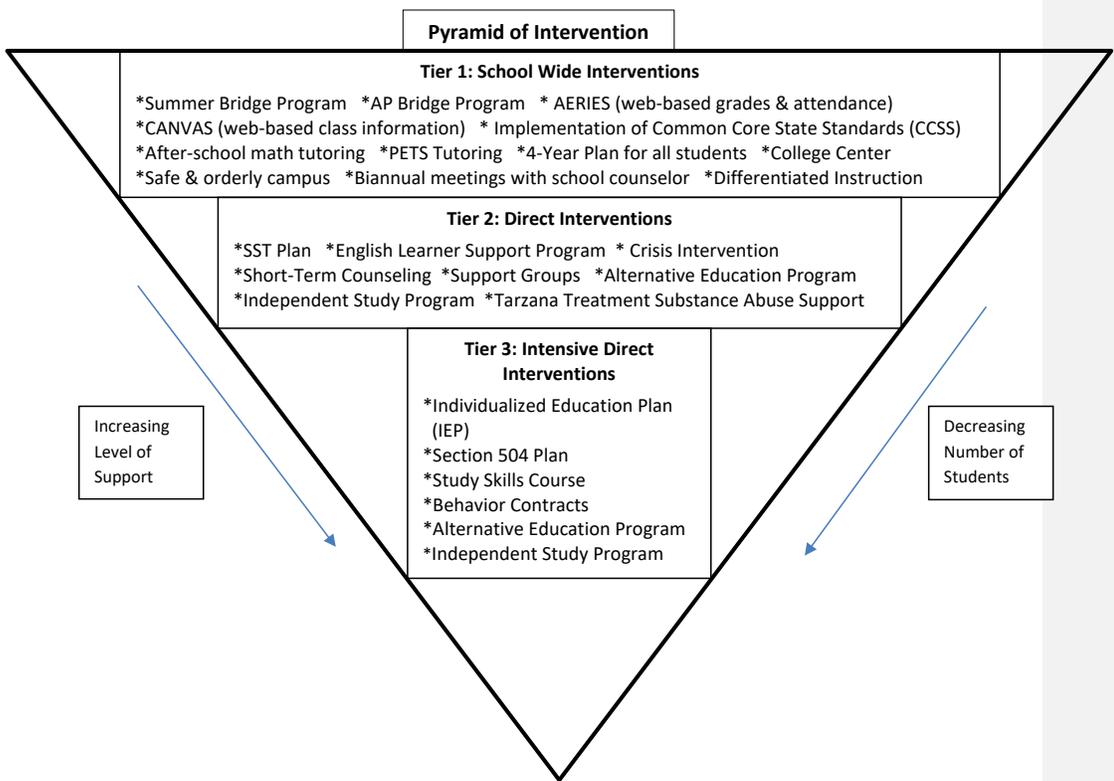
Commented [SHP16]: Is this a part of the independent study program subject to the IS Policy with students completing a master agreement?

STUDENT SUPPORT SERVICES

ECRCHS is dedicated to providing a positive and supportive learning environment focused on student success in our academic programs. Student Support Services provides oversight and guidance for Special Education, Section 504 Plans, the Health Office, and Mental Health Services and assists students, teachers, and counselors in identifying resources to support student success.

Intervention

If your student is experiencing difficulty in a class, please contact the teacher as soon as you are aware of the concerns. All faculty / staff contact information can be found on the website. Ideally, through communication and collaboration between the student, parent, and teacher, your student will attain success. If, after conferencing with the teacher, your student is still struggling, please contact their counselor for assistance.



Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District SELPA. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Special Education

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability.

Students who are eligible to receive supports and services under the IDEA are provided with Individualized Education Plans ("IEPs"). ECRCHS provides a continuum of placement options for students with disabilities in accordance with federal and state law.

All special education students are assigned a case carrier (a credentialed special education teacher) who monitors and assists each student's progress toward meeting IEP goals. General Education and Special Education teachers work collaboratively to meet student needs and to ensure that IEPs are implemented.

Resource Specialist Program ("RSP"): the Resource Specialist Program supports students who receive instruction primarily in general education classes utilizing an inclusion model.

Special Day Program ("SDP"): the Special Day Program provides instruction in core content areas by a credentialed Special Education teacher in a small class setting.

Students Receiving Instruction Through an Alternate Curriculum: students who are not on the diploma track and are working toward a Certificate of Completion ("COC"), as indicated on their IEP, receive instruction through an alternate curriculum and through modifications to the general education curriculum that are individualized based on their specific needs and their IEP goal areas.

Related services are provided as indicated on the IEP - including services for Speech and Language, Occupational Therapy, Physical Therapy, Counseling, itinerant teachers

for vision and/or hearing impairments, etc. ECRCHS also employs a Transition Teacher to support post-high school success for Special Education students.

If you believe your child may be eligible for special education services, please contact Mrs. Emilie Larew, Administrative Director, Student Support Services, at e.larew@ecrchs.net or (818) 595-8003. A copy of ECRCHS's special education policy is attached hereto as Appendix D.

Section 504 Plans

Section 504 of the Rehabilitation Act is a federal law that requires reasonable accommodations be provided to students with qualifying disabilities.

ECRCHS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of ECRCHS.

Any student who has an objectively identified disability which substantially limits one or more major life activities is eligible for accommodations under Section 504. A student may be considered to have a substantial limitation when unable to perform activities that a similar-age peer in the general population can perform. Major life activities include (but are not limited to): self-care, manual tasks, walking, hearing, seeing, speaking, breathing, and learning.

If you feel that your child may qualify for a Section 504 Plan, please contact their counselor or Mrs. Larew, Administrative Assistant, Student Support Services. A copy of the School's Section 504 Policies and Procedures is attached hereto as Appendix E.

Commented [SHP17]: Confirming that this is the correct contact . Please update if necessary.

Mental Health Services

ECRCHS recognizes that, when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Supports on Campus:

- **School-based counseling services** – ECRCHS has seven School Counselors, two School Psychologists, and a Psychiatric Social Worker (“PSW”) who provide mental health supports for students.

Our School Counselors, School Psychologists, and Psychiatric Social Worker support students by providing individual sessions, group or parent consultations when a student is having a difficult time due to academic stress, transition due to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our School or by an outside provider listed below, are voluntary.

Your child is encouraged to directly contact their school counselor by coming into the counseling office during school hours and making an appointment. The counseling office can also be reached at (818) 595-7514. The School Psychologists and PSW can be reached through the Student Support Services Office at (818) 595-8005.

- **Special Education services and Section 504 Plans** – if you believe your child may have a disability, you are encouraged to directly contact Ms. Larew, Assistant Principal of Student Support Services, at (818) 595-8003 to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school, please contact the Health Office at (818) 595-7530 to arrange for the administration of the medication through the Health Office during school hours.
- **Other support services** – Students eligible for Medi-Cal may also apply to receive counseling support on campus provided through the Department of Mental Health. Referral information is available through your child's school counselor.

Outside Mental Health Resources:

- **Los Angeles County Department of Mental Health (“DMH”)** – This organization provides countywide services for families including mental health referrals, linkage resources, and crisis intervention. Emergency & Non-Emergency Helpline is available 24 hours at 1-800-854-7771. Additional information is available on their website at <http://dmh.lacounty.gov>.
- **National Alliance on Mental Illness (“NAMI”)** – This organization is the nation's largest grassroots mental health organization dedicated to improving the lives of those affected by mental illness. Information about supports available in the community are available on their website at www.namika.org.
- **TEEN LINE** – This organization provides a teen-to-teen support hotline that provides support for teens by other trained teens from 6pm to 10pm nightly. Teens can call (800) TLC-TEEN (800-852-8336) or (310) 855-4673, text 839863, or download and use @TeenTalkApp to get support. Resources for parents are also available on their website at www.teenlineonline.org.

- **National Suicide Prevention Hotline** - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- **The Trevor Project** - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- **Big Brothers/Big Sisters of America** – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Suicide Prevention Policy

ECRCHS recognizes that suicide is a major cause of death among youth and takes this issue seriously. To attempt to reduce suicidal behavior and its impact on students and families, ECRCHS has developed prevention strategies and intervention procedures. ECRCHS’s Suicide Prevention Policy is attached as Appendix F.

Commented [SHP18]: Please note that the suicide prevention policy is required to be included in full in this handbook – this policy cannot be removed.

Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. ECRCHS’s Education for Homeless Children and Youth Policy is attached as Appendix G.

Commented [SHP19]: Please note that there is an annual notice for this topic. This language as written does not meet all legal requirement, however, the inclusion of your complete policy within this handbook satisfies the requirement. If you remove the full policy from the handbook, a complete annual notice will need to be provided here or via other means.

Foster and Mobile Youth

ECRCHS is committed to providing foster and other mobile youth with full access to ECRCHS’s educational program in order to provide the tools necessary for their academic achievement. ECRCHS’s Education for Foster and Mobile Youth Policy is attached as Appendix H.

The Policy was updated and adopted by the Board at the end of 2021 for legal updates. A copy of the updated policy is included in the appendix.

Pregnant and Parenting Students

ECRCHS recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student’s physician, which the student may take before the birth of the student’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. ECRCHS will ensure that absences from the student’s regular school program are excused until the student is able to return to the regular school program.

Commented [SHP20]: Please note that there is an annual notice for this topic. This language as written does not meet all legal requirement, however, the inclusion of your complete policy within this handbook satisfies the requirement. If you remove the full policy from the handbook, a complete annual notice will need to be provided here or via other means.

The Policy was updated and adopted by the Board at the end of 2021 for legal updates. A copy of the updated policy is included in the appendix.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student’s leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in ECRCHS if it is necessary in order for the student to be able to complete any graduation requirements, unless ECRCHS determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student’s fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures (“UCP”) of ECRCHS. The complaint may be filed in writing with the compliance officer:

Dr. Kurt S. Lowry
Director, Human Resources & Compliance
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at 818 595-7500 or d.hussey@ecrchs.net to obtain this information.

Commented [SHP21]: Revised to align with the changes we made to the UCP Policy in the appendices. If another administrator is designated as the UCP compliance officer, please revise this contact information accordingly. Please ensure this aligns with the contact information in the UCP Policy.

Commented [SHP22]: Please identify the appropriate administrator here with their contact information.

TESTING

English Learners and the Language Proficiency Assessments for California

ECRCHS is committed to the success of its English Learners (“EL”) and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. ECRCHS will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ECRCHS will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

The English Language Proficiency Assessments for California (“ELPAC”) must be administered to new enrollees in ECRCHS with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being ELs must also be administered the ELPAC annually to determine annual English language development progress until the EL student has been reclassified.

The ELPAC is administered to students who are already identified as ELs in the spring semester. For new enrollees who have a home language other than English, the ELPAC must be administered within 30 days of enrollment in a California public school.

The ELPAC is the required state test for English language proficiency (“ELP”) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as “transitional kindergarten”) through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards, and is comprised of two separate ELP assessments:

- an initial identification of students as English learners
- an annual summative assessment to measure a student’s progress in learning English and to identify the student’s ELP level.

To find more information about the ELPAC, please contact Mr. Richard Yi at r.yi@ecrchs.net. Additional information is posted on the internet at <http://www.elpac.org>.

California Assessment of Student Performance and Progress (“CAASPP”) System

The annual CAASPP administration will include the Smarter Balanced Summative Assessments, the California Alternate Assessments (“CAAs”), and the California Science Tests (“CASTs”). The optional primary language test, the Standards-based

Commented [SHP23]: Reminder: Existing law requires each school to make a determination of the primary language of a student when the student enrolls in the school and requires each parent or guardian of a student enrolled in a public school to receive notice of an assessment of a student’s English proficiency no later than 30 days after the start of the school year that includes, among other things, the reason for the student’s classification as an English learner, the level of English proficiency, and a description of the program for the English language development instruction. Please ensure you are providing that notice to the Parents of all English Learners. If you would like assistance in this, please let us know.

Commented [SHP24]: Confirm that this is still the correct contact information.

Commented [SHP25]: Revised so that the school doesn’t have to update the year each year.

Tests in Spanish (“STS”) for Reading/Language Arts (“RLA”), will be offered in the form of paper-pencil assessments.

The school shall annually administer all required state testing to the applicable grades. Notwithstanding any other provision of law, a parent’s or guardian’s written request to school officials to excuse their child from any or all parts of the state assessments shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Physical Fitness Test

State law requires school districts to administer the Physical Fitness Test (“PFT”) annually to all students in grade nine. The state-designated PFT is the FITNESSGRAM®. The FITNESSGRAM® is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity. Passing the test requires that students score in the “Healthy Fitness” zone in five out of the six fitness areas. Students must remain in PE until the PFT is passed. However, please note that passing the PFT is not a requirement for graduation.

The complete FITNESSGRAM® test battery measures student performance in the following areas:

- 1) Aerobic Capacity
- 2) Body Composition
- 3) Abdominal Strength and Endurance
- 4) Trunk Extensor Strength and Flexibility
- 5) Upper Body Strength and Endurance
- 6) Flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide students appropriate practice as part of the regular physical education (“P.E.”) program throughout the year. Students are tested throughout the school year.

To find more information about the FITNESSGRAM®, please contact your child’s P.E. teacher. Additional information is posted on the internet at <https://www.cde.ca.gov/ta/tg/pf/>.

California State University Early Assessment Program (“CSU-EAP”)

The CSU-EAP test is embedded in the CAASPP 11th-grade English Language Arts/Literacy and mathematics. These tests are part of California’s public school testing and accountability system and are required of all grade 11 students. CAASPP exams cover both California high school standards as well as the CSU placement standards. Specified levels of these scores indicate meeting CSU standards.

Additional information can be found at: <http://www.cde.ca.gov/ci/g/hs/eapindex.asp> and <https://www.calstate.edu/eap/>.

ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES

Students at the Charter School may perform animal dissections as part of the science curriculum. In accordance with Education Code Section 32255.1, any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project must require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

INTERNATIONAL STUDENT ADMISSIONS

The Primary Designated School Official ("PDSO") currently works with international students in grades 9-12 who wish to study at ECRCHS with an F-1 Student Visa issued by the State Department. This office is authorized to issue the I-20 documents required to obtain a student visa. For additional information regarding the process and admission eligibility of foreign students please send an email to exchange@ecrchs.net.

ATHLETICS

GENERAL INFORMATION AND ELIGIBILITY

ECRCHS is a member of the Los Angeles City Section of the California Interscholastic Federation ("CIF"). The School fields teams in Baseball, Boys and Girls Basketball, Boys and Girls Cross Country, Football, Boys and Girls Golf, Boys and Girls Soccer, Softball, Boys and Girls Swimming and Diving, Boys and Girls Tennis, Boys and Girls Track and Field, Boys and Girls Volleyball, Girls Beach/Sand Volleyball, Boys and Girls Water Polo, Boys and Girls Lacrosse, and Boys and Girls Wrestling. Contact information for coaches is available on the School website under the "Athletics" tab.

In order to compete on an interscholastic athletics team, the following requirements must be met:

Academic

- Minimum of a 2.0 GPA on the 10 and 20 week grading periods (CIF Rule). (ECRCHS has added a "Only 1 U in Citizenship/Cooperation Rule" for 5, 10, 15, and 20 week grading periods).
- Student Athletes must be enrolled in a minimum of 20 credits.
- Student Athletes must attend a minimum of 2 classes (not including the sports period) on the day of athletic contests.

Commented [SHP26]: Confirm that this continues to meet CIF eligibility requirements.

Annual Medical/Health Physical

- All student athletes must have an *annual* physical completed by a medical physician (not nurse, chiropractor, etc.).
- All physical forms must be completed on ECRCHS approved forms. The coaches will have copies of them available. A copy is also available on the school website under the "Athletics" tab.
- The physical form must be completely filled out, and must be signed by the student, parent/guardian, and the medical physician.
- The physician's office signature must be stamped on the form next to the doctor's signature.
- All questions must be answered and doctors must stamp and sign the forms.
- Copies, faxes, or any duplicates will not be accepted.
- All students participating in tryouts must have a physical completed prior to actual tryouts per CIF rules and regulations.

Proof of Medical Insurance

- All student athletes must have valid medical insurance to participate.
- The student's name must be on the copy of the card, or a letter of eligibility from your insurance carrier if they do not provide cards for dependents.
- School insurance may also be purchased.

Athletic Paperwork

- Parent and Student Consent to Participate in Interscholastic Sports.
- Athletic Insurance Certificate (Proof of Medical Insurance must be attached).
- Acknowledgement of Risk and Informed Consent.
- Acknowledgement of Concussion & Head Injuries Information Sheet.
- Acknowledgement of Sudden Cardiac Arrest Information Sheet.
- Student Code of Conduct.
- Acknowledgement of Rules and Consequences for ECRCHS Athletics.
- Steroid Prohibition.
- Victory with Honor: Parent Code of Conduct.

CONCUSSION/HEAD INJURIES

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because ECRCHS has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

SUDDEN CARDIAC ARREST PREVENTION AND AUTOMATED EXTERNAL DEFIBRILLATORS

ECRCHS is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at ECRCHS, must review the information sheet on sudden cardiac arrest via the following link: <https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf>.

OPIOID INFORMATION SHEET

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition.

Commented [SHP27]: Reminder:
 If the Charter School offers an athletic program, parents/guardians must sign a concussion/head injury information sheet on a yearly basis if their student is an athlete on any of the School’s athletic teams. This does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. The School can provide this concussion information sheet to only those parents whose students are participating in the School’s athletic program, if applicable.

The School can use the following:
https://www.cdc.gov/headsup/pdfs/youthsports/Parent_Athlete_Info_Sheet-a.pdf

Commented [SHP28]: The School is required to provide this notice if it offers athletics (not part of regular PE activities). The Opioid Factsheet for Patients may be sent and returned through an electronic medium, including, but not limited to, fax or email. The School may also place the entire fact sheet in its annual notice packet or Handbook to comply with this annual notice requirement.

The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

CAMPUS LIFE

ID CARDS

At the beginning of each school year, every student is provided with a photo identification card. Students are expected to carry this card at all times when on campus or when attending any school related activity on or off campus. Students must produce the card upon request of authorized school personnel. If the ID card is lost, a duplicate may be obtained in the Admissions Office at a cost of \$4.00. ID cards, along with appropriate passes, must be shown when leaving school at lunch or any other time before regular dismissal.

LOCKERS

Each student entering ECRCHS will be assigned a hall locker. These lockers will be kept throughout a student's stay at ECRCHS. Students should not give their locker combination to other students or share lockers. A student can use their locker to store books, notebooks, and personal articles, but the School assumes no responsibility for any loss. Students should not leave money or valuables in the locker. Students experiencing locker issues should go to the Assistant Principals' Office for assistance. The School maintains the right to open lockers at any time and random locker searches may be conducted throughout the year. For more information, please reference the Campus Search and Seizure section of the Handbook and the Search and Seizure Policy available as Appendix I.

Commented [SHP29]: There is a section addressing Search and Seizure below within the Handbook, so also added reference to that section (which discusses lockers in part as well).

ACTIVITY CARDS

The Activity Card provides savings for the student and support for school activities. Activity card holders receive free admission to home football and basketball games (not including playoffs). Students also receive free admission to away football and basketball games when the school is playing a West Valley League opponent. In addition, the card provides a discount on the yearbook and several school activities.

LUNCH PASSES

Juniors and seniors with good attendance (no more than 10 unexcused absences; note that two tardies equal one unexcused absence) may be eligible for a lunch pass. Lunch passes allow students to leave campus during lunch. Parent/guardian permission is required and the passes may be taken away at any time. Applications and more information are available in the Deans/Admissions Office.

Commented [SHP30]: Please let us know if you would like assistance with an Off-Campus lunch policy.

MEALS AND FOOD ON CAMPUS

ECRCHS provides free nutrition and lunch for students. For this reason, students are not allowed to order/receive food delivery from outside companies such as Grubhub, Postmates, Doordash, Ubereats, or anything similar at any time. A parent/guardian, however, may bring

their child(ren) a meal during nutrition or lunch time. It is the responsibility of parents to be here in a timely manner or the food will not be accepted.

Students with Lunch Passes:

Students with lunch passes must stay off campus until 3 minutes before the bell rings. Students may not bring any food back on campus. Students may bring a single drink/beverage for their own consumption. Due to allergies and other health concerns, bringing food or drink back for other students is strictly prohibited.

Outside Food Deliveries Prohibited:

Outside food delivery (such as Uber Eats, GrubHub, Postmates, etc.) of any kind is prohibited during school hours.

Parent/Guardian Lunch Drop-Off:

Parents/guardians may bring a single meal only for their child(ren) to drop off with Security or at the Main Office. Students may take the lunch brought by a parent/guardian to the quad (or other designated area) to eat. Students are only allowed to pick up food during nutrition or lunch, not during a passing period. ECRCHS has the right, in its sole discretion, to inspect any bags or containers brought, as necessary.

Clubs/Student Organizations:

During Lunch: clubs and organizations **may not sell food at all** during school hours. Clubs and organizations may be allowed to bring food during lunchtime for meetings with the approval of both the sponsor and administration (either Ms. Clark or Mr. Bennett). The appropriate form must be completed and submitted to administration (either Ms. Clark or Mr. Bennett); the form can be found on the ecrchs.net website under “Activities – ECR Clubs.” Forms must be submitted at least one (1) week in advance. Upon approval, the club/organization will only be allowed to bring food once (1) per month. All food brought in must meet the School’s Health and Wellness Policy regulations (i.e., healthy foods only and no home-cooked foods). Items served must be discussed with sponsors & administrators.

Our school’s **Wellness Policy** is posted under the “Families” tab of the School website.

After School: clubs and organizations may sell food on campus starting 30 minutes after school ends. Clubs and organizations seeking to sell food on campus must first obtain the approval of the sponsor and Student Council (Student Council will advise administration). If approved, all food sold must meet the School’s Health and Wellness Policy regulations (i.e., healthy foods only and no home-cooked foods). Items served should be discussed with sponsors & administrators.

FIELD TRIPS

Students may have the opportunity to participate in field trips, which are educational off-campus activities led by a teacher or other school staff. All students who are scheduled to attend an approved field trip will receive a "Parent's or Guardian's Permission for a Field Trip and Authorization for Medical Care" form. The completed and signed form must be submitted prior to the student attending the trip. The teacher will notify the student of the paperwork deadline.

In general, transportation for field trips is provided by school bus and all students must take the bus to and from the trip destination. In the event that transportation is not by bus, parents/guardians will receive additional paperwork to acknowledge and allow a different method of transportation. A copy of ECRCHS's complete Transportation Safety Policy is available as [Appendix K](#).

STUDENT CLUBS

Joining a club is a great way to feel connected to the school, meet new friends, and gives students the opportunity to explore and share special interests with other students. There are currently approximately 90 clubs on campus covering a wide variety of topics. Go to the Student Section of the school website to see a current club list. Most clubs meet once per week during lunch in the sponsor's classroom.

STUDENT GOVERNMENT

ECRCHS has several organizations that give students a variety of leadership opportunities.

Student Council

Student Council is the main student government organization on campus. Chaired by the Student Body President, the group oversees all business concerning students, plans and produces all Student Body activities, and promotes school spirit. Membership is by election or appointment only.

Class Steering Committees

The Senior, Junior, Sophomore, and Freshman Steering Committees are chaired by the elected class presidents and are designed to represent and implement the ideas of class members. Steering committees meet periodically and all students are invited to attend and participate.

Student Senate

The Student Senate is composed of elected representatives from each 1st period class and meets monthly. Its main purpose is to provide input and two-way communication between Student Council and the Student Body.

EXTRACURRICULAR ACTIVITIES

Events and Activities

ECRCHS offers a plethora of events and activities for students each year. We boast over 80 student-led clubs and dozens of programs that contribute to the overall learning experience all while promoting school spirit and building confidence in our students. With these in mind, whenever students misbehave during school events and activities, it presents a safety issue on campus. Therefore, all student misconduct will be documented and consequences will be assigned accordingly. Attendance at after-school events and activities is a privilege and may be revoked at any time. This can include denied entry at athletic events, school dances, and signature ceremonial events such as Prom, and Graduation. Depending on the severity of the behavior, egregious misconduct can and may lead to immediate discipline, up to and including suspension or expulsion.

Contraband

The following items, if found on a student (clothing or personal belongings including lockers) will prohibit a student from participating in ECRCHS school events, including prom and graduation. Students and parents/guardians will be notified by Administrators.

- Alcohol/Flasks
- Weapons (or anything that can be used as a weapon)
- All Tobacco Products
- All illegal substances & Drug Paraphernalia
- Lighters/Matches

The following behaviors, if occurring on campus at any time during the school year, will prohibit a student from attending any ECRCHS school events, including prom and graduation. Students and parents/guardians will be notified by Administrators.

- Fighting
- Smoking/Vaping
- Disrespect towards authority
- Bullying
- Cutting Class
- Incomplete detentions
- Excessive Tardies
- Chronic Absences 10% of the instructional days enrolled (e.g., 18 out of 180 days). This includes excused and unexcused absences.

~~ECRCHS offers a wide variety of extracurricular activities. Options include yearbook, drama, choir, instrumental music, journalism, film-making, color guard, and reserve~~

~~officers training corps ("ROTC"). Several of our clubs perform activities outside of school such as Relay for Life, Science Bowl, and Robotics.~~

PHYSICAL EDUCATION / P.E. CLOTHES

To fulfill the requirements for high school graduation, students must take two years (four semesters) of Physical Education ("P.E."). In addition, they must pass 5 out of the 6 components of the California State Physical Fitness Test (as discussed above). Students are required to take PE in 9th grade and must pass 4 semesters of PE in total. If a student is unable to pass 5 out of the 6 components of the Physical Fitness Test, the student will be required to take a P.E. class each semester until they pass.

For safety reasons, students are required to change into appropriate clothing for their Physical Education class. Appropriate clothing includes the following:

- Shoes: Closed toe sneakers with laces or Velcro.
- Shirts: ECRCHS logo P.E. shirts or plain white t-shirts with no logos or design.
- Shorts: ECRCHS logo shorts or royal blue sports shorts.
- Cold weather gear: In the event of cold weather, the student may wear any ECRCHS logo sweatshirt or plain grey (no logos) sweatshirt OVER their P.E. shirt. In addition, they may also wear plain grey sweat bottoms OVER their shorts, or black leggings UNDER their shorts. The "sweats" may not be worn in lieu of the P.E. shirt and short uniform.

Students may purchase ECRCHS logo P.E. clothes from the Student Store or online at <http://store.ecrchs.net/>. P.E. clothing purchased is the property of the student to keep.

Upon request, ECRCHS will provide students a set of "used" ECRCHS logo P.E. shirt and shorts to wear during P.E. class. Students will be required to return the provided clothing at the end of the school year; failure to do so may result in a fine. If you would like a set of used ECRCHS logo P.E. shirt and shorts, please have the student ask their P.E. teacher or contact the Department Chair Ms. Chandler at l.chandler@ecrchs.net.

STUDENT STORE

The Student Store is located near the covered eating area and is open Monday through Friday from 7:30 am to 4:00 pm. The Student Store provides a variety of items including:

- P.E. clothes (shorts, shirts, sweatshirts)
- Spirit Wear (shirts, hats, sweatshirts)
- Student Activity Cards
- Sales of tickets for athletic and school events
- Yearbook sales

- AP test sign ups

Purchases must be made with cash, cashiers' check, or credit card. Personal checks will not be accepted.

CAFETERIA

Food is available in the student cafeteria during nutrition and lunch through our food vendor, Chartwells.

Commented [MB31]: Is this still accurate?

Students may not sell food (i.e., candy bar fundraisers) or drinks on campus. Students violating this rule may be referred to the Dean's Office and face consequences for violation of this rule, including, but not limited to, having their food items confiscated.

National School Lunch Program: Free and Reduced-Price Meals

ECRCHS also participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Commented [MB32]: California Universal Meals (AB130) updates Education Code (EC), Section 49501.5 that requires public school districts, county offices of education, and charter schools to provide a breakfast and lunch to students that request a meal, free of charge for each school day beginning in SY 2022-23. In order to receive state reimbursement for the two meals, local educational agencies (LEA) must participate in both the NSLP and SBP.

Applications for school meals are included in the enrollment packets to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. For assistance with the application process, please view the support materials on the school's website under "Families – Cafeteria." Please note that this application is different than the LAUSD application, and in order to receive school meals at ECRCHS, you must fill out our application. A copy of ECRCHS's complete Universal Free Meals Policy is available as Appendix J.

The state meal mandate applies to charter schools. However, only charters that participate in the NSLP and SBP are eligible to receive the state meal reimbursement.

Commented [SHP33]: Confirming this occurs.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements, which is available on the School's website.

Commented [SHP34]: We located this by running a search, which led to this page: https://www.ecrchs.net/m/pages/index.jsp?uREC_ID=370005&type=d&termREC_ID=&pREC_ID=691061 with a link to the Wellness Policy. I could not otherwise find a way to this page through the main home page. ECRCHS may want to review the website and ensure that the link to the Policy is more easily accessible.

PARKING

Students may park in the student lot or on the streets around the school where parking is legal. Students may not park in the faculty lot. Students are not to loiter, litter, smoke, play radios, etc., in the parking lot or surrounding streets. Students 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; students and parents/guardians 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.

BICYCLES AND SKATEBOARDS

Students are welcome to ride bicycles and skateboards to school, but students may not ride on campus. Bicycles and skateboards must be stored in an appropriate rack during the day. There is an enclosed bicycle rack located near the lower "S" building. There is also a skateboard rack located in the quad, just past the main lobby. Students must supply their own locks. Skateboards do not fit in the lockers and students may not carry their skateboards around during the school day. ECRCHS assumes no liability for the loss of or damage to bicycle and skateboards stored on ECRCHS campus. ECRCHS reserves the right to deny use of bicycles and skateboards on its campus.

TRANSPORTATION SAFETY PLAN

ECRCHS may provide transportation to or from ECRCHS school activity via school bus. ECRCHS has therefore approved a Transportation Safety Plan, which contains procedures for ECRCHS personnel to follow to ensure the safe transportation of students. Students are informed that any violation of ECRCHS's policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the ECRCHS discipline policy. A copy of this Plan is available as [Appendix K](#) and will be made available upon request to an officer of the Department of the California Highway Patrol.

ECRCHS may provide coverage of fare for students using the public Metro system to and from school. Students participating in the program shall be monitored through an online clearinghouse system to ensure there is no abuse of the program. Please contact the ECRCHS Counseling Office for information regarding the registration process.

STUDENT CONDUCT

BULLYING AND HAZING

ECRCHS prohibits any acts of unlawful discrimination, sexual harassment, harassment, intimidation, and bullying of any kind inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. ECRCH's complete Title IX, Harassment, Intimidation, Discrimination and Bullying Policy is available as [Appendix L](#).

SUSPENSION AND EXPULSION

ECRCHS's suspension and expulsion policies are set forth in [Appendix M](#).

The suspension and expulsion policies may also be found on ECRCHS' Charter Renewal Petition, which is available on the school website under "ECR Board – Charter Documents."

CELL PHONES

Cell phones, smartphones, and other personal electronics are permitted to be brought to school. However, students are not permitted to use personal electronics inside of classrooms or during class time. Personal electronics may only be used:

- Before school starts, after end of the school day, or during nutrition and lunch
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Headphones, earphones, ear buds, and other listening devices/accessories may also not be used inside of classrooms or during class time.

Students violating this policy may have their personal electronics confiscated by School staff. The first time a phone is confiscated, it will be returned to the student after school at the Deans' Office. The second time a phone is confiscated, the student must serve lunch detention. If a phone is confiscated a third time, a parent must pick up the phone. Phones brought to school will be at the owner's risk. The school will not be responsible for theft, loss or damage to any personal electronics brought onto to campus or at Charter School sponsored activities.

CHEATING/PLAGIARISM

Any student found cheating/plagiarizing may be penalized by the loss of the test or assignment value. In addition, a student may receive a unsatisfactory (“U”) mark in cooperation and/or work habits. A parent or guardian will be notified of the incident and penalty by the teacher. The contact will be documented. Further, cheating/plagiarizing may jeopardize college recommendation letters. Please note that Alternative Education and Independent Study may have different standards and guidelines; please refer to written guidelines for these programs.

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

OPAQUE FABRIC: solid, not sheer or transparent, cannot be see-through.

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.

Continued violation of the Dress Code policy may result in disciplinary action, up to and including loss of lunch pass privileges, loss of student parking privileges, loss of extracurricular activities, and/or detention.

STUDENT SEARCHES AND SEIZURES POLICY

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement though the use of trained dogs as described above.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device*. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations. ECRCHS maintains a Student Search and Seizure Policy included as Appendix I of this Handbook.

Commented [SHP35]: This notice is not legally required. However, it is strongly recommended if the School performs searches of student lockers and school property (such as a student desk) since providing notice that the locker/school property may be searched helps to establish that students do not have a reasonable expectation of privacy in the school property/student locker.

In addition, the School has an existing Search and Seizure Policy in the appendices, which states that annual notice of the policy will be provided to parents and that a summary of the Policy will be in the Handbook. Accordingly, we included some annual notice language here.

Commented [SHP36]: There is a separate section that discusses use of lockers. We included reference here to ensure a comprehensive description of the search and seizure procedures.

Commented [SHP37]: On January 1, 2016, the California Electronic Communications Privacy Act (also known as CalECPA or SB 178) took effect placing new restrictions on "government entity" searches of electronic devices. "Government entity" is defined under the Act as a department or agency of the state or a political subdivision thereof, or an individual acting for or on behalf of the state or a political subdivision thereof.

This definition is broad and appears to include school districts. While not specifically applicable to charter schools, we believe the most conservative approach would be to assume charter schools are included for the same reason school districts are – because they are entities funded and to a large extent, regulated by the state.

CalECPA defines an emergency as a situation "involving danger of death or serious physical injury to any person [that] requires access to the electronic device information." Penal Code § 1546.1(c)(6).

*Please note that this does not prohibit the school from **confiscating** a student's private electronic device – it only limits a school's ability to search the **contents** of the device or access digital communications (such as emails sent or received from a personal account).*

STUDENTS' PERSONAL PROPERTY

Personal items of value (cell phones, electronic games, laptops, tablets, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The School is not responsible for lost or stolen items (including those in lockers).

PROM ATTENDANCE POLICY

~~ECRCHS has adopted an attendance policy to help improve attendance and student achievement. Students who exceed the maximum number of allowable absences will be denied the privilege of participation in the Senior Prom.~~

Prom

Students will be informed throughout the year based on disciplinary actions and attendance if they are not allowed to attend prom. We ask students (with support from parents/guardians) to please monitor your behavior and attendance daily. Student attendance can be checked via Aeries (parents please ensure you are signed up for access and clear absences within 5 days of returning).

Prom Attendance Policy: Students must be below the Chronic Absenteeism state minimum for the number of days enrolled in school. If a student starts school at the beginning of the year, they can miss no more than 18 out of 180 days (whether excused or unexcused) in order to attend prom. If a student starts later in the year, the number of days a student is allowed to miss are fewer and will be calculated based on start date.

- No refunds for prom.
- There are no prom appeals.
- Students will submit student and guest prom permission slips first before purchasing tickets. Once receiving approval, students will be permitted to purchase a ticket the following week.
- All guests attending prom must be 20 years of age or under and are the responsibility of the ECRCHS students with whom they are attending the event.
- Students must have served all detentions assigned and paid all fees and fines.
- Any student who is subject to significant disciplinary action throughout the 2022-2023 school year, will be ineligible to attend prom.
- The Administrative Director has the discretion to deny or approve prom attendance.

Be advised policies are subject to administrative changes.

More details can be found in the complete ECRCHS Prom Attendance Policy located in [Appendix N](#).

ALCOHOL, TOBACCO, DRUGS

ECRCHS does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco (including e-cigarettes and all other nicotine-related products such as vape pens) by students on campus or at school-sponsored activities. Students violating this policy will face disciplinary action, up to and including suspension or expulsion. Further action may include notification of the police, police citation, and/or arrest.

HEALTH

HEALTH INFORMATION

For any student who returns to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), we encourage the student and/or his/her/their parent/guardian to provide the school with written permission/consent by a licensed California health care provider that confirms the student's readiness to attend school, as well as any recommendations regarding his/her/their participation in physical activity (P.E. and/or athletic practices and/or competition).

Similarly, for any student who returns to school with sutures (stitches, staples), ace bandage (elastic bandage) casts, splints, crutches, cane, walker, or a wheelchair, we encourage the student and/or his/her/their parent/guardian to provide the school with written permission/consent by a licensed California health care provider that confirms the student's readiness to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety.

A parent's written request for an excuse from a P.E. class will be accepted for up to 3 days; thereafter, a written request is needed from the student's health care provider.

If a student is enrolled in P.E. and a medical situation occurs that prevents the student from participating in all activity for a specified period of time, the student will continue to be eligible for physical education credit, provided that the injury/illness is for five weeks or less (25 school days or less). The student will continue to attend class as scheduled. The student will not be penalized for missing activities, provided the student dresses and completes reasonable alternate assignments and attends make-up sessions, as arranged by the physical education teacher.

If a student is enrolled in P.E. and a medical situation occurs that prevents active participation for more than five weeks (more than 25 school days), the student will not be eligible for physical education credit, provided that the injury/illness is for five weeks or more. The absences do not need to be consecutive days and the student must have a doctor's note. The student may be eligible for elective credit only and must retake the class during a following semester. The school staff may consider an alternate placement for the student, such as a student aide in the physical education class, while the student is inactive.

Students are allowed to wear protective gear (hats, sun visors and/or sunglasses) while outdoors at recess, gym, etc. Schools may regulate the type of sun protective clothing/headgear in accordance with Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at school.

Commented [SHP38]: Same as the comment above. We do not think the School can force this requirement and it may in fact limit educational opportunity. These notes can be encouraged and best practice, but we do not think they would hold up legally if challenged.

Communicable Disease Prevention

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis (“pink eye”); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis (“whooping cough”). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and district, county and state policy. Readmission to School is based on condition and appropriate treatment.

Any student excluded from school with flu-like symptoms and/or a fever of 100 degrees or greater must be free from symptoms and fever for at least 24 hours, without the use of fever-reducing medication before returning to school.

An effort will be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the school nurse or school health personnel.

Immunizations

California law requires that an immunization record be presented to ECRCHS staff before a student can be unconditionally enrolled in school. ECRCHS’s complete Immunization Policy is available as Appendix O.

Commented [SHP39]: Since the Policy is included with the Handbook, we did not otherwise provide a more detailed annual notice within the Handbook. Often, annual notice is provided by charter schools as part of the enrollment paperwork. If so, please ensure that the information provided therein is consistent with the Policy. Please let us know if you would like us to review the Enrollment paperwork.
Commented [MB40]: No longer a required annual notice.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student’s entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child’s medical status changes, please provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way your child’s ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Medication Administration/Assistance

Students who are required to take prescription or over-the-counter medication during the regular school day may be assisted by designated school personnel upon receipt of required documentation and in accordance with ECRCHS's Administration of Medication Policy, available as [Appendix P](#).

SEX EDUCATION COURSES

ECRCHS has adopted a Comprehensive Sexual Health Education Policy to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows: (1) to provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV") and other sexually transmitted infections and from unintended pregnancy;(2) to provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; (3) to promote understanding of sexuality as a normal part of human development; (4) to ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end; and (5) to provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

The Charter School offers comprehensive sexual health education to its students. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code Sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or

practices relating to sex) may be administered to students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey. This complete Comprehensive Sexual Health Education Policy is available as Appendix Q.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. ECRCHS believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, ECRCHS will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available upon request at the main office. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on ECRCHS's website for your review.

Commented [SHP41]: The school website has a page for these resources - https://www.ecrchs.net/apps/pages/index.jsp?uREC_ID=441778&type=d.

However, there is only a link to a factsheet from the Department of Education. If there is any other school-specific information, please ensure it is available on this page.

SAFETY

EMERGENCY PREPAREDNESS

Commented [SHP42]: Please ensure that these procedures align with the School's Comprehensive School Safety Plan.

The school conducts the following drills throughout the school year.

- Fire Drill: Conducted once per semester. Students are evacuated to the stadium.
- Drop, Cover and Hold Drill: Conducted once per month in classrooms.
- Earthquake Drill: Conducted once per year as part of the Great California Shake-Out. Students are evacuated to the stadium.
- Shelter in Place/Lockdown Drill: Conducted once per year in the Spring semester.

In addition to conducting regular drills, the School stocks emergency supplies to sustain students and staff. These supplies include water, food, first aid supplies, search and rescue supplies, and sanitation items.

EMERGENCY PROCEDURES

All classrooms have an Emergency Packet mounted near the door. The packet contains the classroom evacuation route, emergency assembly area diagram, class rosters, and attendance forms. If the situation requires it (e.g., earthquake, fire), students and staff will evacuate to the stadium with their class. If the emergency occurs when students are not in class (nutrition, lunch), students will go to the stadium and meet up with their second period teacher.

Once classes have made it to the stadium, teachers take and submit attendance and await further instructions. Students are to remain with their teacher.

Request Gate

If it becomes necessary for a parent/guardian to pick up their child, they should proceed to the request gate located on Valley Circle Blvd. near the PE blacktop. The school will only release students to people who are listed on the current emergency card.

Reunion Gate

After finishing the Request Gate process, parents/guardians proceed down Valley Circle Blvd. and turn right on Burbank Blvd. The Reunion Gate is located by the tennis courts. Your child will be reunited with you at this gate.

Shelter in Place

Certain situations (campus lockdown, neighborhood chemical spill) require students and staff to remain in the classroom until conditions are safe. Each classroom is equipped

with a “lockdown kit.”

Communication During Emergencies

Information will be sent out through the school’s automated phone system and through the website.

GUN FREE AND WEAPONS FREE SAFE SCHOOLS

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. Moreover, any student found in possession of any weapon, including, but not limited to, knives, pepper spray or other personal protection devices, may also be subject to arrest and may be recommended for expulsion.

COMPREHENSIVE SCHOOL SAFETY PLAN

ECRCHS’s Comprehensive School Safety Plan addresses emergency preparedness, procedures, and prevention. A copy of the Comprehensive School Safety Plan is available on the School’s website at https://www.ecrchs.net/apps/pages/index.jsp?uREC_ID=438470&type=d, or in the Assistant Principal’s office.

SERVICE ANIMALS

ECRCHS welcomes service animals, as defined under the Americans with Disabilities Act, 28 C.F.R. Sections 35.104, 36.104. Please provide written notice in advance if a service animal will be brought on campus. Please note that this does not apply to emotional support animals, which are not allowed on campus.

INTEGRATED PEST MANAGEMENT PROGRAM

ECRCHS contracts with LAUSD for all of its pest management needs. The following information is from the LAUSD Parent-Student Handbook.

“In March 1999, the Board of Education approved a revised Integrated Pest Management (IPM) Policy with a goal of eventually phasing out the use of pesticides and herbicides, as technology permits. It is the goal of the District to provide for the safest and lowest-risk approach to manage pest problems, while protecting people, the environment, and property. The IPM Policy detailed below focuses on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest management techniques. Emphasis under the program is placed on the use of mechanical (e.g., glue traps) and exclusionary (e.g., installation of door sweeps and screens, caulking holes and crevices) pest management techniques prior to using pesticides or herbicides, where possible.

Commented [SHP43]: Please confirm that this information remains accurate.

A 15-member Pest Management Team, which includes a public health official, a medical practitioner, two parents, and other members of the public, as well as District staff, is charged with implementation of the policy, including the approval of low-risk pesticides and herbicides.

Pesticide/herbicide products used must be first approved by the IPM team following a careful review of contents, precautions, and low-risk methods of use. Pesticides and herbicides may only be applied by the District's licensed Pest Management Technicians. No pesticide/ herbicide use by school-based staff, contractors, students, or parents is permitted.

The District will notify parents, employees, and students of all pesticide applications by providing a summary of the IPM program and goals, the IPM Policy, Request for Notification Form, and the current IPM Team-approved list of products included in this handbook.

The following information is also available in the Main Office of the school:

- The IPM Team-approved products list.
- A log of IPM activity at the school.
- Request for Notification Form for parents or guardians to sign if they desire 72-hour notification of pesticide use (except for emergencies as determined by the IPM Coordinator and an independent IPM expert).

The notification will include specific information, including product names and active ingredients, target pest, date of pesticide use, signal word indicating the toxicity category of the pesticide, a contact name and number for more information, and the availability of further information at the school's main office. Parents or guardians should notify the school's Executive Director on the Request for Notification Form if they believe their child's health and/or behavior could be influenced by exposure to pesticide products, and they desire to be notified of all pesticide applications.

Signs shall be conspicuously posted around any area at least 72 hours before and for a designated amount of time after the use of pesticides not on the IPM Team-approved list in a non-emergency situation. The amount of time the warning sign is posted is determined by type of chemical used and its persistence. In the event of an emergency as determined above, posting will go up at the time of the application. For more information regarding the IPM Program and policy, parents or guardians may contact the District's Maintenance & Operations Branch Office at (213) 241-0352. Information is also available under the "Links" section online at www.laschools.org. Any parent or guardian interested in serving on the IPM Team when a parent representative position is vacated may also contact this telephone number to register their interest.

POLICY STATEMENT: It is the policy of the Los Angeles Unified School District (District) to practice Integrated Pest Management (IPM). All aspects of this program will be in accordance with federal and state laws and regulations, and county ordinances.

All District policies must conform to this IPM policy. Pesticides pose risks to human health and the environment, with special risks to children. It is recognized that pesticides cause adverse health effects in humans such as cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption, and acute poisoning. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment, and maintain the integrity of school buildings and grounds. Pesticides will not be used to control pests for aesthetic reasons alone. The safety and health of students, staff and the environment will be paramount. Further, it is the goal of the District to provide for the safest and lowest risk approach to control pest problems while protecting people, the environment and property. The District's IPM Policy incorporates focusing on long-term prevention while giving non-chemical methods first consideration when selecting appropriate pest control techniques. The District will strive to ultimately eliminate the use of all chemical controls.

The precautionary principle is the long-term objective of the District. The principle recognizes that no pesticide product is free from risk or threat to human health, and industrial producers should be required to prove that their pesticide products demonstrate an absence of the risks enumerated above rather than requiring that the government or the public prove that human health is being harmed. The policy realizes that full implementation of the precautionary principle is not possible at this time and may not be for decades. But the District commits itself to full implementation as soon as verifiable scientific data enabling this becomes available."

A list of approved pesticides is included within this Handbook within [Appendix R](#).

ASBESTOS MANAGEMENT PLAN

ECRCHS utilizes LAUSD staff to comply with the Asbestos Management Plan. The Asbestos Management Plan "AHERA Report" identifies where asbestos containing building materials are located at the school and the conditions of those areas. Schools are required to notify staff, parents and legal guardians prior to start of asbestos abatement work. The AHERA report is updated every six months and is available for review upon request.

PARENTS

PARENTAL RIGHTS

Education Code Section 51101 provides that parents/guardians of pupils enrolled in public schools have the right and should have the opportunity to work together in a mutually supportive and respectful partnership with schools to help their children succeed, to be informed in advance about school rules, and to be informed of the procedures for visiting the schools and observing the classroom.

To ensure that we are respecting the rights of the parents/guardians, in the event that there is a change in educational decision-making rights by court order, parents/guardians must provide a copy of the court order to the School in a prompt manner.

PARENTS' RIGHT TO KNOW

Every Student Succeeds Act ("ESSA") is the successor to the *No Child Left Behind Act* ("NCLB"). ESSA includes provisions that will help to ensure success for students and schools. Among other things, ESSA:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

PARENTAL INVOLVEMENT

ECRCHS has many opportunities for parent involvement. Parents are welcome to join our two main parent groups, The Friends of ECRCHS/Parent-Teacher Organization (“PTO”). Activities include hosting test taking workshops, helping underprivileged students, and sponsoring several scholarships at Senior Awards Night. Friends of ECRCHS/PTO meets monthly and is the main fundraising entity for the school. In the past, the money raised has helped pay for additional nursing hours, to supplement classroom materials, to fund tutoring programs, and many other items. Parents can also participate in our school committees including the School Site Council, English Learner Advisory Committee, Reaffirming our Investment in Supporting Excellence (“RISE”) for Black Student Success, and School Safety Committee. Our parents also individually donate their time and money to support the myriad activities offered at the school such as band, drama, robotics, athletics, journalism, and academic decathlon.

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parental Involvement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. Please refer to [Appendix S](#) to see our complete Parental Involvement Policy.

Commented [SHP44]: The School is required to have a Parent and Family Engagement Policy if it receives Title I funds. The school maintains a "Parental Involvement Policy" in the appendices, which references that the school does have some Title I students. As such, added this additional description here.

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 Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”); and Section 504 and Title II of the Americans with Disabilities Act (“ADA”) (mental or physical disability).

The School prohibits unlawful discrimination, harassment, intimidation and bullying based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy 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.

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 ADA, and the IDEA.

ECRCHS does not discourage students from enrolling or seeking to enroll in ECRCHS for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. ECRCHS shall not encourage a student currently attending ECRCHS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with ECRCHS's charter and relevant policies.

ECRCHS does not request nor require student records prior to a student's enrollment.

ECRCHS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

Commented [SHP45]: Confirmed that the applicable notice and form are available on the school website at - https://www.ecrchs.net/apps/pages/index.jsp?uREC_ID=464622&type=d

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, immigration status, 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:

Dr. Kurt S. Lowry
Director, Human Resources & Compliance
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

Commented [SHP46]: Revised to align with the changes we made to the UCP Policy in the appendices. If another administrator is designated as the UCP compliance officer, please revise this contact information accordingly. Please ensure this aligns with the contact information in the UCP Policy.

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against

anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

SEXUAL HARASSMENT AND DISCRIMINATION

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.

Federal law, Title IX, State law, District policy, and School policy prohibit anyone from discriminating against any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, pregnancy, childbirth, or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all activities and programs, including:

- Athletics
- The classes they can take
- The way they are treated in the classroom
- The kind of counseling they are given
- The extracurricular activities in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to one of our Title IX Coordinator(s), Mr. Dean Bennett (d.bennett@ecrchs.net; (818) 595-7506); Mrs. Emilie Larew (e.larew@ecrchs.net; (818) 595-8003); and/or Dr. Kurt S. Lowry, Director, Human Resources and Compliance (k.lowry@ecrchs.net); 818 595-7536. ECRCHS's complete Title IX, Harassment, Intimidation, Discrimination and Bullying Policy is included as [Appendix L](#).

Commented [MB47]: Please confirm.

CHILD ABUSE

Reporting Requirements

Any school employee who reasonably suspects child abuse has occurred, or is occurring is required by law to file a child abuse report. These reports are filed with the appropriate child protective services agency such as the local police, sheriff's department or the Department of Children and Family Services. School police departments, by law are not considered "child protective services agencies" and may not be the recipients of child abuse reports. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

UNIFORM COMPLAINT POLICY AND PROCEDURES

ECRCHS recognizes that it has a responsibility for ensuring compliance with state and federal laws and regulations governing educational programs. As such, the School has adopted a uniform system of complaint processing. The complete Uniform Complaint Policy and Procedures is attached in Appendix T.

Commented [SHP48]: Please note that there is an annual notice for this topic. This language as written does not meet all legal requirement, however, the inclusion of your complete policy within this handbook satisfies the requirement. If you remove the full policy from the handbook, a complete annual notice will need to be provided here or via other means.

EDUCATIONAL RIGHTS AND PRIVACY

ECRCHS recognizes that it has a responsibility for ensuring compliance with state and federal laws regarding the privacy interests of students in their educational records and personal information. As such, the School has adopted an Educational Records and Student Information Policy. The complete policy is attached as Appendix U.

Commented [SHP49]: Please note that there is an annual notice for this topic. This language as written does not meet all legal requirement, however, the inclusion of your complete policy within this handbook satisfies the requirement. If you remove the full policy from the handbook, a complete annual notice will need to be provided here or via other means.

USE OF STUDENT INFORMATION LEARNED FROM SOCIAL MEDIA

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student’s educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School’s records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student’s parent or guardian may access the student’s records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director, Mr. David Hussey, at d.hussey@ecrchs.net, or 818 595-7500.

Commented [SHP50]: This notice is legally required if the school gathers student information from social media. This notification requirement complies with EC § 49073.6(c)(3)(B). Pursuant to EC § 49073.6, the notification shall include, but is not limited to: (a) an explanation of the process by which a student or a student’s parent or guardian may access the student’s records for examination of the information gathered or maintained pursuant to this Policy; and (b) an explanation of the process by which a student or a student’s parent or guardian may request the removal of information or make corrections to information gathered or maintained pursuant to this Policy.

While a policy is not legally required, if the School gathers student information from social media, we strongly recommend an Information Learned from Social Media Policy. Please let us know if we can provide a sample policy or review an existing policy.

Commented [SHP51]: Identify the appropriate administrator here.

SCHOOL CLIMATE BILL OF RIGHTS

ECRCHS 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 page two 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 Student Success and Progress Team (SSPT)
- Referral to Multi-Tiered System of Supports (MTSS)
- Behavioral Contracts
- Threat Assessment
- Referral to Peer Active Listener group (PALs)
- Campus Beautification
- Restitution

Commented [SHP52]: Does the school maintain an SST policy to encourage the consistent use of these strategies?

- 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 qualify students for Prom
- Intervention Coordinator distributes blank “On The Spot Recognition” forms so that teachers and students can send words of encouragement to each other
- A “Deans’ List” that rewards positive behavior
- The School has “Front of the Line” passes for the lunch lines
- 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-Cal
- Student support groups

- Formal and informal follow-up communications
- La Familia and Black Student Union
- 90+ clubs

LOCATION OF PUPIL RECORDS

Most pupil records are maintained at the School site. Records maintained by ECRCHS are usually maintained as indicated below:

1. Pupil records pertaining to student health are maintained in the Health Office with the school nurse as immediate custodian.
2. Pupil records pertaining to student progress, counseling, or guidance assistance are maintained in the Counseling Office, with the Assistant Principal in charge of counseling, as immediate custodian.
3. Pupil records pertaining to attendance are maintained in the Attendance Office, with the Assistant Principal in charge of counseling as immediate custodian.
4. Pupil records pertaining to athletic activities are maintained in the Athletic Director's Office with the Athletic Director as immediate custodian.
5. Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian.
6. Special Education IEPs, Section 504 plans, and other relevant records are maintained in the Student Support Services office with the Assistant Principal in charge of Student Support Services as immediate custodian.

PUPIL RECORD INSPECTION

The inspection / review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A certificated ECRCHS employee must be present to assist and act as custodian of the file. If the parent or adult student requests a copy of the whole or any part of a pupil record, the copy will be provided. The school office may charge a copy fee. When a pupil record of one student includes information concerning other students, the parent or adult student who wishes to inspect and review such material may see only such part as relates to the child of that parent or to the particular adult student.

Please refer to the [Appendix U](#) for the complete ECRCHS Educational Records and Student Information Policy.

EMERGENCY INFORMATION

For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, ECRHCS requires the parent/legal guardian to provide current emergency information on an official Emergency Form at the school site. Every parent/legal guardian or caregiver must

Commented [SHP53]: The "Educational Rights and Privacy" section above also references this same policy.

As noted there, please note that there is an annual notice for this topic. This language as written does not meet all legal requirement, however, the inclusion of your complete policy within this handbook satisfies the requirement. If you remove the full policy from the handbook, a complete annual notice will need to be provided here or via other means.

complete an Emergency Form for each student at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached. If the student rides the school bus to and from school, include his/her routing information; route number, pick/up and drop off location. Parents of students with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency.

Students will only be released to a person listed on the Emergency Form unless the parent/legal guardian has provided written authorization on a case by case basis.

CHANGE IN ETHNICITY/RACE IDENTIFICATION OF STUDENTS

The school is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the respondent is Hispanic or Latino. The second part of the question asks the respondent to select one or more races from the following five groups:

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Filipino
- Black or African American
- White

Parents/guardians wishing to change the current ethnicity and race category of their children must complete the Ethnicity/Race Identification of Students Form, sign and return it to the Admissions Office. If you have any questions or need more information, contact the Admissions Office.

CHANGE OF RESIDENCE

It is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Provided that the school meets its responsibility regarding requirements of notification of residence information, a family's failure to report a change of address within 30 calendar days shall be cause for forfeiture of the right to a Continuing Enrollment Permit. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their student.

RESTITUTION/PARENT LIABILITY

California Civil Code Section 1714.1 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed \$10,000.00, adjusted annually for inflation.

Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes schools to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil or the parent/guardian pays for the damages or returns the property.

It is the policy of ECRCHS to seek restitution, including but not limited to, when a student willfully cuts, defaces, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the student is liable for such damages not to exceed \$10,000.00, adjusted annually for inflation.

After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, the Charter School may withhold the student’s grades, transcripts, and diploma until the damages have been paid. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades and diploma will be released.

As to lost or damaged textbooks, ECRCHS’s Lost or Damaged Textbook Policy is attached as Appendix V.

WRITTEN NOTICE OF RIGHTS & CONSENT TO BILL CALIFORNIA MEDI-CAL & RELEASE OR EXCHANGE INFORMATION FOR HEALTH-RELATED SPECIAL EDUCATION AND RELATED SERVICES

This Written Notice is given to Parent (“You”) by Local Education Agency, El Camino Real Charter High School (“LEA”).

Under the federal Medicare program, a public agency may access parents’ public benefits or insurance to help pay for health-related special education and related services. Through the **Medi-Cal Local Education Agency Billing Option** this LEA/school may submit claims to California Medi-Cal for covered services provided to Medi-Cal eligible children enrolled in special education. The Medi-Cal program is a way for school districts and/or County Education Offices to receive federal funds to help pay for special education health-related services (e.g., PT, OT, Speech, Health screening, Counseling, Transportation).

Commented [SHP54]: Does ECRCHS participate in such practice (e.g., submit claims to Medi-Cal for covered services for Medi-Cal eligible children enrolled in special education)? If this does not apply, we would recommend removing this description from the Handbook, unless LAUSD specifically required the school to maintain this language.

With your consent, this LEA may disclose to the California Medi-Cal program and/or your private insurance program the following information about your child for the sole purpose of processing claims for reimbursement: name, birth date, gender and special education service (including the type, date, number of service(s) and the name of the service provider).

You need to know that:

- You may refuse to sign the consent form. This LEA is still required to provide special education services at no cost to you.
- Information about your child or family is strictly confidential. Your rights are preserved under federal law.
- Your confidentiality rights are preserved under Title 34 Code of Federal Regulations 300.154; Family Education Rights Privacy Act of 1974, Title 20 of the United States Code, Section 1232 (g), Title 34 Code of Federal Regulations, Section 99.
- Your consent can be revoked at any time in writing.

The LEA:

- May not require parents to sign up for or enroll in public benefits or insurance in order for your child to receive a free and appropriate education (FAPE).
- May not require you to incur an out-of-pocket expense such as a deductible or co-pay.
- May not use your child's benefits if that would:
 - Decrease available lifetime coverage or any other insured benefit.
 - Result in the family paying for services that would otherwise be covered outside of the time the child is in school.
 - Increase premiums or lead to the discontinuation of benefits or insurance (Medi-Cal).
 - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

VISITORS TO SCHOOL CAMPUSES

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 Main Office 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 and/or subject to subject to criminal penalties.

Commented [SHP55]: We recommend a comprehensive policy for Volunteers, visitation and removal. Please let me know if you would like assistance with this policy.

IMMIGRATION AND CITIZENSHIP STATUS POLICY

In compliance with California law, ECRCHS has written policies and procedures in place that protect the rights of all students and allow all students equal access to a public education, regardless of immigration or citizenship status.

ECRCHS's written policy regarding information pertaining to a student's immigration and citizenship status is set forth in [Appendix W](#).

Student Freedom of Speech and Expression

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. ECRCHS's Student Freedom of Speech and Expression Policy is available as [Appendix X](#).

APPENDICES

Appendix A

Computer Usage Policy and Acceptable Use Policy

COMPUTER USAGE POLICY AND ACCEPTABLE USE AGREEMENT

ECRCHS computing resources are provided for student use related to ECRCHS's mission statement. Our mission is to educate our diverse student body by developing students' talents and skills so that they will succeed in a changing world, value and respect themselves and others, and make a positive contribution to our global society. The computing resources may only be used for educational purposes related to research, instruction, and school-sanctioned activities, as described more fully below.

Definitions

- "Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, ECRCHS approved personal research activities, or other purposes as defined by the ECRCHS from time to time.
- "Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Usage Responsibilities

The use of ECRCHS computing resources is a privilege to which all students of ECRCHS are entitled. Certain responsibilities accompany that privilege and understanding them is important for all users. The responsibilities include but are not limited to:

- Computer usage is for school-related work and educational purposes only.
- The user may not change their password.
- The user must not eat or drink near any computer equipment.
- The user should be aware of computer viruses and other destructive computer programs and take steps to avoid being their victim or unwitting vector.
- The user must respect any disk quotas applied to the user's account and use as little disk space as possible. Students cannot use temporary areas or the local hard drive to store data.
- Students must respect the privacy and property of all files on the computer system. Do not assume that the ability to read a file implies permission to read the file.
- Students may not attempt to breach or bypass client and/or network security on ECRCHS computers.
- Students may not install software onto ECRCHS machines.

Before a student is authorized to use ECRCHS's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities.

ECRnet Acceptable Use Policy Rules and Regulations

The Internet is a public network, and as such, e-mail is not private. ECRnet system operators have access to all user account directories and data, e-mail, personal Web pages, and any other files stored on system servers. System operators may delete files at any time to conform to system storage needs.

Access to the Internet from ECRnet is a privilege, not a right. Access to ECRnet is free to actively enrolled students with a Student Identification Number at ECRCHS. Each user voluntarily agrees to release, hold harmless, defend, and indemnify ECRCHS, its officers, board of directors, staff, and agents for and against all claims, actions, charges, losses, or damages which arise out of the user's use of the ECRnet, including, but not limited to, negligence, personal injury, wrongful death, property loss or damage, delays, non-deliveries, mis-deliveries of data, service interruptions, failure of any technology protection measures, violations of copyright restrictions, or user mistakes.

Each user acknowledges that the information from other Web sites may not be accurate. Use of any of the information obtained via the Internet is at the user's own risk. ECRCHS makes no warranty of any kind, either express or implied, regarding the quality, accuracy, or service interruptions.

Use of ECRCHS equipment and access to the Internet via ECRCHS equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use ECRCHS resources only in a manner specified in the Policy.

ECRCHS Technology Staff Rights and Responsibilities

Within the limits of the capability of the computer system, ECRCHS Technology Staff ("ECRTS") will attempt to maintain the privacy of all files and electronic mail. However, ECRTS has the right to examine any file, backup archives, electronic mail, data, or printer listings as part of normal system administration or when there is a reasonable belief that a user is violating the law or policies specified in this document.

ECRTS shall ensure that all ECRCHS computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the ECRTS is able exercise reasonable control over content created and purchased by the ECRCHS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the ECRCHS nor its staff shall be responsible for the failure of any

technology protection measures, violations of copyright restrictions, misuse, user mistakes or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using ECRCHS computers, laptops, or tablets to access the internet or online services on a ECRCHS campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of ECRCHS equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any ECRCHS equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using ECRCHS technology.

ECRCHS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the

ECRCHS, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs is prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions is also strictly prohibited.

The Executive Director or designee shall oversee the maintenance of ECRCHS's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

ECRTS will work to protect the information saved on the centrally located file server from accidental loss, tampering, unauthorized search, or other access. In the event of inadvertent or non-malicious actions resulting in the loss of or damage to that information, or the invasion of the user's privacy, the ECRCHS Technology Staff will make a reasonable effort to mitigate the loss or damage. In most cases, however, ultimate responsibility for prevention and resolution of such problems rests with the user. ECRCHS will assume no responsibility for the security of publicly accessible computer files.

- ECRTS will make every effort to maintain backup copies of student files, and restore them when they are lost or damaged. However, ECRTS cannot guarantee that there is a backup copy of any file, or that a file can be restored immediately.
- Within the limits of the capability of the computer system and as required by the Family Educational Rights and Privacy Act ("FERPA"), ECRTS will maintain the privacy of student personal information.
- ECRTS has the right to monitor all activity on a computer system, including individual sessions.
- ECRTS has the right to terminate any computer session or print job that is consuming excessive resources, including idle sessions.
- ECRTS has the right to delete an inactive account.
- ECRTS has the right to refuse access to any person who has violated the policies in this document or the policies of the school.
- ECRTS has the right to require students to change passwords regularly, refuse to allow students to use a specific password, or require students to use a random password.

- ECRTS has the right to limit student disk space and other available computer resources.
- **ECRTS has the right to revoke any account that has been used in violation of the policies specified in this document.**

The Internet, a network of networks, allows people to interact with hundreds of thousands of networks and computers. All connections to the Internet by **El Camino Real Charter High School** students are subject to the Acceptable Use Policy (AUP). ECRnet is a free and open forum for discussion. However, since ECRnet access is provided as an instructional tool rather than a personal forum, users will not use ECRnet access to demean, defame, or denigrate others for race, religion, creed, color, national origin, ancestry, physical handicap, gender, sexual persuasion, or other reasons. Users should have no expectation of privacy regarding their use of ECRCHS property, network and/or Internet access or files, including but not limited to email. By using this network, users have agreed to this policy.

Student Internet Safety

1. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
2. Students shall not meet in person anyone they have met only on the Internet; and
3. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Unacceptable Uses of the Computer Network or Internet

- **Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information and/or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;

2. Deleting, copying, modifying, or forging another user's name, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any ECRCHS computer to pursue "hacking," internal or external to ECRCHS, or accessing or attempting to access information protected by privacy laws. This includes but is not limited to, using the resources of ECRnet or any other campus Internet connection, including a connection from a campus network, to attempt unauthorized access to any other computer system, or to go beyond the user's authorized access on ECRnet or any other campus network. This includes attempting to log in through another person's account or access another person's files. It also includes any attempt to disrupt any computer system performance or destroy data on any computer system.
 5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
 6. Forwarding personal communication without the author's prior consent.
- **Engaging in uses that jeopardize access or lead to unauthorized access into another's account or other computer networks, such as:**
 1. Using another's account password(s) or identifier(s);
 2. Interfering with another user's ability to access their account(s);
 3. Disclosing anyone's password to others or allowing them to use another's account(s);
 4. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits;
 5. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures;
 6. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
 - **Other unacceptable uses, which include but are not limited to:**
 1. Using text, graphics, sound, or animation in messages or the creation of Web pages without displaying a notice crediting the original producer of the material and stating how permission to use the material was obtained.
 2. Using the Internet for commercial purposes, financial gain, personal business, produce advertisement, business service endorsement, or religious or political lobbying is prohibited.

3. Downloading or uploading materials without permission such as video games, applications, and/or software.

Penalties for Unacceptable Computer, Network or Internet Usages

The use of a school computer account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may lead to disciplinary and/or legal action including but not limited to the following:

- Suspension or removal of student's account;
- Referral to the Dean;
- A parent conference;
- Suspension from school; and/or
- Financial responsibility for the complete restoration of the damage, including parts and labor.

El Camino Real Charter High School's computer system is intended for the exclusive use of its registered users who are responsible for their password and their accounts. Any problems that might arise from the use of the account are the responsibility of the account holder. Any misuse of the account or system will result in disciplinary action and/or the suspension or cancellation of privileges. **Use of the account by someone other than the registered user will be grounds for cancellation for all parties.**

ACCEPTABLE USE AGREEMENT

El Camino Real Charter High School (“ECRCHS” or “Charter School”) believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner’s authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While ECRCHS is able to exercise reasonable control over content created and purchased by ECRCHS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither ECRCHS nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold ECRCHS or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless ECRCHS and Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child’s use of ECRCHS equipment including but not limited to their child’s access to the internet and any online services through such equipment any and all times during which any ECRCHS equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to ECRCHS technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:

- Violating any state or federal law or municipal ordinance, such as:
Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
 - Criminal activities that can be punished under law;
 - Selling or purchasing illegal items or substances;
 - Obtaining and/or using anonymous email sites; spamming; spreading viruses;
 - Causing harm to others or damage to their property as defined by ECRCHS's Computer Usage Policy and Acceptable Use Agreement
 - Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks; or
 - Any other unacceptable uses, which include but are not limited to:
 - Using text, graphics, sound, or animation in messages or the creation of Web pages without displaying a notice crediting the original producer of the material, and stating how permission to use the material was obtained.
 - Using the Internet for commercial purposes, financial gain, personal business, produce advertisement, business service endorsement, or religious or political lobbying is prohibited.
 - Downloading or uploading materials without permission such as video games, applications, and software
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. ECRCHS may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. ECRCHS reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agreed upon use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of ECRCHS's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access ECRCHS's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Computer Usage Policy and Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. ECRCHS encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

As a user of Charter School technologies, I have read ECRCHS's Computer Usage Policy and Acceptable Use Agreement and hereby agree to comply with them.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages ECRCHS's property, including but not limited to ECRCHS's technology, equipment and networks, or fails to return ECRCHS's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, ECRCHS may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, ECRCHS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. A student over the age of majority shall be liable for the same. (Education Code Section 48904).

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

2022-2023 Optional Laptop Protection Plan

Commented [MB56]: Please ensure the below remains accurate.

The ECRCHS Optional Laptop Protection Plan is an optional, low cost plan to cover accidental damage or theft of your student's laptop. The cost of the Optional Protection Plan is **\$25.00 per device per year** (non-refundable). This is an **optional** plan provided by the school purely as a convenience and is not required. There is no cost for use of the device.

As with all School-issued materials and equipment, it is required that the student maintain and handle the device in a responsible manner, and that it remains in fully operational condition for the duration of their enrollment at ECRCHS. If the Optional Protection Plan is waived, you will be responsible to pay for the repair or replacement of your student's device if it is stolen, lost or damaged, regardless of the circumstances leading to its loss or damage. It is important to understand that failure to pay for the repair or replacement of the device will be treated like any other school debt and may preclude your student from participating in extracurricular activities, sports, graduation activities and receiving their school transcripts. **The full replacement cost of the device being issued to your student is \$340.00.**

What kind of damage is covered if I purchase the Optional Laptop Protection Plan?

- Liquid damage including accidental spills, or accidental water submersion
- Damage from accidental drop/fall including, but not limited to, the following:
 - Minor cosmetic damage
 - Cracked device, screen, digitizer
- Broken keyboard or mouse touchpad
- Motherboard/Hardware failure
- Theft
 - In case of theft, vandalism, or other criminal acts, an official police report must be immediately filed by the parent/guardian in order to qualify for the coverage. Upon review of official police report, the device may be fully replaced. ECRCHS has the sole authority to review the police report and determine whether the theft of the device was due to misuse or neglect. Only the device will be replaced. Student is responsible for replacing accessories.

What is NOT covered by the Optional Laptop Protection Plan, and what am I fully responsible for, regardless of circumstances?

- Unusual wear and tear, including, but not limited to, drawings, scratches, or stickers on the device
- Damage due to neglect
- Intentional or malicious damage to the device

- Damage to or replacement of stylus pens (available for purchase at Student Store)
- Damage to or replacement of laptop cases (available for purchase at Student Store)
- Damage to or replacement of A/C adapters (available for purchase at Student Store)

How many times will the Optional Laptop Protection Plan repair or replace my student's device?

Subject to the terms outlined above, ECRCHS will fully replace your student's device up to 3 times during the school year. More than three damage claims in one year will be deemed neglect and not covered by this policy. Damages caused by a student's failure to exercise responsibility and due care of the device will be deemed negligent and repair cost will be incurred.

What if my student's device needs to be repaired or replaced, and I did not purchase the Optional Laptop Protection Plan?

If the student/parent did not purchase accidental coverage for the device, the student will be responsible for any repairs needed. Depending on the damage, the tech department will audit the device and create an invoice for any parts and labor needed for the repair. If the total cost equals more than the replacement device the device will need to be fully replaced at the cost of \$340.00.

The Optional Laptop Protection Plan must be purchased within 30 days of first enrollment. The Optional Laptop Protection Plan is good for the current school year only and must be renewed yearly. Plan coverage starts September 1 and ends August 30.

ECRCHS has the sole authority to assess damage and determine whether the damage was accidental thereby eligible for repair/replacement or the result of misuse, neglect, or intentional damage.

Appendix B

Mathematics Placement Policy

MATHEMATICS PLACEMENT POLICY

This policy of the El Camino Real Charter High School (the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”), if available;
 - b. Placement tests that are aligned to state-adopted content standards in mathematics;
 - c. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - d. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
 - e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s classroom assignments, quizzes, tests, exams, grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Executive Director, or designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student’s placement, as follows:

- a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Executive Director, or designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt of the written request, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the placement test, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Executive Director or designee will attempt to facilitate the retest within two (2) weeks.
 - iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the Charter School Executive Director or designee shall respond in writing to the parent/legal guardian's request. The Executive Director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Executive Director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Executive Director shall specify the mathematics course or level recommended for the student. The Executive Director's or designee's response must provide the determination as well as the objective academic measures that the Executive Director or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Executive Director or designee requires additional time to respond to a parent/legal guardian's request, the Executive Director or designee will provide a written response indicating that additional time is needed. In no event shall the Executive Director's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Executive Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Executive Director or designee, acknowledging and accepting responsibility for this placement.
5. The Charter School shall ensure that this Mathematics Placement Policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Appendix C

Independent Study Policy

Independent Study Board Policy

Commented [MB57]: We relined the below to align with the most recent updates per AB181 (2022 Budget Trailer Bill).

El Camino Real Charter High School may offer independent study to meet the educational needs of pupils enrolled in the charter. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum and meet the graduation requirements as defined in the school's charter. El Camino Real Charter High School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully (Education Code 51746). The following written policies have been adopted by the Board for implementation at El Camino Real Charter High School:

1. Independent study through El Camino Real Charter is a continuously voluntary, educational alternative in which no student may be required to participate (Education Code 51747).
2. For pupils in all grades offered by El Camino Real Charter, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days (Education Code 51747).
3. If circumstances justify a longer period of time than 20 school days, the Executive Director or designee may authorize an extension.
4. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete ten (10) assignments during any period of twenty (20) school days.
 - b. In the event student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

5. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

6. The Charter School has adopted tiered reengagement strategies* for the following pupils:

- All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil.
- Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

7. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: each supervising teacher will offer once weekly office hours for one to one, small group, or classroom instruction either in-person, via virtual feed (i.e. Teams), or via telephone. *

8. The Charter School shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. Families will be encouraged to meet with their academic counselor to discuss the transition of the pupil in a manner which limits the impact on student progress toward graduation requirements. *

9. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

c. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

d. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.

e. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

f. A statement of the policies adopted pursuant to Education Code Sections 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's

assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

g. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

h. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

i. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

j. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

k. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

l. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

10. El Camino Real Charter High School shall comply with the Education Code Sections 51757 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.

11. The Executive Director may establish regulations to implement these policies in accordance with the law.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

Appendix D

Special Education Policy

SPECIAL EDUCATION POLICY

The Board of Directors of the El Camino Real Charter High School (“ECRCHS” or the “Charter School”) recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education (“FAPE”) in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code Section 56195.8.

Identification, Referral, and Evaluation for Special Education

Charter School shall follow applicable state and federal law and regulations and LAUSD Special Education Local Plan Area (“SELPA”) policy with respect to the identification, referral, and assessments of students for special education and related services.

Individualized Education Program (“IEP”) Team Meetings

ECRCHS shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

Charter School shall also review, at the request of a student’s general or special education teacher, the student’s assignment to the student’s class. A mandatory IEP meeting shall be convened if the review indicates a change to the student’s placement, instruction, related services, or any combination thereof may be required. The Assistant Principal of Student Support Services, Emilie Larew or designee, shall be responsible for completing the review within fifteen (15) school days of the teacher’s request.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please see the School website at https://ecrchs.net/apps/pages/index.jsp?uREC_ID=384545&type=d&termREC_ID=&pREC_ID=720610 or in the Student Support Services office for a copy of your procedural safeguards.

Nonpublic, Nonsectarian Services

ECRCHS may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at ECRCHS is not available in accordance with Education Code Section 56366 and Section 3062 of Title 5 of the California Code of Regulations. When entering into agreements with nonpublic, nonsectarian schools (“NPSs”) or agencies (“NPAs”), ECRCHS shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of

students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

In accordance with Education Code Section 56366.1, when entering into a Master Contract with an NPS where ECRCHS has not previously placed a student, the Charter School shall conduct an onsite visit to the NPS at the time of placement. ECRCHS shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the Charter School has a student attending pursuant to a Master Contract. The monitoring visit shall include the following:

- A review of services provided to the student through the individual service agreement between ECRCHS and the NPS;
- A review of progress the student is making toward the student's IEP goals;
- A review of progress the student is making toward the goals set forth in the student's behavior intervention plan;
- If applicable, an observation of the student during instruction;
- A walkthrough of the facility; and
- Any other reviews and/or observations deemed necessary by ECRCHS.

ECRCHS shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

ECRCHS shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team.
2. Providing information and assistance to students with disabilities and their parents/guardians.
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members.
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.
5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team.

6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life.
7. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

ECRCHS's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization.
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing.
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Executive Director shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy. No resource specialist shall have a caseload which exceeds twenty-eight (28) students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, Section 3100.

Transportation

Charter School shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. Section 571.222). ECRCHS shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

When transportation services are required, the Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to persons with disabilities may be transported in a school bus when accompanied by students with disabilities, teachers with disabilities or persons training the dogs.

Charter School shall ensure that all school buses, school student activity buses, youth buses and childcare motor vehicles, whenever they may be used, are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Appendix E

Section 504 Policy, Procedures, and Parent Rights

**POLICY, PROCEDURES, AND PARENT RIGHTS
REGARDING IDENTIFICATION, EVALUATION
AND EDUCATION UNDER SECTION 504**

SECTION 504 POLICY

The Board of Directors of the El Camino Real Charter High School (“ECRCHS” or “Charter School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The School’s Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If ECRCHS does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. ECRCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. ECRCHS shall periodically review the student's progress and placement.

ECRCHS does not discriminate on the basis of disability or any other characteristic protected under law. ECRCHS will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by ECRCHS.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinators** – Counselors Stephen Perry and Lynsey Shano shall serve as the Charter School's Section 504 Coordinators. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to, the Section 504 Coordinators at (818) 595-7514.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. ECRCHS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. ECRCHS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or

speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student

shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The eligible student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. ECRCHS shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, ECRCHS shall schedule a 504 Team meeting to review the existing 504 Plan. ECRCHS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records;
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel;
 - Have the right to file a Uniform Complaint pursuant to school policy;
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinator or to the student's counselor.

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with ECRCHS or any district within the Los Angeles Unified School District SELPA or the Los Angeles County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, they may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, ECRCHS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the

parent/guardian and the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.
 8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
 11. ECRCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. Suspension and Expulsion, Special Procedures for Students with Disabilities
ECRCHS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. ECRCHS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following

procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") 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.

2. Procedural Safeguards/Manifestation Determination

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 504 Team shall review all relevant information in the student's file, including the child's 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 504 Plan.

If ECRCHS, the parent, and relevant members of the 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 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct an FBA 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 the child has a BIP, review the BIP 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 BIP.

If ECRCHS, the parent, and relevant members of the 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 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan 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, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these 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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and ECRCHS agree otherwise.

4. Special Circumstances

ECRCHS personnel may consider any unique circumstances 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 Executive Director 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 U.S.C. Section 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 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA and who has violated ECRCHS's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if ECRCHS had knowledge that the student had a disability 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 IDEA-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. ECRCHS shall conduct an expedited evaluation if requested by the parent/guardian; 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 of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have ECRCHS advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have ECRCHS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if they is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by ECRCHS.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from ECRCHS to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If ECRCHS refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with ECRCHS's Section

- 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
 15. File a formal complaint pursuant to ECRCHS's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
 16. File a formal complaint with the U.S. Department of Education.
Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov
 17. Be free from any retaliation from ECRCHS for exercising any of these rights.

Please contact Mrs. Emilie Larew, Administrative Director, Student Support Services, c/o El Camino Real Charter High School, 5440 Valley Circle Boulevard, Woodland Hills, CA 91367, (818) 595-8003, with any questions regarding the information contained herein.

Appendix F

Suicide Prevention Policy

SUICIDE PREVENTION POLICY

The Board of Directors of 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, the county mental health plan, 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 an individual or team to serve as the suicide prevention liaison for ECRCHS. The suicide prevention point of contact for ECRCHS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. 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).

Training shall include the following:

- 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.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- 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;
 - 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;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - 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/>.
 - 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;
- 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:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - 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;

- 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;
- ECRCHS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- 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.

B. 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.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts.
At a minimum, ECRCHS shall share this policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Suicide Prevention Policy shall be easily accessible and prominently displayed on the ECRCHS Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - 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.

D. 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. If suicide prevention is included in the ECRCHS's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young 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 prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

E. 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:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - 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.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving them alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian/caregiver and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental

health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. 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.
5. 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.
6. 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:

1. Contact the parent/guardian/caregiver and offer support to the family.
2. Discuss with the family how they would like ECRCHS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian/caregiver to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. 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.

F. 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, psychologist, ECRCHS 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.

G. 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:

- Coordinate with the Executive Director to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which the suicide prevention liaison has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;

- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- 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.

H. Student Identification Cards

ECRCHS will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. ECRCHS will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

Appendix G

Education for Homeless Children and Youth Policy

EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

Commented [SHP58]: We inserted the latest Board-approved policy here.

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School (“ECRCHS” or the “Charter School”) desires to ensure that homeless children and youth: are provided with equal access to its educational program; have an opportunity to meet the same challenging state of California academic standards; are provided a free and appropriate public education; are not stigmatized or segregated on the basis of their status as homeless; and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. Section 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. Section 11432(g)(1)(J)(ii):

Melissa Harr
Special Education Teacher
5440 Valley Circle Boulevard
Woodland Hills, California 91367
(818) 595-7500
M.Harr@ecrchs.net

Commented [MB59]: Please confirm that this contact is still accurate.

The Charter School Liaison shall ensure that the following requirements are fulfilled by ECRCHS (42 U.S.C. Section 11432(g)(6)):

1. Homeless students are identified by Charter School personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at ECRCHS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"), any other preschool programs administered by ECRCHS, if any, and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, ECRCHS charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive

verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education (“CDE”) publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

Enrollment

ECRCHS shall immediately admit/enroll the student for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

ECRCHS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the ECRCHS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. Section 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. Section 11432(g)(3)(C).)

A homeless youth may remain in the student’s school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, (subject to Charter School’s capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to

appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison.

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. Section 11432(g)(3)(E).)

Housing Questionnaire

ECRCHS shall administer a housing questionnaire for purposes of identifying homeless children and youth. ECRCHS shall ensure that the housing questionnaire is based on the best practices developed by the CDE. ECRCHS shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at ECRCHS. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at ECRCHS and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. ECRCHS shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in ECRCHS such as (42 U.S.C. Section 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that ECRCHS provides transportation services to all ECRCHS students, ECRCHS shall provide comparable transportation services to each homeless child or youth attending ECRCHS, as noted above. (42 U.S.C. § 11432(g)(4).)

If ECRCHS does not otherwise provide transportation services to all ECRCHS students, ECRCHS shall ensure that transportation is provided for homeless students to and from ECRCHS, at the request of the parent or guardian (or Charter School Liaison), if ECRCHS is the student's school of origin. (42 U.S.C. Section 11432(g)(1)(J).)Transportation provided by ECRCHS will be adequate and appropriate

for the student's situation, but ECRCHS does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Professional Development

All administrators, teachers and employees of [SCHOOL ABBREVIATION], including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

High School Graduation Requirements

Homeless students who transfer to the ECRCHS any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code Section 51225.3 ("additional graduation requirements") unless ECRCHS makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how

any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code Section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice (2) annually while the student is enrolled at the Charter School. This notice must be signed by the parent/guardian. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no [homeless](#) student is required to attend a separate school for [homeless](#) children; (3) that homeless children and youth shall be provided comparable services; and (4) that homeless children should not be stigmatized by Charter School personnel. (42 U.S.C. Section 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

School Website Posting

ECRCHS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Appendix H

Education for Foster and Mobile Youth Policy

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Commented [SHP60]: We inserted the latest Board-approved version of the policy here.

Introduction

The Board of Directors of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, ECRCHS shall provide them with full access to ECRCHS's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in ECRCHS's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means any of the following:
 1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by the juvenile court).
 2. A child who is the subject of a petition pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.
 5. A child who is the subject of a voluntary placement agreement, as defined in WIC 11400.
- *"Former juvenile court school pupil"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or

from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *“Pupil participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the ECRCHS liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all ECRCHS students.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

ECRCHS Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to ECRCHS, the Board of Directors shall designate an ECRCHS Foster and Mobile Youth liaison. The Board of Directors designates the following position as ECRCHS's liaison for foster and mobile youth:

Melissa Harr
Special Education Teacher
5440 Valley Circle Boulevard
Woodland Hills, California 91367
(818) 595-7500
M.Harr@ecrchs.net

Commented [MB61]: Please ensure that this remains the correct contact.

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in ECRCHS, and checkout from ECRCHS of foster and mobile youth.
2. Ensure proper transfer of credits, records, and grades when foster and mobile youth transfer to or from ECRCHS.
3. When foster youth is enrolling in ECRCHS, the ECRCHS Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the ECRCHS Foster and Mobile Youth Liaison shall provide the student's records to the new school within two business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - An expulsion hearing for a discretionary act under ECRCHS's charter.
 - Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under ECRCHS's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for ECRCHS staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for ECRCHS's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Board of Directors based on indicators identified in ECRCHS's local control and accountability plan.

This policy does not grant the ECRCHS Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the ECRCHS Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

ECRCHS will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in ECRCHS as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to ECRCHS will be immediately enrolled (subject to ECRCHS's capacity, if ECRCHS is not the student's school of origin, and pursuant to the procedures stated in ECRCHS's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to

meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement or any subsequent change in placement, a foster youth may continue in their school of origin, for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

- For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child, or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The ECRCHS Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that students the student would otherwise be eligible to attend as a resident of the school district or in ECRCHS consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing ECRCHS dispute resolution process.

Transportation

ECRCHS shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal

law. ECRCHS is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program (“IEP”), the student’s IEP team will determine if the student requires special education transportation as a related service regardless of the student’s status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

ECRCHS shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school¹, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless ECRCHS, in consultation with the student’s ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall ECRCHS prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

¹ For purposes of coursework completed by a student who is a child of a military family, “public school” includes schools operated by the United States Department of Defense.

To obtain a high school diploma from ECRCHS, a student must complete all courses required by ECRCHS, and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Executive Director or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional

graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Executive Director or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not

prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

ECRCHS shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When ECRCHS receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, ECRCHS shall provide these student records within two (2) business days. ECRCHS shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with ECRCH's Educational Records and Student Information Policy, under limited circumstances, ECRCHS may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by ECRCHS's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Appendix I

Student Search and Seizure Policy

STUDENT SEARCH AND SEIZURE POLICY

El Camino Real Charter High School ("ECRCHS" or the "Charter School") recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School adopts this Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Definitions

- "*Reasonable Suspicion*" means a sufficient probability that the search will reveal evidence the student has violated or is violating the law or Charter School rules and regulations. Certainty is not required. Articulate facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.
- A violation of either "*the law or Charter School rules and regulations*" includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in Charter School rules or regulations.
- "*Personal electronic device*" means a device that stores, generates, or transmits information in electronic form, and is not owned or otherwise loaned to the student by Charter School.
- "*Electronic communication*" means the transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature in whole or in part by a wire, radio, electromagnetic, photoelectric, or photo-optical system.
- "*Electronic communication information*" means any information about an electronic communication or the use of an electronic communication service, including, but not limited to, the contents, sender, recipients, format, or location of the sender or recipients at any point during the communication, the time or date the communication was created, sent, or received, or any information pertaining to any individual or **personal** device participating in the communication, including, but not limited to, an IP address.

Student Searches Based on Reasonable Suspicion

A Charter School official (e.g., administrator, employee, teacher, school police officer, and/or employee), may conduct a reasonable search of a student’s person and/or personal effects (e.g., backpack, purse, etc.) if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations. Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.

The search of a student and/or of their personal effects must be:

1. **Justified at its Inception:** There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or Charter School rules. Articulate facts must support a Charter School official’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch; and
2. **Reasonable in Scope:** The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Required Conduct of Searches:

Additionally, any search of a student and/or of their personal effects shall be:

- Conducted in the presence of at least one (1) other adult witness of the same sex as the student being searched, whenever possible, and by a school official of the same sex as the student being searched.
- Conducted out of the presence of other students to maintain student confidentiality.
- Conducted in a manner that does not involve:
 - A body cavity search of a student manually or with an instrument; or
 - Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.
- Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

Searches of Private Electronic Devices

A student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by Charter School officials without a warrant, the student’s consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any

Commented [CLF62]: On January 1, 2016, the California Electronic Communications Privacy Act (also known as CalECPA or SB 178) took effect placing new restrictions on "government entity" searches of electronic devices. "Government entity" is defined under the Act as a department or agency of the state or a political subdivision thereof, or an individual acting for or on behalf of the state or a political subdivision thereof.

This definition is broad and appears to include school districts. While not specifically applicable to charter schools, we believe the most conservative approach would be to assume charter schools are included for the same reason school districts are – because they are entities funded and to a large extent, regulated by the state.

CalECPA defines an emergency as a situation "involving danger of death or serious physical injury to any person [that] requires access to the electronic device information." Penal Code § 1546.1(c)(6).

Please note that this does not prohibit the school from **confiscating** a student’s private electronic device – it only limits a school’s ability to search the **contents** of the device or access digital communications (such as emails sent or received from a personal account).

situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Nothing in this Policy prohibits the Charter School from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Random Metal Detector Searches

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons to maintain and protect the safety, security, and peace of students, School employees, and the School as a whole.

The following procedures shall be followed when using metal detectors to conduct random searches of students:

1. Searches involving metal detectors shall be minimally intrusive and involve the use of neutral criteria for selection.
2. Before walk-through, students shall be asked to empty their pockets of metallic objects.
3. If an initial activation occurs, students shall be asked to remove other metallic objects they may be wearing (e.g., belt and jewelry) and to walk through a second time.
4. If a second activation occurs, a hand-held metal detector shall be used.
5. If the activation is not eliminated or explained, staff shall escort the student to a private area.
6. In the private area, an expanded search shall be conducted by a staff member of the same gender as the student, in the presence of another school employee.
7. The search shall be limited to the detection of weapons.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the guidelines for reasonable suspicion based individual searches.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are considered Charter School property and remain at all times under the control of Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by Charter School officials for any reason at any time without notice.

Canine Searches

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 of unaccompanied belongings 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 all unaccompanied locations, including, but not limited to: lockers, student use areas, vehicles, unattended backpacks and other student belonging, and other inanimate objects throughout school property. Prior to initiating a search, Charter School officials must have reasonable suspicion of a schoolwide concern.

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.

The Charter School shall not use dogs to search a student's person without individualized reasonable suspicion of illegal, unauthorized, or contraband material. If a dog alerts on a student's person, the alert shall constitute reasonable suspicion for a lawful search and all applicable law and policy discussed herein shall be followed in the subsequent search.

Lockers

Student lockers, including P.E. lockers, are school property and remain at all times under the control of Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized Charter School personnel and/or law enforcement. Inspections of lockers may be conducted by Charter School personnel and/or law enforcement though the use of trained dogs as described above.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by Charter School officials or trained detection dogs, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Charter School's discipline policies and procedures. Charter School shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

Video Surveillance and Other Recording Devices

Charter School may utilize video surveillance devices in all common areas of the school campus including, but not limited to, outdoor spaces, entrances and exits, parking lots, stairwells, hallways, classrooms, the main office, school buses, and any other commonly used spaces. Charter School shall not utilize video surveillance devices in private spaces such as restrooms and locker rooms. Charter School's intent and purpose in utilizing video surveillance devices is to ensure student and staff health, welfare, and safety in order to maintain safe and orderly conduct throughout the school day.

Charter School shall not use audio recording where there is an expectation of privacy without prior consent of all parties subject to recording. Students, staff, parents, and other members of the public are similarly prohibited from audio recording on Charter School campus without prior consent. This policy does not prohibit the Charter School from recording classes as needed for student achievement nor any other permissible audio recording by the Charter School otherwise provided under the law.

Video surveillance recordings are not considered student education records unless the recording is maintained and (1) intended for use in a disciplinary action or proceeding, (2) depicts an activity that shows a student violating the law, (3) shows a student getting injured, attacked, victimized, ill, or having a health emergency, (4) contains personally identifiable information from a student's educational record. A video surveillance recording is not considered a student's education record when the student's image is incidental to the activity shown in the recording or when the student is participating in a public activity.

Charter School shall comply with all state and federal law regarding access to, review, and disclosure of student records, including Family Educational Rights and Privacy Act ("FERPA"). This includes compliance with lawful requests under the California Public Records Act, from law enforcement, and other appropriate agencies. Charter School will evaluate the legality of any requests in advance of disclosure and will comply with all notice requirements under FERPA.

Temperature Screening

In light of the novel coronavirus ("COVID-19") health emergency, ECRCHS shall conduct temperature screening, as necessary, in accordance with all applicable law and

state and local health orders to prevent the spread of COVID-19. ECRCHS will follow the temperature screening requirements set forth in its COVID-19 Prevention Policy and/or Comprehensive School Safety Plan.

Notice

Written notice of this Policy shall be provided to students and their parents and/or guardians at the start of each school year and/or upon enrollment during the school year. A summary of this Policy shall also be placed in the Parent-Student Handbook and other materials, as appropriate, to be disseminated by the Charter School to students, parents and/or guardians and Charter School employees. In addition, the Charter School shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

Appendix J

Universal Free Meals Policy

FREE AND REDUCED-PRICE MEALS POLICY

El Camino Real Charter High School (“ECRCHS” or the “Charter School”) Governing Board (the “Board”) recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Executive Director or designee shall facilitate and encourage the participation of students from low-income families in the Charter School’s food service program.

Commencing with the 2022-23 school year, Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Univeral Free Meals Application and Notification

If the Charter School participates in the National School Lunch Program and/or federal School Breakfast Program, the Charter School will continue to collect meal application forms aligned with federal regulations. However, regardless of eligibility for free or reduced-price meals, ALL students who request meals will receive meals free of charge, consistent with this Policy and Education Code Section 49501.5. The Executive Director or designee shall ensure that the application form for school meals and related materials include the following statements:

1. Applications for school meals may be submitted at any time during a schoolday.
2. Regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.
3. Children participating in the federal NSLP and/or SBP will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

The application packet shall include the following notifications and information using simple and culturally appropriate language:

1. A notification that the child may qualify for free or reduced-cost health coverage.
2. A request for the applicant’s consent for the child to participate in the Medi-Cal program, if eligible, and to have the information on the school lunch application shared with the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program.
3. A notification that the Charter School will not forward the school lunch application

Commented [MB63]: Client Note: California Universal Meals (AB130) updates *Education Code (EC)*, Section 49501.5 that requires public school districts, county offices of education, and charter schools to provide a breakfast and lunch to students that request a meal, free of charge for each school day beginning in SY 2022–23.

In order to receive state reimbursement for the two meals, local educational agencies (LEA) must participate in both the NSLP and SBP.

The state meal mandate applies to charter schools. However, only charters that participate in the NSLP and SBP are eligible to receive the state meal reimbursement.

Commented [AST64]: Internal note: Modify based on whether this Policy is governing only one school site or multiple.

to the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program, without the consent of the child's parent or guardian.

4. A notification that the school lunch application is confidential and, with the exception of forwarding the information for use in health program enrollment upon the consent of the child's parent or guardian, the Charter School will not share the information with any other governmental agency, including the federal Department of Homeland Security and the Social Security Administration.
5. A notification that the school lunch application information will only be used by the entity designated by the State Department of Health Care Services to make an accelerated determination and the state and local agencies that administer the Medi-Cal program for purposes directly related to the administration of the Medi-Cal program and will not be shared with other governmental agencies, including the federal Department of Homeland Security and the Social Security Administration for any purpose other than the administration of the Medi-Cal program.
6. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements.

If ECRCHS elects to post its school meals application online, it will include the following:

1. Include a link to the Internet Web site on which translated applications are posted by the United States Department of Agriculture, with instructions in that language that inform the applicant how to submit the application.
2. Require completion of only those questions necessary for determining eligibility.
3. Include a clear statement that regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.
- 4.
5. Include clear instructions for families that are homeless or migrant.
6. Comply with the privacy rights and disclosure protections Public Laws 113-79 and 105-277.
7. Include links to all of the following:
 - (i) The online application to CalFresh.

- (ii) The online single state application for health care.
- (iii) The Internet Web page maintained by the State Department of Public Health entitled "About WIC and How to Apply," or another Internet Web page identified by the State Department of Public Health that connects families to the Special Supplemental Nutrition Program for Women, Infants and Children.
- (iv) The Internet Web site of a summer lunch program authorized to participate within the city or school district.

Direct Certification

Although every family should submit an application for school meals, in certain circumstances, ECRCHS may be able to determine student eligibility without further application. ECRCHS shall directly certify as eligible the following students:

1. Any child who is a member of a household receiving assistance under the supplemental nutrition assistance program as eligible for free lunches and/or free breakfasts under the Child Nutrition Act of 1966.
2. Any child who is a member of a household that receives CalWORKs (also known as Temporary Assistance for Needy Families or "TANF") or CalFresh aid.
3. Any child who is a member of a household that receives the assistance of a Food Distribution program on Indian Reservations.
4. Any child identified as a foster, migrant, homeless or runaway youth, as defined by the California Education Code.

This Policy prohibits the Charter School from disciplining a student which would result in the denial or delay of a nutritionally adequate meal to that student.

Confidentiality/Release of Records

All applications and records related to school meals shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Board authorizes designated employees to use individual records pertaining to the universal meals program for the following purposes:

1. Disaggregation of academic achievement data
2. Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from the Charter School to another charter school, district, county office of education program, or private school, the Executive Director or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Executive Director or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled student for purposes related to program eligibility and data used in local control funding formula calculations.

The Executive Director or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The Executive Director or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.

The Executive Director or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

1. Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any student, unless otherwise authorized by law.
2. The public release of information regarding individual student participation in a free or reduced-price meal program is not permitted.
3. All other confidentiality requirements imposed by law or regulation are met.

Appendix K

Transportation Safety Plan

TRANSPORTATION SAFETY PLAN

Because El Camino Real Charter High School (“ECRCHS” or the “Charter School”) provides transportation to or from a ECRCHS school activity, the ECRCHS Board of Directors (“Board”) approved the following transportation safety plan, which contains procedures for ECRCHS personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each ECRCHS school and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of ECRCHS policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the ECRCHS discipline policy.

Definitions

- “*School bus*” is any motor vehicle designed, used, or maintained for the transportation of a ECRCHS pupil at or below the grade 12 level to or from ECRCHS or to and from ECRCHS activities. “*School bus*” does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.
- “*School activity bus*” is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between ECRCHS and carrier to transport ECRCHS pupils at or below the grade 12 level to or from a ECRCHS activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

Procedures for All Students to Follow as They Board or Exit a School Bus at ECRCHS or Other School Activity Location

ECRCHS has created the following procedures to govern the safe entry and exit of all students at ECRCHS or other school activity location.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students’ entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the ECRCHS staff shall inform the driver, and the driver will begin the boarding process.

4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the ECRCHS teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at ECRCHS, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
 - a. The driver will confer with the ECRCHS teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
 - c. When the ECRCHS teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either ECRCHS or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from ECRCHS staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

ECRCHS staff members should always be involved and active in the supervision of the loading and unloading of students at ECRCHS and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, ECRCHS staff shall adhere to the following procedures:

1. Before leaving the school site for a school activity, the ECRCHS teacher/head chaperone for the trip shall ensure they has a copy of the class roster with all student names.
2. Once the bus reaches the destination, a ECRCHS teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A ECRCHS staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the

staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.

4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the ECRCHS teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student that the student is present.
5. The ECRCHS teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus

ECRCHS shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety

ECRCHS shall ensure that all students in kindergarten through grade 12 who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

Instruction for all Students Prior to Departure on School Trip

Finally, prior to departure on a school activity trip, ECRCHS shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
 - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. Acceptable placement of the passenger restraint systems when not in use.

Appendix L

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, El Camino Real Charter High School ("ECRCHS" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ECRCHS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom ECRCHS does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. ECRCHS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. ECRCHS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Dr. Kurt S. Lowry, k.lowry@ecrchs.net, (818) 595-7536
Dean Bennett, d.bennett@ecrchs.net, (818) 595-7506
Emilie Larew, e.larew@ecrchs.net, (818) 595-8003
5400 Valley Circle Boulevard
Woodland Hills, CA 91367

Commented [CLF65]: Please confirm this is correct.

Definitions

Prohibited Unlawful Harassment

- 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 or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. Section 1681 *et seq.*; 34 C.F.R. Section 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by ECRCHS.

ECRCHS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) 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; and/or (d) 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.

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

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.
 - 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 individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, 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 or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (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.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student² or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by ECRCHS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, 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:

1. A message, text, sound, video, or image.
2. 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 the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

² "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in ECRCHS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that ECRCHS investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

ECRCHS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

ECRCHS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

ECRCHS informs Charter School employees, students, and parents/guardians of ECRCHS's policies regarding the use of technology in and out of the classroom. ECRCHS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

ECRCHS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. ECRCHS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at ECRCHS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

ECRCHS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

ECRCHS informs ECRCHS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

ECRCHS annually makes available the online training module developed by the California Department of Education pursuant Education Code Section 32283.5(a) to its certificated employees and all other ECRCHS employees who have regular interaction with students.

ECRCHS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance

- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by ECRCHS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

ECRCHS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for ECRCHS’s students.

Grievance Procedures

1. Scope of Grievance Procedures

ECRCHS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the ECRCHS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, ECRCHS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board

requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Dr. Kurt S. Lowry, k.lowry@ecrchs.net, (818) 595-7536

Dean Bennett, d.bennett@ecrchs.net, (818) 595-7506

Emilie Larew, e.larew@ecrchs.net, (818) 595-8003

5400 Valley Circle Boulevard

Woodland Hills, CA 91367

Commented [CLF66]: Please confirm this is correct.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. ECRCHS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

ECRCHS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

ECRCHS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to ECRCHS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or ECRCHS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. ECRCHS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of ECRCHS to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ECRCHS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality

laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that ECRCHS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal
 - ECRCHS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with ECRCHS's policies.
 - ECRCHS may remove a respondent from ECRCHS's education program or activity on an emergency basis, in accordance with ECRCHS's policies, provided that ECRCHS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution
 - If a formal complaint of sexual harassment is filed, ECRCHS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If ECRCHS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:

- The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- ECRCHS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. ECRCHS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, ECRCHS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in ECRCHS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable ECRCHS policy.
 - ECRCHS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at ECRCHS; or
 - The specific circumstances prevent ECRCHS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, ECRCHS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - ECRCHS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of ECRCHS's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from ECRCHS or termination of employment. The Coordinator is responsible for effective

implementation of any remedies ordered by ECRCHS in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find ECRCHS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of ECRCHS's decision or resolution, submit a written appeal to the Executive Director, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and ECRCHS will implement appeal procedures equally for both parties.
- ECRCHS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

ECRCHS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
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 that 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 ECRCHS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Appendix M

Grounds for In-School Suspension, Out-of-School Suspension and Expulsion

GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION, AND EXPULSION

Commented [CLF67]: Rather than reline the portion of the suspension and expulsion policy that was included in the handbook, I inserted the same portion from the School's 21-26 charter petition here, and redlined to show suggested updates to the portion currently included in the charter petition. We recommend that the School contact its authorizer before adopting changes to the suspension and expulsion policy to confirm that the changes will not require a material revision.

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

1. Enumerated Offenses

Discretionary Suspension Offenses: Students *may* be suspended 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, 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 which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 a pupil's 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, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "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 policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family. In-school suspension is not an option for students who have participated in such acts.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e) of the. This provision shall apply to pupils in any of grades 4 to 12, inclusive. In-school suspension is not an option for students who have participated in such acts.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive. In-school suspension is not an option for students who have participated in such acts.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) 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.
 - u) 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.

- a) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

Non-Discretionary Suspension Offenses: Students *must* be suspended and recommended for expulsion when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students *may* be recommended for expulsion 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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- 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 a pupil's 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, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "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 policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- u) 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.

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined, in accordance with the notice and hearing procedure outlined below, that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to the Charter School's campus or to have possessed a firearm or destructive 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 "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

IN-SCHOOL SUSPENSION

For In-School suspension, the student remains on the Charter School 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.

In-School suspension takes place in the Charter School Dean’s Office, under the supervision of the deans. The Dean’s Office will call the student’s parent/guardian to provide notice of the suspension.

Students serving In-School suspension are provided the classwork assigned by their teachers to work on during suspension. Students are also assigned an online program called “Ripple Effects,” which addresses behavioral challenges and supports positive outcomes. Students also receive support as needed during time spent in In-School suspension through counselors and/or the PSW.

In-School suspension shall not exceed five (5) consecutive school days per suspension, or twenty (20) total days per school year. For students with special needs, In-School suspension may not exceed ten (10) total days per school year.

In-School suspension is not an option for students who engage in any action that may constitute a danger to others at the Charter School, including, but not limited to:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation school personnel or volunteers and/or a student or group of students;
- Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.

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 Charter School and their removal from the Charter School is necessary. Students who are suspended continue to have access to schoolwork through Canvas, and the Dean's Office will remain in communication with the students and parents/guardians for any schoolwork that may not be available through Canvas.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to procedures described below. At all times, the Charter School will ensure that the process for investigating incidents and collecting evidence will be fair and thorough. The decision to suspend a student will be made by the Dean's Office and/or the Administrative Director of Discipline.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Dean or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Dean or designee.

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 Charter 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(s) for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i). 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 the 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(s) committed by the student as well as the date the student may return to school following the suspension. If the Dean or Administrative Director of Discipline wish to 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 Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Dean or Administrative Director of Discipline, the pupil and the pupil's parent/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 Administrative Director of Discipline 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 Charter School suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter 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 parent/guardian, unless the pupil and the pupil's parent/guardian fail to attend the conference. An extension of suspension shall not exceed the limit of twenty (20) total suspension days per school year; for students with special needs, suspension shall not exceed ten (10) total days per school year.

Homework Assignments During Suspension: Students who are suspended continue to have access to schoolwork through Canvas, and the Dean's Office will remain in communication with the students and parents/guardians for any schoolwork that may not be available through Canvas. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Appeal: If the parent/guardian wants to appeal the suspension, the parent/guardian submits an appeal to the Administrative Director of Discipline. The appeal shall be in writing and shall be sent (either by mail, email, or in-person) to the Administrative Director of Discipline; the appeal may include any documents or evidence for consideration and in support of the appeal. The decision of the Administrative Director of Discipline will be final.

EXPULSION PROCEDURES

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial 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 of the Charter School and neither a teacher of the pupil nor a member of the Charter School's Governing Board. ECRCHS' Board will appoint an Administrative Panel. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. 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' 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 Administrative Director of Discipline 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 and Privacy Act ("FERPA")) unless the pupil makes a written request for a public hearing in open session 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 Charter 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 Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/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.

Upon request, the notice shall be provided in any other language spoken by the parent/guardian. Also, the Charter School will furnish reasonable requests for disability-related modifications or accommodations at the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ECRCHS may, upon a finding of 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 the Administrative Panel. 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 their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 Administrative Panel 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 the complaining witness 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 Administrative Panel 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 chairperson of the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the chairperson of the Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe 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 hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 Administrative Panel 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 presented at the hearing 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 the Charter School's 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 their testimony heard in a session closed to the public.

Expulsion Decision

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 by mail and/or email of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or the student's 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
5. Information regarding the expelled student's rehabilitation plan and reinstatement/readmission rights

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 with the Charter School's Board, requesting reconsideration of 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.

Upon request, all documents regarding the appeal shall be provided in any other language spoken by the parent/guardian. Also, the Charter School will furnish reasonable requests for disability-related modifications or accommodations at the appeal hearing.

The period within which an appeal is to be filed shall be determined from the date the Administrative Panel issues its written notice of the decision 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 decision of the Administrative Panel within the prescribed time may not subsequently appeal the decision of the Administrative Panel.

The Charter School's 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 supporting documents, if desired, from ECRCHS simultaneously with the filing of the notice of appeal. ECRCHS shall provide the pupil with the 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 (i.e., a failure by the Administrative Panel to properly consider relevant facts or information, such as failure to hear the testimony of a pertinent witness) 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 be reinstated pending the reconsideration. During the reconsideration process, the student shall remain suspended.
- (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

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. ECRCHS will provide the parent with necessary information and a list of placement options and work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Policies and Procedures Regarding Rehabilitation Plan

It shall be the policy of the Charter School that at the time the Administrative Panel issues a decision to expel, it shall prepare a rehabilitation plan that is appropriate for the student based on the circumstances of their expulsion, their record at the Charter School, and areas for behavioral growth. Such a plan shall typically require a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the Charter School campus until such time as that student may be re-enrolled. Depending on the expellable offense, counseling or other behavioral interventions may be recommended. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission. Upon request from a student's parent or guardian, or a pupil who holds their own educational rights, the decision to readmit a student shall be made by the Administrative Panel. The Administrative Panel will determine whether the pupil has successfully completed the rehabilitation plan. The student's readmission is also contingent upon the capacity of the Charter School at the time of the student seeks readmission.

Appendix N

Senior Prom Attendance Policy

Continued from above...

2. Checkpoints

Each month (beginning in October of each academic year) students (and their parents/guardians) with 5 or more unexcused absences will be notified by the Dean’s Office. If applicable, a “Notice of Prom Denial” will be emailed when a student has reached eighteen (18) or more absences (this includes a combination of both excused and unexcused absences).

3. No Standard Appeal Process

The Administrative Director makes decisions based on paperwork that has been on file in a student's records throughout the year.

If there are special circumstances such as medical and/or personal (involving the student only) with appropriate documentation, the Administrative Director will review the documentation and make the best decision (lack of transportation, driving siblings to school, leaving early for work, taking care of sick relatives are not considered for review).

Last minute documents will not be accepted. Truancies are not excusable under any circumstances.

4. General Reminders

- a. **Truancies are not appealable under any circumstances.**
- b. Forgeries of any document may result in disciplinary action and forfeiture of administrative review and/or consideration of extenuating circumstances.
- c. In order to purchase a prom ticket, this form must be signed by the student and a parent/guardian.

For more information about ECRCHS’ attendance policy, please request a copy of the complete Attendance Policy from the main office.

Student Name (please print): _____

Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Signature: _____ Date: _____

Appendix O

Immunization Policy

IMMUNIZATION POLICY

El Camino Real Charter High School (“ECRCHS” or the “Charter School”) adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to ECRCHS staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide ECRCHS with written verification from a doctor or immunization clinic of the following immunizations:

Child’s Grade	Immunization	Dosage
TK/K-12 ³	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7 th Grade ⁴	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
	Varicella	Two (2) Doses

Verification of immunizations will be completed with written medical records from the

³ **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

⁴ **NOTE:** In order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for the TK/K-12 grade levels (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with ECRCHS's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to ECRCHS with the California Department of Public Health ("CDPH"), on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

ECRCHS shall immediately admit a foster child, as defined in Education Code Section 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter ECRCHS's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, ECRCHS will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by ECRCHS. If the student does not provide documentation of having received all required immunizations within the time period designated by ECRCHS, ECRCHS shall exclude this student from attendance. The student shall remain excluded from Charter School until the student provides proper documentation of the student's compliance with the immunization requirements as required by law.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at Charter School to any student whose parent/guardian has consented in writing.

Conditional Admission

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted a valid exemption. If a student conditionally admitted fails to fulfill the conditions of admission, ECRCHS will prohibit the student

from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Documentary Proof

The Executive Director or designee shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the CDPH.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
 - a. Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that ECRCHS shall accept.
 - b. On and after July 1, 2021, ECRCHS shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a CDPH standardized medical exemption form as required by law.
 - c. Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, as defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
 - a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.
3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the ECRCHS, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span, as defined below, pursuant to Health and Safety Code Section 120335(g).

"Grade span" means each of the following:

1. Birth to Preschool.
2. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
3. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in Health and Safety Code Section 120335(b) and the child's documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from ECRCHS until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Appendix P

Administration of Medication Policy

ADMINISTRATION OF MEDICATION POLICY

El Camino Real Charter High School (“ECRCHS” or the “Charter School”) staff is responsible for overseeing the administration of medication to students attending ECRCHS during the regular school day. ECRCHS shall follow the practices delineated in this policy to ensure the safety of its students and the legal protection of its employees.

Definitions

- “*Authorized health care provider*” means an individual who is licensed by the State of California to prescribe medication.
- “*Authorizing physician and surgeon*” may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- “*School nurse*” means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- “*Other designated Charter School personnel*” means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- “*Medication*” includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.
- “*Opioid antagonist*” means naloxone hydrochloride (“NARCAN”) or another drug approved by the federal Food and Drug Administration (“FDA”) that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
- “*Regular school day*” includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school **nurse** or designated Charter School personnel.

Commented [MMH68]: Confirmed MMH 11/17/21: Client Note: If the Charter School does not have a school nurse, please adjust the title accordingly, such as by the designated Charter School health aide, consistent with the doctor’s orders, etc.

In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student’s authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that ECRCHS assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

Commented [MMH69]: Confirmed MMH 11/17/21. Internal Note: Education Code section 49423(b)(3), 49423.1(b)(3), and 5 CCR § 602.

The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professionals.

Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication (without Charter School assistance)

Self-Administration of Medication (without Charter School Assistance)

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine (“EpiPen”) and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the student’s authorized health care provider detailing the name of the medication, method, dosage/amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the EpiPen or inhaled asthma medication; and
2. A written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing release for the school nurse or other designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing ECRCHS and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

ECRCHS may elect to observe and document the student's ability to safely and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A pupil may be subject to disciplinary action if that pupil uses this prescription medication in a manner other than as prescribed.

Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School's response to emergencies can be located within the Comprehensive School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. ECRCHS will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

ECRCHS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

ECRCHS provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).

C. Response to an Opioid Overdose

Charter Schools provides its personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. [SCHOOL ABBREVIATION] will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

Commented [MB70]: Client Note: opioid antagonists need to be restocked 2 weeks after use or when expired. Education Code section 49414.3(h).

1. Techniques for recognizing symptoms of an opioid overdose.
2. Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training.

The Executive Director shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

Commented [MB71]: Please ensure this occurs.

Commented [MB72]: **THIS SECTION IS OPTIONAL.** Pursuant to Ed Code 49414.3, the School **may voluntarily** determine whether or not to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available. In making this determination, the School shall evaluate the emergency medical response time to the School and determine whether initiating emergency medical services is an acceptable alternative to naloxone hydrochloride or another opioid antagonist and trained personnel.

Storage and Record Keeping

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.
 - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

Commented [MB73]: Please note that this would be considered an Educational Record. The term "education records" is defined as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution.

Commented [MB74]: Medications should not be flushed down the toilet and medications should not be disposed of in the school trash. Please check with your local ordinance to determine how medication should be disposed of. See: <https://www.cde.ca.gov/ls/he/hn/documents/medadvisory.pdf>

Appendix Q

Comprehensive Sexual Health Education Policy

COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

ECRCHS is required to:

1. Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. Provide students with the knowledge and skills they need to develop healthy attitudes about adolescent growth and development, body image, gender, sexual orientation, dating, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development
4. To ensure pupils have integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

ECRHCS encourages students to communicate with their parents or guardians about human sexuality and sexually transmitted infections/diseases and respects the rights of parents or guardians to supervise their children's education on these subjects. Furthermore, we have established procedures that make it easy for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS prevention education so that they can decide whether or not to have their child participate in all or part of the instruction or evaluation. In this regard, we honor the principle that parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

Parent permission is not required for participation in comprehensive sexual health education and HIV prevention education. A parent or guardian of a student has the right to excuse the student from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education under the following conditions:

1. At the beginning of each school year or, for a student who enrolls later, at the time of enrollment, teachers notify parents or guardians about instruction in sexual health education and HIV/AIDS prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians will advise parents/guardians of the following information:
 - a. That the written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
 - b. That ECRHCS may teach comprehensive sexual health education and HIV/AIDS prevention education using school personnel or outside consultants and if by outside consultants, the parent or guardian must be further informed that ECRHCS may provide such instruction in the classroom or in an assembly using guest speakers and in either instance must further inform the parent or guardian of (a) the date of the instruction;

- (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of Education Code sections 51938, 51933 and 51934. Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.
 - c. That the parent or guardian has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act and/or a copy of this Policy.
 - d. That the parent or guardian may request in writing that the parent's or guardian's child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Education Code Section 51513 which states that no test, questionnaire, survey, or examination containing any question about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. ECRCHS may, according to the California Healthy Youth Act, administer in Grades 9-12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that their child not participate. ECRCHS shall not require active parental consent ("opt-in") for these tests, questionnaires or surveys.

A student must not attend any class in comprehensive sexual health education or HIV/AIDS prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Authorized Comprehensive Sexual Health Education

1. ECRCHS will provide comprehensive sexual health education - which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases - at least once during grades 9 -12, inclusive.
2. ECRCHS may use trained Charter School personnel or outside consultants who know the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, HIV and other sexually transmitted diseases. The instruction must meet the following requirements:
 - a. The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
 - b. All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
 - c. Instruction and materials must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
 - d. Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
 - e. Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
 - f. Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220.
 - g. Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
 - h. Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
 - i. Instruction and materials must encourage students to talk with their parents or guardians about human sexuality and provide the knowledge and skills necessary to do so.

- j. Instruction and materials must teach the value of and prepare pupils to have and maintain committed relationships such as marriage.
- k. Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- l. Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
- m. Instruction and materials may not teach or promote religious doctrine.
- n. Instruction and materials must teach that not engaging in sexual activity or using injectable drugs is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse is the only certain way to prevent unintended pregnancy. The instruction shall provide information that delaying sexual activity has other personal and social benefits, as well. Also, instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
- o. Instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration ("FDA") approved methods of reducing the risk of contracting sexually transmitted diseases, including use of antiretroviral medication, and information on local sources for testing and medical care for sexually transmitted diseases.
- p. Instruction and materials must provide information about the effectiveness and safety of all FDA approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes.
- q. Instruction and materials must provide students with the knowledge and skills for making and carrying out responsible decisions about sexuality.
- r. Instruction and materials must provide students with information on the fact that a parent or other person who surrenders physical custody of a baby 72 hours or younger at a lawfully identified hospital or "safe-surrender site" will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
- s. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking.
- t. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.

ACQUIRED IMMUNE DEFICIENCY SYNDROME ("AIDS") EDUCATION

ECRCHS is required to instruct students in grades 9 to12 in AIDS prevention at least once in high school, unless the parent or guardian requests that the pupil not attend

such instruction. AIDS education may be covered in health, home economics, science, and social science courses. The teacher of each course must notify parents or guardians that students will receive such instruction in his or her class.

HIV/AIDS prevention education must accurately reflect the latest information and recommendations from the Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences, and must include the following:

- Information on the nature of HIV/AIDS, and other sexually transmitted infections, and their effect on the human body.
- Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted and on activities that present the highest risk of infection.
- Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
- Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- Discussion of methods to prevent or reduce the risk of contracting HIV and other sexually transmitted infections and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and on methods that may reduce the risk of HIV transmission from intravenous drug use.
- Discussion of the public health issues associated with HIV/AIDS.
- Information on how to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
- Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

PARENT/GUARDIAN ANNUAL NOTIFICATION REGARDING CONDOM AVAILABILITY PROGRAM

HIV/AIDS and sexually transmitted diseases are an ongoing concern in our community. Public health statistics and reports indicate that increasing numbers of young people in their early teens are becoming involved in behavior that puts them at risk for infection. While ECRCHS does offer education which emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide some protection against sexual transmission of the HIV/AIDS virus.

ECRCHS has elected to follow LAUSD policy to make condoms available for students unless their parents contact the school nurse in writing denying permission. In making condoms available, ECRCHS assumes no liability. Parent/guardians who do not wish their son/daughter/student to be able to obtain condoms through the Charter School's Condom Availability Program, can make their preference known on the HIV/AIDS Prevention Parent/Guardian Consent Form which is distributed at the time of enrollment, or at any time by submitting a written letter to the school nurse.

Appendix R

Approved Pesticide Product List

Commented [MB75]: The below list is for 2021-22. Please include a more current list if available.

Los Angeles Unified School District
Approved Pesticide Product List 2022-2023

The Los Angeles Unified School District is committed to the Precautionary Principle and Right to Know. All of the products listed below have been approved by LAUSD for use at District sites. However, this list does not indicate that all approved products listed below are used. In fact, some of these products are used rarely, if ever.

Some of the listed products require Pest Supervisor approval and/or direct supervision during application, and are used only when health or safety concerns are present as outlined within The IPM Policy. These products are listed at the bottom of this list, and restrictions are also indicated in the "comments" column.

PESTICIDE NAME	(1) ACTIVE INGREDIENT	PHYSICAL FORM	APPLICATION METHOD	TARGET PEST	USEPA TOXICITY CATEGORY	(2) LABEL DESIGNATION	COMMENTS	EPA REG. NO. or CA REG. NO.
Advance Granular Carpenter Ant Bait (by BASF)	acetameth 81 0.011%	Granule	Indoor cracks, crevices and voids Outdoor per the label.	Ants	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	489-370
Alpine Cockroach Gel Bait Rotation 1 Reservoir (by BASF)	Diflufenican	Gel	Indoor cracks, crevices and voids.	Cockroaches	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	489-537
Avort-Dry Flowable Cockroach Bait (by BASF)	acetameth 81 0.05%	Dust	Crack & crevice bait dust	Cockroaches	3	Caution	Bait attractant Applicator refer to product label for appropriate PPE	489-294
Boat-Care Fungicide, Insecticide and Fungicide Concentrate (by Nisus)	disodium octaborate tetrahydrate 40%	Liquid suspension	Spray used for wood boring insects	Termites	3	Caution	Applicator refer to product label for appropriate PPE	64405-1
M-Foam Insecticide-Miticide-Fungicide (by Gowan)	potassium salts of fatty acids 45%	Liquid	Direct spray to pest	Anticized honey bees, thrip, and white fly	2	Warning	Applicator refer to product label for appropriate PPE	53219-6
Nisus Granular Bait (by Nisus)	Orthoic Acid 15%	Granules and Fine Granules	Interior and exterior bait	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-2
NIGOR-Q (by Nisus)	Picoulor Octaborate Trihydrate 96%	Dust	Applied wet or dry	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-8
Prof Foam Platinum (by Nisus)	Sodium Decyl Sulfate, Sodium Lauryl Sulfate, Sodium Lauryl Sulfate 6%	Foam	Foaming agent, non pesticide	Various uses	3	Caution	Applicator refer to product label for appropriate PPE	CA Reg. 1057146-36031-04A
Reclut V AG Termitic Bait (by Dow Agrosciences)	Nonflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-464
Reclut V Termitic Bait (by Dow Agrosciences)	Nonflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-453
Summit B T1 Biquet/Monoglyb Dunks (by Summit)	Resilins thiazolidinone substances isoxanols solids, stonors and insecticidal toxins-10%	Solid liquid	Foaming larvicide	Mosquito larvae	3	Caution	Applicator refer to product label for appropriate PPE	6218-47
Tim-Bor Professional (by Nisus)	disodium octaborate tetrahydrate 96%	Powder	Applied wet or dry	Wood destroying organisms and fungus	3	Caution	Applicator refer to product label for appropriate PPE	64405-3
ECOVA ECG Emulsifiable Concentrate (by Rodswell Labs Ltd)	Thymol Oil- 25% 4-Terphenyl Propionate- 4% Rosin Oil- 8%	Liquid	Spray	As indicated per label	3	Caution	Applicator refer to product label for appropriate PPE	Example: EFRSA 25 (b)
ECOVA MD Washable Dust (by Rodswell Labs Ltd)	Thymol Oil- 10% 2-Phenethyl Propionate- 7%	Dust	Use according to label	As indicated per label	3	Caution	Applicator refer to product label for appropriate PPE	Example: EFRSA 25 (b)
Catmaneser Final Feed Mosquito Bait (by AF&G Co., Inc.)	Garlic Oil 0.40%	Liquid	Use According to label	Mosquito Bait, Non Pesticide	0	Non Hazardous	Applicator refer to product label for appropriate PPE	Example: EFRSA 25 (b)

The following products are to be used according to the specific instructions as indicated per product. These products are not routinely used. Pest supervisor or other approvals as indicated are necessary prior to use.

Los Angeles Unified School District
Approved Pesticide Product List 2022-2023

The following products are to be used according to the specific instructions as indicated, per product. These products are not routinely used. Pest supervisor or other approvals as indicated are necessary prior to use.

Ground Squirrel Bait By Wilco (by Wilco Distributor, Inc.)	Diphacinone 0.005 %	Gran bait	Placed in bait stations only.	Ground Squirrels	3	Caution	Do not use when rain is eminent. Obtain supervisor approval before each use. Applicator refer to product label for appropriate PPE. REQUIRES OAL or OALC license to purchase and apply.	38029-20
PT 565 Plus XL Formula 2 Contact Insecticide (by BASF)	pyrethrins-0.5%, queprozin butoxide-1%, n-octyl boric/borophosphate-dicarboximide 1%	Aerosol	Use according to label	Fleas, gnats, mosquitoes, bees, bird mites	3	Caution	Resist re-entry to occupied areas for 24 hours after application. Follow food handling precautions when using this product. Applicator refer to product label for appropriate PPE	489-290
Rozol Pocket Gopher Bait (by Leprosol)	Chlorfipropate 0.005 %	Gran bait	Place in gopher burrows only	Gophers	3	Caution	Application to beds and landscape areas when students are not in immediate area. Applicator refer to product label for appropriate PPE	773-184
Suspend SC Insecticide (Bayer)	deltamethrin 4.75%	Liquid	Spray	Ants, Fire Ants, Fleas, Ticks, Cockroaches, & Spiders	3	Caution	Use for exterior only on trees, ticks, and fire ants, and large roaches in ground boxes. Resist re-entry of area for 24 hours after application. Applicator refer to product label for appropriate PPE	432-783
Terac 800 (by Bait Laboratories, Inc.)	Chlorfipropate (p,p'-secodichloroate 5,7,10,19) 98% 3-df 0.075%	Solid Bait Block	Use According to Label	Rodents	3	Caution	Obtain Supervisor approval prior to each use. Do not use in temper proof bait stations. Applicator refer to product label for appropriate PPE.	12455-108
Zoecon Advised Baits (by Wellmark International)	S-Methoprene - 8.82%	Baitlet	Floating larvicide	Mosquito larvicide	3	Caution	This product is not to be used in flowing water in areas such as storm drains and catch basins and any other areas where it is reasonable to assume that there will be flowing water. Applicator refer to product label for appropriate PPE	2724-375
Roxl Bait Discs (by Eppleek Products)	Carb Galleon Heat 42%, Sodium Chloride 3%, Citric Acid 2%, Phosphate Whole Egg Solids 1.5%, Soybean Oil 1%	Discs	Use according to label	Rodents	3	Caution	Obtain Supervisor approval prior to each use. To be used in temper proof bait stations. Applicator refer to product label for appropriate PPE.	Exempt- FER 25 (b)

Appendix S

Parental Involvement Policy

SCHOOL PARENTAL INVOLVEMENT POLICY

The Parent Involvement Policy was developed jointly and approved by parents, teachers and administrators and distributed to all parents of participating students, teachers and to our community. This policy is updated annually through the School Site Council ("SSC") with parental, teacher and administrative collaboration.

A. El Camino Real Charter High School Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, El Camino Real Charter High School ("ECRCHS" or the "Charter School") has established the following practices:

1. ECRCHS involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
2. ECRCHS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
3. ECRCHS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
4. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School. This Includes revisiting the plan at least annually with a focus on how the measures taken affected achievement data.
5. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
6. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.

7. ECRCHS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
8. ECRCHS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
9. ECRCHS involves parents in the activities of the Charter School to adequately represent the needs of the population.

B. Policy Involvement

To involve parents in the Title I program at ECRCHS the following practices have been established:

1. Annual Meetings: Convene annual Title I meetings to inform parents of the program. Inform parents of all meetings for the School Site Council and English Learner Advisory Committee. Encourage and invite all parents to attend.
2. Flexible Meetings: Meetings shall be offered at convenient dates and times and child care will be provided to facilitate attendance by parents. Ensure that all information related to school and parent programs, meetings and other activities is distributed to parents in a format and in a language the parents can understand.
3. Planning/Review of Programs: Parents will be informed of their school's participation in Title I, the Requirements of Title I, and the Rights of Parents to be involved. Parents will be involved in planning, reviewing and improving the Parent Involvement Policy and Parent-School Compact.
4. Timely Information - ECRCHS will:
 - a. Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet and all standardized test results.
 - b. If requested by parents, provide opportunities for regular meetings where parents may offer suggestions and ask questions regarding Title I policies and programs.
5. Suggestions: If the Title I plan is not satisfactory to the parents, submit any parent comments on the school's plan when it is submitted and provide a timely response to parents' suggestions and questions.

C. School-Parent Compact: Shared Responsibilities for High Student Academic Achievement

ECRCHS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following items:

1. ECRCHS and parents will build and develop a partnership to promote and sustain student academic achievement.
2. With regard to the school's responsibility to provide high quality curriculum and instruction, the school will:
 - a. Employ a wealth of rich, research-based teaching strategies to deliver a challenging, standards-based curriculum, combining A-G academic requirements.
3. With regard to the school's responsibilities to provide a supportive and effective learning environment including communications with parents, the school will:
 - a. Teach grade level skills and concepts satisfying A-G requirements.
 - b. Provide high quality curriculum and instruction utilizing research-based teaching strategies to deliver a challenging, standards-based curriculum⁵
 - c. Strive to address the individual needs of students.
 - d. Communicate clear standards-based criteria for proficiency to parents through initial letters home, ongoing written and verbal parent communications, periodic teacher conferences throughout the academic year and progress reports and report cards.
 - e. Continue to communicate to parents in through Aeries regarding their student's attendance, tardies, and missing homework and class work.
 - f. Continue to communicate to students and parents about the availability and the importance of participation in the intervention plan for struggling students and monitor student participation and progress.
 - g. Provide a safe, positive and healthy learning environment for all students.
4. With regard to the shared responsibilities of parents to support academic achievement at home, the parent will, to the best of the parent's ability:
 - a. Motivate and encourage students to complete homework.
 - b. Motivate and encourage students to engage in reading activities for at least 20 – 30 minutes every day.
 - c. Review all school communications, respond if needed by telephone, e-mail, in writing, or in person and promptly return all necessary documents.
 - d. Attend Back-to-School events and other school events.

⁵ For a copy of the ECRCHS prospectus of curriculum, please contact our main office or Executive Director.

- e. Sign and return all school documents.
 - f. Provide a quiet place/time for student to do homework.
 - g. Make sure student gets adequate sleep and has a healthy diet.
 - h. Support the school's/district homework, discipline and attendance policies.
5. With regard to the parent's responsibility to monitor the student's homework, the parent shall:
- a. Review the student's agenda, website for teachers posting assignments, or communicating with the teacher. All freshman students are provided with agendas, to record homework and school-to-home communications.
 - b. Review all school communications.
6. With regard to the shared student responsibilities in their own academic success, the student shall:
- a. Attend class on time every day
 - b. Inform parent or guardian assignments and homework
 - c. Return completed homework on time
 - d. Return all signed school documents including progress reports
 - e. Be responsible for own behavior
 - f. Be a cooperative learner
 - g. Ask for help when needed
7. Parents are encouraged to participate in the various educational programs by personal observations at school and through our highly organized communication program. Some of the ways in which our school communicates with parents include:
- a. A phone message detailing events at our school.
 - b. Mandated information literature mailed home, through our web page and phone message system will be utilized more frequently.
 - c. Faculty/Staff voice mail to insure communication between parents and staff.
 - d. ECRCHS's website offers a wealth of features, including access to grades, teacher created websites, and updated school information.
8. In regard to frequent reports to parents on their child's progress, the school will:
- a. Make student data available from CELDT, along with state summative data.
 - b. Encourage parents to access the Internet to see if their child is in school and in class via Aeries, a web-based program.
9. ECRCHS enables reasonable access to staff by transferring parent calls to faculty voice mail, scheduling parent-teacher conferences during conference periods, scheduling observation visits, hosting Back-to-School Night, and other school events.

D. Building Capacity for Involvement

ECRCHS engages parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, ECRCHS has established the following practices:

1. **Data Assistance:** Data is shared at parent meetings and parents are instructed in the understanding and use of test scores, state academic standards, and/or state/local assessments to determine needs and encourage participation in intervention programs. Parents are trained on tracking their child's progress and interpreting their own student's achievement test scores in their own language.
2. **Materials and Training:** ECRCHS is dedicated to providing parent training opportunities for all families. These training opportunities are all designed to provide parents with the needed information to enhance student performance. Activities available to parents include:
 - a. Informational meetings sponsored by our Bilingual, Title I, and School Site Councils.
 - b. When the school budget permits, Parent Literacy classes conducted at EL Camino Real Charter High School. The eight-week program provides our parents with workshops, which focus on school and family related topics.
 - c. The SSC and ELAC as well as other committees provide parent workshops regarding graduation requirements, post-secondary options, college requirements (courses, GPA, tests), financial aid opportunities, and parent roles in increasing student college attendance.
3. **Communication:** To ensure the effective involvement of parents, our El Camino staff is educated regularly on communicating and working with parents as equal partners and the importance of parent involvement via department meetings, professional development, ELAC and School Site Council meetings. In the course of these meetings, components of the ECRCHS Parent Involvement Policy are constantly monitored and evaluated. Parents are encouraged to evaluate all segments of our program. Policy changes are then communicated to all stakeholder groups by the school administration.
4. **Program Coordination:** With regard to the coordination of parent involvement activities:
 - a. Twice a year, ECRCHS hosts a 4.0 Honor Roll Brunch and posts the Principal's Honor Roll of 3.5 and above in the main hallway bookcase.
 - b. During certain field trip excursions, parents are invited so that they may better understand the teacher's curriculum set for the class and to provide staff support.

5. Information Distribution: ECRCHS distributes information related to Charter School and parent programs, meetings, and other activities to parents in a format and language that the parents can understand.
 - a. ECRCHS ensures that meetings are interpreted, to the best of the school's ability.
6. Parental Involvement: ECRCHS provides support for parental involvement activities requested by Parents. Parents may submit requests for parental involvement activities to the Executive Director for consideration and review.

E. Accessibility

1. ECRCHS makes every attempt to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
2. Due to limited parts of the campus being accessible by wheelchair and/or elevator, parent and/or community conferences will be located in areas that are fully accessible.
3. We will partner with the Migrant Education Program to ensure all families are receiving assistance and accommodations as necessary.

Appendix T

Uniform Complaint Policy and Procedures

UNIFORM COMPLAINT POLICY AND PROCEDURES

El Camino Real Charter High School ("ECRCHS" or the "Charter School") and any charter schools operated thereunder comply with applicable federal and state laws and regulations. ECRCHS acts as the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ECRCHS program or activity;
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students
 - Adult Education Programs
 - Consolidated Categorical Aid Programs
 - Migrant Education Programs
 - Career Technical and Technical Education and Career Technical and Technical Training Programs
 - Child Care and Development Programs
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public School, Migratory Children and Children of Military Families
 - Every Student Succeeds Act / No Child Left Behind Act (2001) Programs
 - Regional Occupational Centers and Programs and/or
 - School Safety Plans
- (3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code Sections 52060 - 52077, including an allegation of a violation of Education Code Sections 47606.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.
- d. If ECRCHS finds merit in a pupil fees complaint or the California Department of Education ("CDE") finds merit in an appeal, ECRCHS shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by ECRCHS to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or ECRCHS and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code Sections 47606.5 and 47607.3, as applicable. If ECRCHS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code Sections 64000, 64001, 65000 and 65001 shall also fall under this Policy.
- (5) Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code Sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") Sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") Sections 15580 - 15584.
- (6) Complaints alleging noncompliance regarding special education programs established pursuant to Education Code Sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. Sections 3200-3205 and 34 C.F.R. Sections 300.151-300.153.

ECRCHS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible and as permitted by law] the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. ECRCHS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, ECRCHS will attempt to do so as appropriate. ECRCHS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Assistant Principal on a case-by-case basis.

ECRCHS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant. ECRCHS shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure ECRCHS's compliance with law:

Dr. Kurt S. Lowry
Director, Human Resources & Compliance
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

Commented [CLF76]: If another administrator is designated as the UCP compliance officer, please revise this contact information accordingly.

The Compliance Officer ("CO") or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the CO.

Should a complaint be filed against the CO, the compliance officer for that case shall be the Chair of the El Camino Real Alliance Board of Directors.

Notifications

The CO shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on ECRCHS's website.

The CO shall annually provide written notification of ECRCHS's UCP to employees, students, parents and/or guardians, advisory committees, private school officials or representatives and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in ECRCHS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

- (a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs that ECRCHS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that ECRCHS is operating pursuant to Title 22 licensing requirements.
- (c) A statement that ECRCHS is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within

sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

- (g) A statement that the complainant has a right to appeal ECRCHS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of ECRCHS's decision, except if ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals ECRCHS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if ECRCHS finds merit in a UCP complaint, or the CDE finds merit in an appeal, ECRCHS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (k) A statement that copies of ECRCHS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that ECRCHS has violated federal or state laws or regulations enumerated in the section "Scope," above. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that they personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CO or designee shall be made in writing. The period for filing may be extended by the CO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CO shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Board of Directors approved the LCAP or the annual update was adopted by ECRCHS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, ECRCHS staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend ECRCHS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide ECRCHS's investigator with documents or other evidence related to the allegations in the complaint, or the complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

ECRCHS's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

ECRCHS shall issue an investigation report (the "Decision") based on the evidence. ECRCHS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of ECRCHS's receipt unless the timeframe is extended with the written agreement of the complainant. ECRCHS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether ECRCHS is in compliance with the relevant law.
3. Corrective actions, if ECRCHS finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal ECRCHS's Decision within thirty (30) calendar days to the CDE, except when ECRCHS has used its UCP to address a complaint that is not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of ECRCHS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of ECRCHS's Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal including at least one of the following:

1. ECRCHS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, ECRCHS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in ECRCHS's Decision are not supported by substantial evidence.
4. The legal conclusion in ECRCHS's Decision is inconsistent with the law.
5. In a case in which ECRCHS's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed ECRCHS's Decision, the CO shall forward the following documents to the CDE within ten (10) calendar days of the date of the notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the ECRCHS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to ECRCHS for resolution as a new complaint. If the CDE notifies ECRCHS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, ECRCHS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by ECRCHS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which, through no fault of the complainant, ECRCHS has not taken action within sixty (60) calendar days of the date the complaint was filed with the ECRCHS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of ECRCHS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if ECRCHS has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt. #: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|---|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Care and Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families |
| <input type="checkbox"/> Migrant Education Programs | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> Pregnant, Parenting, or Lactating Pupils |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Regional Occupational Centers and Programs | <input type="checkbox"/> School Plans for School Achievement | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Nationality/National Origin | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Dr. Kurt S. Lowry
Director, Human Resources & Compliance
5440 Valley Circle Blvd.
Woodland Hills, CA 91367
(818) 595-7500

Commented [CLF77]: If another administrator is designated as the UCP compliance officer, please revise this contact information accordingly.

Appendix U

Educational Records and Student Information Policy

EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY

The Board of Directors of El Camino Real Charter High School (“ECRCHS” or the “Charter School”) has adopted this Educational Records and Student Information Policy to apply to all educational records and student information maintained by ECRCHS.

I. DEFINITIONS

1. *Education Record*: an education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by ECRCHS or by a party acting for ECRCHS. Such information includes, but is not limited to:
 - (a) Date and place of birth; parent and/or guardian’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 - (b) Grades, test scores, courses taken, academic specializations and school activities;
 - (c) Special education records;
 - (d) Disciplinary records;
 - (e) Medical and health records;
 - (f) Attendance records and records of past schools attended; and/or
 - (g) Personal information such as, but not limited to, a student’s name, the name of a student’s parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- (a) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- (b) Records maintained by a law enforcement unit that supports ECRCHS and that were created by that law enforcement unit for the purpose of law enforcement;
- (c) In the case of a person employed by ECRCHS but who is not in attendance at ECRCHS, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for any other purpose;
- (d) Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition,

Commented [SHP78]: Confirming if ECRCHS maintains a law enforcement unit. If the school does not have a law enforcement unit, this bullet can be removed.

- “treatment” does not include remedial educational activities or activities that are part of the program of instruction at ECRCHS; or
- (e) Records that only contain information about an individual after the individual is no longer a student at ECRCHS; or.
 - (f) Grades on peer-graded papers before they are collected and recorded by a teacher.
2. *Personally Identifiable Information* (“PII”): PII is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of the Family Educational Rights and Privacy Act of 2001 (“FERPA”). PII includes, but is not limited to: a student’s name; the name of a student’s parent or other family member; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who ECRCHS reasonably believes knows the identity of the student to whom the education record relates.
3. *Directory Information*: ECRCHS may disclose the PII that it has designated as directory information, consistent with the terms of ECRCHS’ annual notice provided by ECRCHS pursuant to the FERPA (20 U.S.C. § 1232g). ECRCHS has designated the following information as directory information:
- a. Student’s name
 - b. Student’s address
 - c. Parent/guardian’s addresses
 - d. Telephone listing
 - e. Student’s electronic mail address
 - f. Parent/guardian’s electronic mail address
 - g. Date and place of birth
 - h. Dates of attendance
 - i. Grade level
 - j. Participation in officially recognized activities and sports
 - k. Weight and height of members of athletic teams
 - l. Degrees, honors, and awards received
 - m. The most recent educational agency or institution attended
 - n. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

Commented [SHP79]: The Charter School may, but is not required to include all these additional information as directory information. This list can be revised to fit the Charter’s School’s needs. In addition to the additions to this list, some schools designate **photograph/video** as designated information.

If ECRCHS wishes to also include photograph/video as directory information, please let us know, as there are additional considerations. For example, we strongly recommend providing parents with a Media Release Form each year to obtain affirmative, advance written consent to disclose the student’s photo/video for purposes such as marketing, on social media platforms, etc.

Also, a video is only appropriately classified under this list as designated information if the student’s image is incidental or captured only as part of the background, or if a student is shown participating in school activities that are open to the public and without a specific focus on any individual.

We are happy to prepare a sample opt out form or Media Release form for the School upon request if ECRCHS wishes to add **photograph/video** to this list.

4. *Parent*: parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
5. *Eligible Student*: eligible student means a student who has reached eighteen (18) years of age.
6. *School Official*: a school official is a person employed by ECRCHS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of ECRCHS. A school official also may include a volunteer for ECRCHS or an independent contractor of ECRCHS, consultant, vendor, or other party who performs an institutional service or function for which ECRCHS would otherwise use its own employees and who is under the direct control of ECRCHS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.
7. *Legitimate Educational Interest*: a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each school year, ECRCHS shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that ECRCHS not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify ECRCHS in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. ECRCHS will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, ECRCHS shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;

2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by ECRCHS to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that ECRCHS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that ECRCHS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, ECRCHS shall comply with the request.

1. **Copies of Education Records**
ECRCHS will provide copies of requested documents within five (5) business days of a written request for copies. ECRCHS may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.
2. **Request for Amendment to Education Records**
Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- (a) Inaccurate;
- (b) Misleading; or
- (c) In violation of the privacy rights of the student.

ECRCHS will respond within thirty (30) days of the receipt of the request to amend. ECRCHS' response will be in writing and if the request for amendment is denied, ECRCHS will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, ECRCHS shall add a new document to the student's record that includes all of the following information:

- a. The date of the request.
- b. The date the requested records were corrected.
- c. A list of the records requested to be corrected.
- d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
- e. The name of the employee that completed the request.
- f. The student's corrected and former names and/or genders.

Charter School shall immediately update a **former** student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

- a. State-issued driver's license.
- b. Birth certificate.
- c. Passport.
- d. Social security card.
- e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, or other similar documents conferred upon the former student

Commented [SHP80]: Although the School can voluntarily agree to comply with Ed. Code section 49070, which also allows amendments based on these deleted provisions, as a charter school, the School is not required to include these additional bases for amendments unless it otherwise agreed to do so in its charter petition, MOU etc. The procedures for requesting amendment to a student record and hearings to challenge a record that are contained in this Policy comply with the FERPA requirements.

Commented [SHP81]: Similar to above, this is a requirement from the Education Code that the Charter School is not required to include. Thus, unless specifically required to comply with this provision by the authorizer, this sentence can be removed. The policy is consistent with all applicable requirements under the FERPA.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

- a. The date of the request.
- b. The date the requested records were reissued to the former student.
- c. A list of the records that were requested by, and reissued to, the former student.
- d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
- e. The name of the school district, charter school, or county office of education staff person that completed the request.
- f. The current and former name or gender of the former student.

3. Hearing to Challenge Education Record

If ECRCHS denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (a) The Principal/Executive Director or designee of a public school other than the public school at which the record is on file;
- (b) A certificated Charter School employee; and
- (c) A parent appointed by the Principal/Executive Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by ECRCHS to the parent or eligible student no later than twenty (20) days before the hearing.

The Executive Director/Principal or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or

eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, ECRCHS' decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, ECRCHS decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing. If, as a result of the hearing, ECRCHS decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of ECRCHS, or both. If ECRCHS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

ECRCHS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and ECRCHS shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

ECRCHS will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. ECRCHS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, ECRCHS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that ECRCHS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

ECRCHS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations (“C.F.R.”) Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, ECRCHS will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. ECRCHS will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, ECRCHS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. Section 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for ECRCHS in accordance with 20 U.S.C. Section 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
10. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by ECRCHS for student

and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by ECRCHS; and/or

- 11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by ECRCHS with respect to that alleged crime or offense. ECRCHS may disclose the final results of the disciplinary proceeding, regardless of whether ECRCHS concluded a violation was committed.

CONTRACT FOR DIGITAL STORAGE, MANAGEMENT, AND RETRIEVAL OF STUDENT RECORDS

The Executive Director or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

VI. RECORD KEEPING REQUIREMENTS

ECRCHS will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of ECRCHS in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of ECRCHS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, ECRCHS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, ECRCHS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of ECRCHS.

Student cumulative records may not be removed from the premises of ECRCHS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of

Commented [SHP82]: Pursuant to EC 49073.1, a local educational agency (including a charter school), may, *pursuant to a policy adopted by its governing board or, in the case of a charter school, its governing body*, enter into a contract with a third party for either or both of the following purposes:

- (1) To provide services, including cloud-based services, for the digital storage, management, and retrieval of pupil records.
- (2) To provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use pupil records.

Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from ECRCHS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by ECRCHS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-8520

RECORD RETENTION

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- "*Mandatory Permanent Student Records*": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 1. Legal name of student
 2. Date of birth
 3. Method of verification of birth date
 4. Sex of student
 5. Place of birth
 6. Name and address of parent of minor student
 7. Address of minor student if different than above
 8. An annual verification of the name and address of the parent and the residence of the student
 9. Entering and leaving date of each school year and for any summer session or other extra session Subjects taken during each year, half year, summer session or quarter
 10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 11. Verification of or exemption from required immunizations
 12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student

Commented [SHP83]: This section aligns with the Regulations but is not required to be included in the Education Records and Student Information policy.

has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *“Mandatory Interim Student Records”*: Must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
 1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
 2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
 3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
 4. Language training records
 5. Progress slips and/or notices
 6. Parental restrictions regarding access to directory information or related stipulations.
 7. Parental or adult student rejoinders to challenged records and to disciplinary action
 8. Parental authorizations or prohibitions of student participation in specific programs
 9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *“Permitted Student Records”*: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student’s completion or withdrawal from school. These records are defined as:
 1. Objective counselor and/or teacher ratings
 2. Standardized test results older than three years

3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Appendix V

Lost or Damaged Textbook Policy

LOST OR DAMAGED TEXTBOOK POLICY

When property of El Camino Real Charter High School (“ECRCHS” or the “Charter School”) is lent to students, the Charter School expects that it will be returned in a timely manner, with no more than usual wear and tear. If the property has been willfully cut, defaced or otherwise damaged, or if the student fails or refuses to return it at the request of a school employee, ECRCHS policy states that the student’s parent/guardian must pay for the lost or damaged materials. After affording the student due process and notifying the student’s parent/guardian in writing of the student’s alleged misconduct, ECRCHS may withhold the student’s grades, diploma, and/or transcripts until full restitution has been made. California law provides that the parent/guardian of a minor shall be liable for all damages caused by the minor’s conduct (Education Code Section 48904).

If the parent/guardian is unable to pay for the damages or return the property, ECRCHS shall provide a program of voluntary work for the student. When the work is completed or the costs are paid, the student’s grades, transcripts, and/or diploma shall be released.

Commented [CLF84]: Ed. Code section 48904 requires this for the School to be able to withhold the student’s grades, transcripts, and diploma.

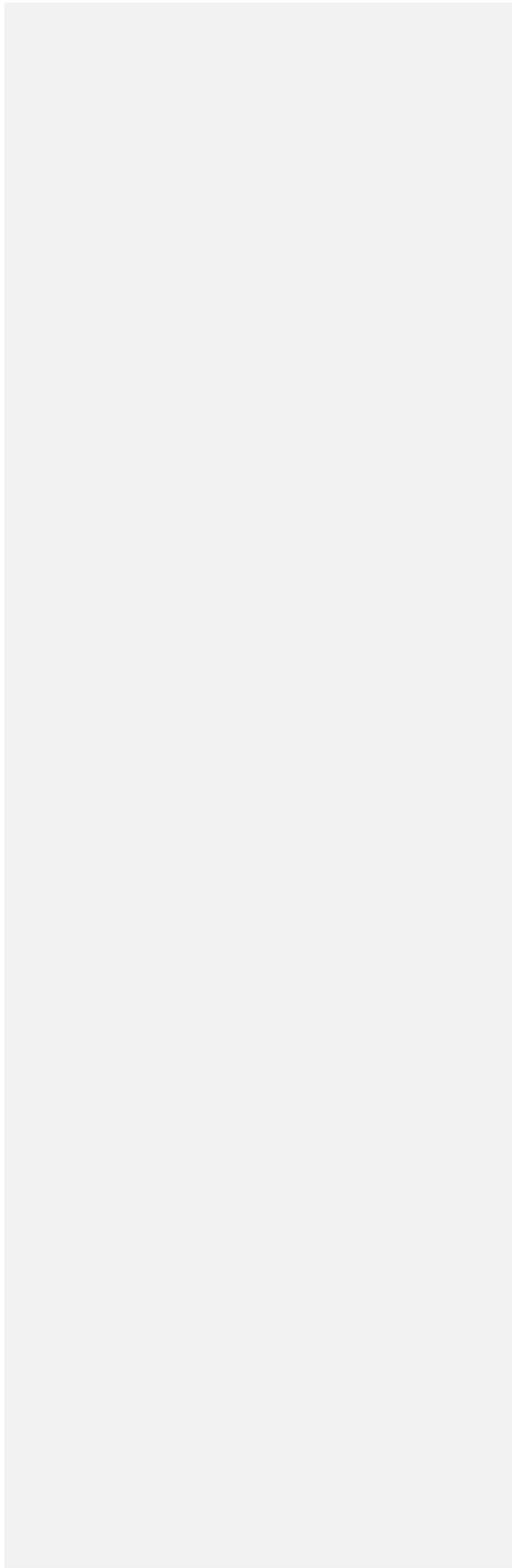
Refunds may be issued for cases in which lost or misplaced textbooks are found, if the textbook is returned in usable condition *and* provided it is still currently in use. Textbooks that have been paid for in full by a student becomes the property of the student and shall not be part of the school’s inventory.

If charges for a damaged textbook exceeds 50% of the cost of the book, the book is to be considered destroyed and the full price of the textbook will be assessed.

Removal of the ECRCHS barcode labels is **PROHIBITED**. The barcoding system provides a direct link from textbook to student; as such, a student cannot return a textbook that has been issued to another student, and no refund or credit shall be provided except to the student to whom the textbook was issued.

Damage / Issue	Cost
Lost textbook	Full price
Excessive markings / graffiti / pages torn out	Full price
Severe water damage or mildew	Full price
Markings / graffiti in book	\$0.50 per page
Torn pages	\$1.00 per page
Water damage (edges of book)	\$10.00
Broken or bent book cover / binding (book in usable condition)	\$10.00

Commented [MB85]: Pleas ensure this list is still current and accurate.



Appendix W

Immigration and Citizenship Status Policy

IMMIGRATION AND CITIZENSHIP STATUS POLICY

Commented [SHP86]: Our understanding based on past review is that this is the LAUSD model policy. As such, we did not make legal edits to this language.

Policies for Collecting and Retaining Student Information

The Executive Director of El Camino Real Alliance dba El Camino Real Charter High School ("ECRCHS" or the "School") shall maintain in writing ECRCHS's policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures. If the School possesses information that could indicate immigration status, citizenship status, or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, ECRCHS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

ECRCHS shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Policies for Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

ECRCHS personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, School personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Executive Director of ECRCHS shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, the School's procedures and forms shall describe to the applicant, and

accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Policies for Inquiries About Social Security Numbers or Cards

ECRCHS shall not solicit or collect entire Social Security numbers or cards. ECRCHS shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

ECRCHS may collect the last four digits of a parent/guardian's Social Security number – or a statement that the parent/guardian does not possess a social security number- to establish eligibility for a federal benefit program. ECRCHS shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

ECRCHS shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Policies and Procedures Regarding Information Sharing

ECRCHS shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

ECRCHS personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify a designated School official about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, ECRCHS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

ECRCHS shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information

shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

ECRCHS's request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. ECRCHS shall permanently keep the consent notice with the record file. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, ECRCHS shall not release the information.

Policies for Annual Information Notice to Parents

Guardians General Information Policy

ECRCHS must provide an annual notice to parents and guardians of the School's general information policies that includes:

- Assurances that ECRCHS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by the School.
- A list of the circumstances or conditions under which the School might release student information to outside people or entities.
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Directory Information Policy

If ECRCHS decides to release directory information, ECRCHS shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of the School directory information policy that includes:

- The categories of information that ECRCHS has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where ECRCHS receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.

- The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

The General Information and Directory Information is described in additional detail in ECRCHS's Educational Records and Student Information Policy.

Policies for Monitoring and Receiving Visitors onto Campus

No outsider - which would include immigration-enforcement officers - shall enter or remain on school grounds of ECRCHS during school hours without having registered with the Executive Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Executive Director or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

ECRCHS has adopted measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the School's activities, consistent with local circumstances and practices.

ECRCHS has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

ECRCHS personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Policies for Responding to On-Campus Immigration Enforcement

ECRCHS personnel shall notify the Executive Director or designee of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the Executive Director or designee, ECRCHS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director or designee.

2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, School personnel should comply with the officer's orders and immediately contact the Executive Director or designee.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - **an ICE (Immigrations and Customs Enforcement) administrative warrant (see Appendix B)**, School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the School's counsel.
 - **a federal judicial warrant (search-and-seizure warrant or arrest warrant, see Appendix C & D)**, prompt compliance with such a warrant is usually legally required. If feasible, consult with the School's legal counsel before providing the agent access to the person or materials specified in the warrant.
 - **a subpoena for production of documents or other evidence (see Appendix E & F)**, immediate compliance is not required. Therefore, School personnel shall inform the School's legal counsel of the subpoena, and await further instructions on how to proceed.
8. While School personnel should not consent to access by an immigration-enforcement officer, except as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, School personnel shall document his or her actions while on campus.
9. After the encounter with the officer, School personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - List or copy of the officer's credentials and contact information;
 - Identity of all school personnel who communicated with the officer;
 - Details of the officer's request;
 - Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - School personnel's response to the officer's request;
 - Any further action taken by the agent; and
 - Photo or copy of any documents presented by the agent.

10. ECRCHS personnel shall provide a copy of those notes, and associated documents collected from the officer, to the School's legal counsel or other designated agency official.
11. In turn, ECRCHS's legal counsel or other designated official shall submit a timely report to the School's governing Board regarding the officer's requests and actions and the School's response(s).
12. E-mail the **Bureau of Children's Justice** in the **California Department of Justice**, at **BCJ@doj.ca.gov**, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Policies for Parental Notification of Immigration-Enforcement Actions

ECRCHS personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

ECRCHS personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Policies for Responding to the Detention or Deportation of a Student's Family Member

ECRCHS shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

ECRCHS shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- ECRCHS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- ECRCHS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, ECRCHS shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, ECRCHS shall release the student into the custody of any individual who

presents a Caregiver's Authorization Affidavit on behalf of the student. ECRCHS shall only contact Child Protective Services if School personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Policies for Responding to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

ECRCHS has adopted and publicized policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. These policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

ECRCHS shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General (see Appendix G).
- ECRCHS shall inform students who are victims of hate crimes of their right to report such crimes.

ECRCHS has adopted a Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to address these topics, including the receipt and investigation of complaints.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

ECRCHS shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. ECRCHS shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Appendix X

Student Freedom of Speech and Expression Policy

STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

Students have a right to freedom of speech and may participate in political or free speech activities while on the El Camino Real Charter High School (“ECRCHS” or the “Charter School”) campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and school employees. Students who fail to follow the directive of school site administrators or Charter School policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

Definitions

1. “*Obscenity*”: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. “*Defamation*”: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. “*Discriminatory Material*”: material that demeans a person or group because of the person/group’s mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *“Harassment (including sexual harassment), Intimidation and/or Bullying”*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student’s or those students’ person or property, (2) causing a reasonable student to experience a substantially detrimental effect on the student’s physical or mental health, (3) causing a reasonable student to experience a substantial interference with the student’s academic performance, (4) causing a reasonable student to experience a substantial interference with the student’s ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. *“Fighting Words”*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. *“Vulgarity and/or Profanity”*: the continual use of curse words by a student, even after warning.
7. *“Violating Privacy”*: publicizing or distributing confidential or private material without permission.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the Charter School.

- A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the ECRCHS Executive Director or designee at least one school day prior to distribution. The Charter School Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this policy).
2. Distribution, free or for a fee, may take place before school, after school and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director). Distribution may not occur during instructional time or in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the school's Executive Director).
5. The Charter School Executive Director or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

Official school publications refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this policy. However, it shall be the responsibility of the journalism staff adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section. The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. ECRCHS officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, the staff member will notify the student without undue delay and

give specific reasons why the submitted material may not be published. The student will be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and ECRCHS administration. Posted material must comply with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official Charter School group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or

deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-campus expression, including but not limited to expression involving one or more of the following, may result in discipline:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this policy, those students will be informed of the possible consequences of their action under each specific circumstance. The Charter School Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the ECRCHS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of the School.
3. No ECRCHS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing

to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. ECRCHS shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with ECRCHS by contacting the Executive Director or designee.

Appendix Y

Staff/Student Interaction Policy

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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.

Coversheet

Discussion and Vote on Request for One Period Coach Authorization During 2022-2023

Section: VI. School Business
Item: D. Discussion and Vote on Request for One Period Coach Authorization
During 2022-2023
Purpose: Vote
Submitted by:
Related Material: 2022-2023 Requests for One Period Coach Authorization.pdf

FISCAL YEAR: 2022-2023

**El Camino Real Charter High School
Athletics Office**

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name <small>(first name_last name):</small>	Camille King	Employee No:	160117881
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Competitive Team Sport Requested: Cross Country

Period No. <small>(Only one allowed)</small>	Course Number	Grade Level	Course Title
6	330909	9-12	Cross Country

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): CAMP JASON Position Title: Admin Director
 Administrator's Signature: Jason Camp Date: 8/4/22

TEACHER CONSENT TO THE ASSIGNMENT *(Must be completed by teacher)*

I, Camille King, agree to teach the above listed courses during the 2022-2023 fiscal year.
(print name – first name, last name)
 Teacher's Signature: Camille King Date: 8/4/2022

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): DAVID HUSBY
 Executive Director's Signature: [Signature] Date: 8/17/22

Scan/Email forms to: HR@ecrchs.net

FISCAL YEAR: 2022-2023

**El Camino Real Charter High School
Athletics Office**

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name <small>(first name_last name):</small>	Eric Choi	Employee No:	747843
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Competitive Team Sport Requested: Girls Golf, Girls Soccer, Boys Golf

Period No. <small>(Only one allowed)</small>	Course Number	Grade Level	Course Title
6			Girls Golf
			Girls Soccer
			Boys Golf

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):

This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Camp Jason Position Title: Admin Director
 Administrator's Signature: Jason Camp Date: 8/4/22

TEACHER CONSENT TO THE ASSIGNMENT *(Must be completed by teacher)*

I, Eric Choi, agree to teach the above listed courses during the 2022-2023 fiscal year.
(print name – first name, last name)

Teacher's Signature: Eric Choi Date: 8/3/2023

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print) DAVID HUSSBY

Executive Director's Signature: [Signature]

Date: 8/17/2022

Based on LAUSD HR form

FISCAL YEAR: 2022-2023

El Camino Real Charter High School
Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	ALYSSA LEE	Employee No:	141208901
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Competitive Team Sport Requested: VOLLEYBALL

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	VLLYBL, V GIRL - Lec - 6	VARIES	VOLLEYBALL

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): CAMP JASON Position Title: Admin Director
 Administrator's Signature: Jordan Camp Date: 8/4/22

TEACHER CONSENT TO THE ASSIGNMENT *(Must be completed by teacher)*

I, ALYSSA LEE, agree to teach the above listed courses during the 2022-2023 fiscal year.
 (print name – first name, last name)
 Teacher's Signature: [Signature] Date: 8/3/2022

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): DAVID HUSSEY
 Executive Director's Signature: [Signature] Date: 8/17/22

Scan/Email forms to: HR@ecrchs.net

FISCAL YEAR: 2022-2023

El Camino Real Charter High School

Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	John Terndrup	Employee No:	160124861
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Competitive Team Sport Requested: Wrestling

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6	330947	9-12	Wrestling, VAR

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
 This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Jason Camp Position Title: Admin Director
 Administrator's Signature: Jason Camp Date: 8/4/22

TEACHER CONSENT TO THE ASSIGNMENT (Must be completed by teacher)

I, John Terndrup _____, agree to teach the above listed courses during the 2022-2023 fiscal year.
 (print name – first name, last name)

Teacher's Signature: [Signature] Date: 08/03/2022

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): David Hussey
 Executive Director's Signature: [Signature] Date: 8/17/22

Scan/Email forms
 to: HR@ecrchs.net

FISCAL YEAR: 2022-2023

El Camino Real Charter High School
Athletics Office

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for **ONE** period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name_last name):	<u>Jason Sabolic</u>	Employee No:	<u>110208801</u>
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Competitive Team Sport Requested: Football

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
<u>6</u>	<u>585/566</u>	<u>9-12</u>	<u>JV/Var Football</u>

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): Chap Jason
Administrator's Signature: Jason Camp

Position Title: Admin Director
Date: 08/05/22

TEACHER CONSENT TO THE ASSIGNMENT *(Must be completed by teacher)*

I, Jason Sabolic, agree to teach the above listed courses during the 2022-2023 fiscal year.
(print name - first name, last name)

Teacher's Signature: Jason Sabolic

Date: 8/4/22

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): DAVID HUSSEY
David Hussey

8/17/22
Executive Director's Signature: _____

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Date: _____

Based on LAUSD HR form

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FISCAL YEAR: 2022-2023

**El Camino Real Charter High School
Athletics Office**

REQUEST FOR ONE PERIOD COACH AUTHORIZATION

EC § 44258.7 (B) allows full-time, permanent or probationary, teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for ONE period a day if the teacher has completed a minimum of 20 clock hours of first aid instruction appropriate to the specific sport.

Teacher Name (first name, last name):	Beth Corbett	Employee No:	767797
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Competitive Team Sport Requested: Cheerleading

Period No. (Only one allowed)	Course Number	Grade Level	Course Title
6		9-12	Cheerleading

Administrator Certification of Requirements to qualify have been met. (ALL areas must be satisfied):
This section must be completed and signed by a certificated administrator.

- Hold a valid California teaching credentials obtained via completion of a BA degree and teacher preparation program that included student teaching
- Completed 20 clock hours of first aid instruction appropriate to the sport

Administrator's Name (print): CAMP JASON
Administrator's Signature: Jason Camp

Position Title: Admin Director
Date: 08/05/22

TEACHER CONSENT TO THE ASSIGNMENT (Must be completed by teacher)

I, Beth Corbett, agree to teach the above listed courses during the 2022-2023 fiscal year.
(print name - first name, last name)

Teacher's Signature: Beth C

Date: 8/3/2022

EXECUTIVE DIRECTOR VERIFICATION OF REQUEST AND CONSENT

Executive Director Name (print): DAVID HUSSBY

David Hussby

8/17/22

Executive Director's Signature: _____

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Coversheet

Annual Performance-based Charter School Division Oversight Visit Report for 2021-2022

Section: VI. School Business
Item: E. Annual Performance-based Charter School Division Oversight Visit
Report for 2021-2022
Purpose: Discuss
Submitted by:
Related Material:
ELCMNO 8617 Annual Performance-Based Oversight Visit Report 2021-22.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

EL CAMINO REAL CHARTER HIGH - 8617

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/6/2022

Charter School Name:		El Camino Real Charter High (ECRCH)			Location Code:	8617
Current Address:			City:	ZIP Code:	Phone:	Fax:
5440 Valley Circle Blvd.			Woodland Hills	91367	818-595-7500	8181-710-9023
Current Term of Charter¹:				LAUSD Board District:	LAUSD Local District:	
July 1, 2021 to June 30, 2026				3	Northwest	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Number Above/Below Enrollment Capacity (day of visit):		Below by 199
3601		3800				
Grades Currently Served:		Grades To Be Served Per Charter:		Percent Above/Below Enrollment Capacity (day of visit):		Below by 5.24%
9-12		9-12				
Norm Enrollment Number:			3567			
Total Number of Staff Members:		296	Certificated:	174	Classified:	122
Charter School's Leadership Team Members:			David Hussey, Executive Director; Dean Bennett: Administrative Director of Athletics, Operations & Facilities; Juan Alba, Administrative Director of Secondary Counseling Services; Jason Camp, Administrative Director of Student Discipline, Curriculum & Technology; Minita Clark, Administrative Director of Curriculum & Student Activities; Emily Larew, Executive Director of Special Education Services; Zasha Endres, of Instruction, Curriculum, and Intervention; Gregory Wood, Chief Business Officer; and Kurt Lowry, Director of Human Resources and Compliance			
Charter School's Contact for Special Education:			Emily Larew		SELPA & Option:	3
CSD Assigned Administrator:		Imelda Phillips		CSD Fiscal Services Manager:	Lourdes Ramirez	
Other School/CSD Team Members:		Sarah Ziegenhorn: Senior Coordinator				
Oversight Visit Date(s):		4/6/2022		Fiscal Review Date (if different):	4/27/2022	
Is school located on a District facility? If so, please indicate the applicable program		Yes; Sole Occupancy Agreement		LAUSD Co-Location Campus(es) (if applicable):	N/A	

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/6/2022

(e.g. Prop 39, PSC, conversion, etc.):		Date of Co-Location meeting with Operations Team:	N/A
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: <small>(if a TCO, please note expiration date)</small>	N/A	COO/TCO Approved Grade Levels and Occupancy Loads:	N/A

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 4/6/2022

CHARTER RENEWAL CRITERIA

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

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/6/2022

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

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

- **G3: DUE PROCESS** – The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. The charter school’s 2021-2022 Parent-Student Handbook contains the school’s Non-Discriminatory Policy, Attendance and Truancy Policy, Visitor’s Policy, Discipline Policy, Bullying and Hazing Policy, Sexual Harassment Policy, and Uniform Complaint Procedures (UCP) and forms, which are also available on the school’s website. Document review showed that the school has processes to address student discipline, as well as employee and parent concerns with current contact information of the person and position identified for the processes, all are available on the school’s website.
- G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE** – The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria). Review of board agendas and board minutes verify ongoing consideration of school data and updates, including CA Dashboard indicators, LCAP, staffing, student attendance, internal assessments (*Measures of Academic Progress by NWEA*), operational and safety updates, and financial reviews.

Areas Noted for Further Growth and/or Improvement

None.

Corrective Action Required

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

Notes:

N/A

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: El Camino Real Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/6/2022

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

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

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

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



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G2: BROWN ACT - QUALITY INDICATOR #2

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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G3: DUE PROCESS - QUALITY INDICATOR #3

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

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



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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G5: FISCAL CONDITION - QUALITY INDICATOR #5

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

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator <i>A11: English Learner Reclassification</i> below is scored based on 2020-2021 reclassification data.</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> • A11: ENGLISH LEARNER RECLASSIFICATION - The school reclassifies English Learners at a rate higher than the state average. The school’s 2020-2021 reclassification rate is 14.9%, which is higher than the state’s rate of 6.9%. 	
<p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>None.</p>	
<p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>A11 - The school’s 2020-2021 At-Risk percentage is 1.3% which is lower than the state at 10.1%. The school’s 2020-2021 Long-term English Learner rate is 5.2% which is lower than the state at 17.1%. The charter school uses the LAUSD English Learner Master Plan.</p> <p>The charter school’s Reclassification Criteria:</p> <ul style="list-style-type: none"> ○ Students must earn an overall score of 4 on the Summative ELPAC assessment. ○ Students must earn a C or better in their English or ELD class. ○ Students must earn a score of Basic or better on the Reading Inventory assessment. <p>The charter school will also consider the following during the reclassification process:</p> <ol style="list-style-type: none"> 1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test. 	



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2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Graduation Requirement: To earn a diploma at El Camino Real Charter High, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning and Career Pathway requirements. The curriculum or course of study is designed to meet A-G requirements.

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



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A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red	
	<input checked="" type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard	
	<input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	



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A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE) 	
Rubric	Sources of Evidence
<p>Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

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

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above)



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A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



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Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA MAP (Reading)	9-12	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	Three times per year (Fall, Winter, Spring)
2. NWEA MAP (Math)	9-12	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	Three times per year (Fall, Winter, Spring)

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

School leadership shared that to increase the school’s participation rate, the school will increase the marketing of this test for teachers, students, and parents to have an increased awareness of the value of the NEWA MAP assessments. School leadership is also working on providing teachers with more actionable data so they see the usefulness of the assessment.

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Students with Disabilities |
| <input checked="" type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input checked="" type="checkbox"/> White |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

School leadership confirmed that test administration and security procedures were administered as intended including the use of lockdown browser.

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:

Yes No



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HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

The school provided verified data and internal assessments including NWEA data. At this time, a school’s submission of verified data will serve for informational purposes only.

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

On December 8, 2020, the Los Angeles Unified School District (LAUSD) Board of Education voted to approve with benchmarks the charter renewal petition of El Camino Real Charter High. El Camino Real Charter High must meet the following benchmarks during the 2021-2026 charter term demonstrating its progress related to the following:

1. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard’s English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school’s annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. At this moment, there is no update due to lack of Dashboard data. To meet this benchmark and the one below, school leadership shared that SWD teachers teach the same standards as their general education colleagues as well as meet regularly with subject matter peers during weekly departmental meetings. In addition, SWD students have access to all of the interventions and learning supports as general education students aside from the supports indicated in each student’s Individualized Education Plan.



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2. The school will achieve Increased or Increased Significantly in Change Level for its Students with Disabilities subgroup on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. At this moment, there is no update due to lack of Dashboard data.



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LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

N/A



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. For the 2020-2021 school year, the school has a 0.0% in-and-out of school suspension event rate. Document review shows that the charter school has an intervention referral process for academic concerns and attendance concerns as well as a reintegration plan for students who engage in verbal or physical altercations. The schoolwide positive behavior support system includes certificates of appreciation, good attendance lunch passes, and semester assemblies celebrating attendance, academics, and citizenship.</p> <p>O7: PROFESSIONAL DEVELOPMENT - The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. The 2021-2022 professional development document review shows professional development relevant to school climate and student discipline such as multi-tiered support systems, mental health for students and staff, and counseling conferences. In addition, the professional development calendar shows over 30 days of professional development with multiple trainings offered on various days. Document review provided evidence of professional development for both certified and classified staff. During classroom visits, there was an observed connection between the topics discussed during professional development teacher trainings and strategies employed by teachers to ensure student engagement, common pacing, and common assessments.</p> <p>O9 TRANSPARENCY FOR STAKEHOLDERS - The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website. Document evidence and review of the school’s website showed accessibility of the charter approved petition, LCAP, UCP, Title IX, financial information, academic information, mental health services, and charter school policies.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u> None.</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	



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Notes:
N/A

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

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

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC accreditation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification) • A staff person is designated to assist and support foster youth/students experiencing homelessness 	
Performance	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;">Sources of Evidence</p> <p><input checked="" type="checkbox"/> Standards-based instructional program (B3.3a)</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (B3.4c)</p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3i)</p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6)</p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6)</p> <p><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



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O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

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



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O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

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



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O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

*** Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input checked="" type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> • Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff • Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> • All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times • Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).) • The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window. • Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations. • The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current • The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input checked="" type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



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	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	5,937,923	11,855,284	11,855,286		12,528,799	12,729,061	27,178,283	13,282,107		28,320,081	30,832,911	45,785,550	24,535,106
Current Assets		0	9,693,992	16,371,596	16,371,598		15,972,807	16,173,069	31,770,424	18,467,508		36,797,191	40,130,973	49,283,994	28,033,551
Fixed and Other Assets		0	13,930,645	7,174,263	7,174,262		7,171,062	7,171,062	7,143,296	6,664,512		6,965,458	6,937,306	6,364,427	6,363,656
Total Assets		0	23,624,637	23,545,859	23,545,860		23,143,869	23,344,131	38,913,720	25,132,020		43,762,649	47,068,279	55,648,421	34,397,207
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	2,396,323	3,123,519	3,126,484		2,430,130	2,430,130	2,827,354	2,716,644		619,128	1,156,375	2,829,888	3,068,305
Other Long Term Liabilities		0	0	0	0		0	0	193,596	0		4,009,296	4,009,296	4,048,391	0
Unfunded OPEB Liabilities/Deferred Inflow		0	8,995,650	12,696,714	12,696,714		12,535,595	12,535,595	30,003,560	16,387,765		31,344,005	32,037,227	32,697,438	11,447,081
Total Liabilities		0	11,391,973	15,820,233	15,823,198		14,965,725	14,965,725	33,024,510	19,104,409		35,972,429	37,202,898	39,575,717	14,515,386
Net Assets		12,668,620	12,232,664	7,725,626	7,722,662		8,178,144	8,378,406	5,889,210	6,027,611		7,790,220	9,865,381	16,072,704	19,881,821
Total Revenues	40,095,918	39,996,880	39,854,880	41,020,721	41,020,640	40,240,990	40,675,142	41,199,091	42,804,025	44,713,827	36,391,318	42,355,205	42,043,494	48,420,536	53,706,696
Total Expenditures	39,943,857	39,295,212	39,589,168	40,078,285	40,081,168	40,053,513	40,222,624	40,543,347	44,637,477	46,408,878	36,112,422	40,464,195	38,077,323	38,375,445	39,852,486
Net Income / (Loss)	152,061	701,668	265,712	942,436	939,472	187,477	452,518	655,744	(1,833,452)	(1,695,051)	278,896	1,891,010	3,966,171	10,045,091	13,854,210
Operating Transfers In (Out) and Sources / Uses	0	0	0	(5,183,762)	0	0	0	0	0	0	0	10,000	10,000	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	152,061	701,668	265,712	(4,241,326)	939,472	187,477	452,518	655,744	(1,833,452)	(1,695,051)	278,896	1,901,010	3,976,171	10,045,091	13,854,210
Net Assets, Beginning	(3,240,650)	11,966,952	11,966,952	11,966,952	11,966,950	12,232,664	7,725,626	7,725,626	7,725,626	7,722,662	8,378,406	5,889,210	5,889,210	5,889,210	6,027,611
Adj. for restatement / Prior Yr Adj	0	0	0	(5,183,760)	0	0	0	(2,964)	(2,964)	0	0	0	0	138,403	0
Net Assets, Beginning, Adjusted	(3,240,650)	11,966,952	11,966,952	11,966,952	6,783,190	12,232,664	7,725,626	7,722,662	7,722,662	7,722,662	8,378,406	5,889,210	5,889,210	6,027,613	6,027,611
Net Assets, End	(3,088,590)	12,668,620	12,232,664	7,725,626	7,722,662	12,420,141	8,178,144	8,378,406	5,889,210	6,027,611	8,657,302	7,790,220	9,865,381	16,072,704	19,881,821

8617 El Camino Real Charter High	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	15,493,140	11,855,286	13,282,107	24,535,106	0		29,698,121	21,939,977	0	0
Current Assets	16,854,572	16,371,598	18,467,508	28,033,551	0		31,558,718	31,257,323	0	0
Fixed and Other Assets	6,875,225	7,174,262	6,664,512	6,363,656	0		6,317,733	6,317,733	0	0
Total Assets	23,729,797	23,545,860	25,132,020	34,397,207	0		37,876,451	37,575,056	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	2,767,197	3,126,484	2,716,644	3,068,305	0		5,174,488	5,174,488	0	0
Other Long Term Liabilities	0	0	0	0	0		10,679,320	10,679,320	0	0
Unfunded OPEB Liabilities/Deferred Inflow	8,995,650	12,696,714	16,387,765	11,447,081	0		0	0	0	0
Total Liabilities	11,762,847	15,823,198	19,104,409	14,515,386	0		15,853,808	15,853,808	0	0
Net Assets	11,966,950	7,722,662	6,027,611	19,881,821	0		22,022,643	21,721,248	0	0
Total Revenues	38,574,376	41,020,640	44,713,827	53,706,696	0	45,751,865	49,082,103	46,196,939	0	0
Total Expenditures	39,894,354	40,081,168	46,408,878	39,852,486	0	43,409,347	43,132,164	44,357,512	0	0
Net Income / (Loss)	(1,319,978)	939,472	(1,695,051)	13,854,210	0	2,342,518	5,949,939	1,839,427	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(1,319,978)	939,472	(1,695,051)	13,854,210	0	2,342,518	5,949,939	1,839,427	0	0
Net Assets, Beginning	(2,909,853)	11,966,950	7,722,662	6,027,611	0	15,237,560	16,072,704	16,072,705	0	0
Adj. for restatement / Prior Yr Adj	16,196,781	(5,183,760)	0	0	0	0	0	3,809,116	0	0
Net Assets, Beginning, Adjusted	13,286,928	6,783,190	7,722,662	6,027,611	0	15,237,560	16,072,704	19,881,821	0	0
Net Assets, End	11,966,950	7,722,662	6,027,611	19,881,821	0	17,580,078	22,022,643	21,721,248	0	0



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FISCAL OPERATIONS						RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i> .						3
Other circumstances and information could influence the rating and are noted in this evaluation.						
ECRCH's fiscal condition is positive and has had positive net assets since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$19,881,821 and net income of \$13,854,210 when factoring in the school's obligation for its unfunded post-retirement medical plan or Other Post-Employment Benefits (OPEB) and the related accrued expenses, as required by Accounting Standards Codification 715 (ASC 715). The 2021-2022 Second Interim projects positive net assets of \$21,721,248 and net income of \$1,839,427.						
Areas of Demonstrated Strength and/or Progress:						
1. The school's fiscal condition is positive.						
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Second Interim)	
Net Assets*	\$11,966,950	\$7,722,662	\$6,027,611	\$19,881,821	\$21,721,248	
Net Income/Loss*	(\$1,319,978)*	\$939,472	(\$1,695,051)*	\$13,854,210	\$1,839,427	
Transfers In/Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$16,196,781* *	(\$5,183,760)***	\$0	\$0	\$0	
<p>*The Net Asset and Net Income figures represent the school's financial condition including its actuarial OPEB liability and related expenses for the respective fiscal years. According to the latest ASC 715 Report (issued by a certified actuary on July 12, 2021), and the 2020-2021 independent audit report, as of June 30, 2021, the school's net accumulated post-retirement benefit obligation was estimated at \$11,447,081. Per ECRCH, its accrued OPEB expenses were \$4,055,439, \$1,172,803, \$2,771,411, and \$3,238,176 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, and 2020-2021, respectively. When excluding the actuarial OPEB liability (\$8,995,650 per the school's 2017-2018 audit report) and related expense, the school's net assets and net income would be \$20,962,600 and \$2,735,461, respectively, for Fiscal Year 2017-2018. When excluding the actuarial OPEB liability (\$16,387,765 per the school's 2019-2020 audit</p>						



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report) and related expense, the school's net assets and net income would be \$22,415,376 and \$1,076,360, respectively, for Fiscal Year 2019-2020.

****** Per ECRCH, and per the school's 2017-2018 independent audit report, the \$16,196,781 prior-year adjustments reflected in the school's 2017-2018 audit report (****** as summarized in the financial table above), was primarily due to a significant decrease in the school's unfunded OPEB liability (as a result of Post-65 Retirees being required to enroll in Medicare Advantage, as per the 2017-2018 independent audit report).

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

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

Per ECRCH, the school made annual contributions to its OPEB in the amount of \$2,640,000, during Fiscal Years 2018-2019, 2019-2020, and 2020-2021 for each year. As of June 30, 2021, the market value of ECRCH's plan assets pertaining to its OPEB funds on deposit with its third party administrator was reported at \$21.2M, which exceeds the projected post-retirement costs under the school's OPEB plan over the next 10 years. Based on the June 30, 2021 ASC 715 Report and the 2020-2021 independent audit report, the expected retiree payments (mainly the actual pay-as-you-go costs) were estimated at \$4.6M over the next 10 years (i.e., from June 30, 2022 through June 30, 2031).

Areas Noted for Further Growth and/or Improvement:

1. Lack of Dual Signatures for Checks Over \$10,000:

Based on the CSD's review of sample check disbursements, the CSD noted one item with a check amount over \$10K that lacked a second signature (Check #1700, in the amount of \$41,000, dated 10/8/2021 and made payable to First Class Events). The copy of the canceled check provided to the CSD reflected only the signature from ECRCH's Executive Director. However, the manual approval of the purchase order documentation furnished to the CSD revealed that ECRCH's Executive Director and Assistant Principal had approved the expenditure. This issue was cited in ECRCH's 2019-2020 Annual Performance-Based Oversight Visit Report as a recurring finding.

Page 25 of ECRCH' fiscal policies and procedures on Key Accounting Thresholds states: "Checks over \$10,000 require two approvers/signatures."

In response to the CSD's observation above, ECRCH stated: "This exception will be noted to Staff, we will reinforce the FPP to ensure the process of checking for second signature when mailing out over 10k checks."



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The CSD recommends that ECRCH implement a system to ensure that school leadership strictly adhere to its governing board-approved fiscal policies and procedures concerning reviews and approvals of checks for \$10K or more.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations and the school’s action plans concerning the above-noted findings and observations should be discussed at ECRCH’s next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

Other Observations (Items described in this section, which may not have been addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Segregation of Duties Reviews – Lack of Training on School Fiscal Policies and Procedures:

Based on the CSD’s Segregation of Duties (SOD) reviews conducted with ECRCH Leadership and its accounting staff, it was revealed that there are different views in terms of the training provided in the area of ECRCH Fiscal Policies and Procedures (FPPs). ECRCH Leadership indicated that training on ECRCH Fiscal Policies and Procedures is usually conducted at the beginning of the school, including a quick review of purchases. ECRCH further stated that they have an El Camino Real intranet (which serves as a resource to show staff how the process is done). ECRCH Leadership asserted that its business office also supports the staff as the need arises.

During the CSD’s SOD review, ECRCH’s accounting staff in charge with the day-to-day functions indicated that the school distributed the school’s latest version of the ECRCH FPPs via email. For the purchasing of items, the school reminded school staff of the purchasing process at the beginning of each semester via email.

In response to the CSD’s observation above, ECRCH stated: “COVID (protocols) environment prevented the normal review of the FPP with staff to start the 2021-22 School year. This training will resume at the [s]tart of the 2022-2023 School Year as we return to a more normal operating environment.”

The CSD recommends the school perform periodic review of ECRCH’s fiscal policies and procedures, and provide comprehensive training to all its new and existing governing board members, executive staff, and employees who are involved with financial operations, at least annually and when significant revisions are made, to ensure consistent expectations to its fiscal policies and procedures.

2. Checks Outstanding for 90 Days or More:

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from August 2021 through January 2022, the CSD noted one check (Check #15664, in the amount of \$6.56, dated 8/19/2021 and made payable to a school employee) drawn on ECRCH’s Operating Account Ending in X1796 that, as of January 31, 2022, had been outstanding for 90 days or more. This is a recurring issue cited in the school’s 2019-2020, and 2020-2021 Annual Performance-Based Oversight Visit Reports.



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<p>Page 35 of ECRA’s fiscal policies and procedures states: “Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.”</p> <p>In response to the CSD’s observations above, ECRCH’s Executive Director stated: “The outstanding check listed is for an Employee, who was out on a leave due to COVID that started in October. He was not in contact with the school during that time until his contested leave termination in November. Unanswered e-mails to him resulted in ECRCHS finally [v]oiding the check in February. During the pandemic we saw an increase in checks being held by Vendors due to the lack of staffing at the vendor sites (remote work).”</p> <p>The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures pertaining to the timely review and resolution of outstanding checks.</p> <p>The Charter Schools Division will review the school’s actions by or during the next oversight visit, if applicable. The results may be factored into the school’s rating for next year.</p>	
<p>Corrective Action Required:</p> <p>None noted that require immediate action to remedy concerns in this report.</p>	



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021, and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of ECRCH offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$19,881,821 and total expenditures equal \$39,852,486. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 49.89%, which exceeds the minimum 3% based on the school's Average Daily Attendance (ADA) of 3,268.03 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$24,535,106 and total expenditures equal \$39,852,486. Therefore, the school's cash reserve level is 61.56%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 34 checks and 12 electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (City National Bank Operating Account Ending in X1796 and City National Bank ASB Trust Account Ending in X1826): 1625, 1669, 1681, 1700, 1763, 15291, 15558, 15597, 15938, 16015, 16051, 16100, 16111, 16149, 16196, 16198, 32121, 32157, 32329, 32343, 32393, 32401, 32498, 32574, 32577, 32579, 32580, 32599, 32618, ACH211129-01, SPACH366, SPACH498, SPACH520, and SPACH540.
 - b. Reviewed 12 (debit) and credit transactions (City National Bank Operating Account Ending in X1796 and City National Bank ASB Trust Account Ending in X1826) for the months of August, September, October, November 2021, and January 2022 for sample testing. Transaction descriptions are: (1) 8/23/2021 - \$30,788.14; (2) 8/11/2021 - (\$28,650.01); (3) 8/9/2021 - (\$54.99); (4) 8/10/2021 - (\$200.00); (5) 9/30/2021 - (\$350.00); (6)



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12/9/2021 - \$972.77; (7) 10/4/2021 - \$6,080.99; (8) 11/18/2021 - \$7,605.30; (9) 11/24/2021 - (\$7,500.00); (10) 11/24/2021 - (\$20,298.30); (11) 1/7/22 - (\$1,250.00); and (12) 1/24/2022 - \$590.00.

16. Reviewed credit card statements from August 2021 through January 2022. Selected the months of August 2021 through January 2022 for sample testing. No discrepancies were noted.
 - a. US Bank Credit Card Ending in X2540 (Executive Director)
 - b. US Bank Credit Card Ending in X7280 (Chief Business Officer)
17. Reviewed bank statements and bank reconciliations from July 2021 through December 2021. Selected the months of July 2021 through December 2021 for sample testing. No discrepancies were noted.
 - a. City National Bank Checking Account Ending in X1287 (Fundraising Account)
 - b. City National Bank Checking Account Ending in X1295 (LAUSD Payment Reserve)
 - c. City National Bank Checking Account Ending in X1309 (PPP Funds)
 - d. City National Bank Checking Account Ending in X1761 (Main Deposit Account)
 - e. City National Bank Checking Account Ending in X1796 (Operating Account)
 - f. City National Bank Checking Account Ending in X1826 (ASB Trust Account)
 - g. City National Bank Checking Account Ending in X2717 (Payroll Clearing Account)
18. A Segregation of Duties review was conducted remotely at ECRCH via videoconference. The CSD's observations were noted under the Other Observations section above.
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. Documentation pertaining to the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP) was provided.
25. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
26. Pursuant to AB 1871, a signed and dated written statement that indicates that ECRCH is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. ECRCH did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
28. The 2020-2021 audited and unaudited actuals do not mirror each other. ECRCH provided the following explanations for the significant variances between the Unaudited Actuals (UAR) and Audited Actuals:
 - a. A variance of (\$21,250,444) in Cash and Cash Equivalents was primarily due to the fact that the cash per the UAR was used to pay down the OPEB liability.
 - b. A variance of (\$21,250,444) in Current Assets was primarily due to the change in Cash and Cash Equivalents discussed above.
 - c. A variance of \$238,417 in Current Liabilities was primarily due to a reclassification of Other Long Term Liabilities to Current Liabilities.
 - d. A variance of (\$4,048,391) in Long-Term Liabilities was primarily due to the PPP Loan forgiven by SBA in October 2021, and ECRCH's auditors recording it as income for the 2020-20/21 audit report.



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- e. A variance of \$5,286,160 in Total Revenues was primarily due to the recognition of the PPP Loan forgiveness as income and STRS-related contributions recognized in the audited financials (offset with the related increased expenses).
 - f. A variance of \$1,477,041 in Total Expenditures was primarily due to the STRS “on-behalf contributions” (per the school’s 2020-2021 audit).
29. The school’s reported Norm Enrollment was 3,576, 3,479, 3,517, 3,652, and 3,567 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated decrease in student enrollment of 9 students since Fiscal Year 2017-2018. ECRCH reported 3,567 Norm Enrollment for Fiscal Year 2021-2022, representing a shortfall of 59 students (1.63%) below its projected enrollment of 3,626 students for Fiscal Year 2021-2022 per its roll-out plan in its operative charter. The CSD will continue to monitor the school’s student enrollment through oversight.
30. Per ECRCH, and per the school’s 2017-2018 independent audit report, the \$16,196,781 prior-year adjustments reflected in the school’s 2017-2018 audit report (** as summarized in the financial table under Areas of Demonstrated Strength and/or Progress above), was primarily due to a significant decrease in the school’s unfunded Other Post-Employment Benefits (OPEB) liability (as a result of Post-65 Retirees being required to enroll in Medicare Advantage, as per the 2017-2018 independent audit report).

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

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

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

N/A



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Fiscal Operations Rubrics

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

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

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive ; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



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<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



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An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

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

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450



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<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished, Proficient, or Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



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<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory [Rating of 1]</u> based on the statements below:</i></p>
<p>6. As a practice, the governing board reviews and approves the charter school’s financial reports as evidenced by the governing board meeting minutes;</p> <p>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</p> <p>8. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>9. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

Coversheet

Possible Board Approval Vote on UTLA Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding

Section: VIII. Reconvene to Open Session
Item: B. Possible Board Approval Vote on UTLA Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding
Purpose: Vote
Submitted by:
Related Material:
Agenda Item VIII. B. Teachers Salary Schedule-Current (1).pdf
Agenda Item VIII. B. Teachers Salary Schedule-Proposed (1).pdf
Agenda Item VIII,B, Psychologist Salary Schedule-Current.pdf
Agenda Item V.III. B. 2023-24 Psychologist Salary Schedule Proposed.pdf
Agenda Item VIII.B. 2022-23 ECRA Intern Salary Table -Current.pdf
Agenda Item VIII.B. 2023-24 ECRA Intern Salary Table- Proposed.pdf
2022-2023 PROPOSED BUDGET FOR 3% INCREASE.pdf

SALARIES FOR TEACHERS WITH REGULAR CREDENTIALS (T) C BASIS

July 1, 2022 Salary Table

2022-2023

Table Increase **2.0%** **CURRENT**

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
20 (Minimum)	60,184	60,257	60,897	61,540	61,611	61,710	63,478	64,962	67,200	69,111				
21 (+ 14 points)	60,257	60,897	61,540	61,611	61,710	64,091	64,962	67,870	69,823	72,148				
22 (+ 28 points)	60,897	60,969	61,611	61,710	63,807	66,287	68,526	70,522	72,546	75,897				
23 (+ 42 points)	60,969	61,611	61,710	63,807	66,002	68,569	71,206	73,245	75,384	79,918				
24 (+ 56 points)	61,611	61,710	63,807	66,002	68,569	71,250	73,986	76,111	78,720	83,811	84,649			
25 (+ 70 points)	61,710	63,807	65,632	69,396	72,091	74,913	76,853	79,233	82,314	87,789	88,667	89,554		
26 (+ 84 points)	64,091	65,946	67,870	72,162	74,971	77,908	79,861	82,641	85,921	91,681	92,598	93,524	94,459	
27 (+ 98 points)	65,517	68,554	70,551	75,056	77,979	81,031	82,969	86,107	89,514	95,731	96,668	97,083	97,528	97,943

Advanced Degree

Masters +2,000
 Doctorate +3,500

Step 27 continued (+ 98 salary points)

C1	C2	C3	C4
99,433	100,192	102,844	104,578

July 1, 2023 Salary Table

2023-2024

CURRENT

Table Increase **2.0%**

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
20 (Minimum)	61,388	61,462	62,115	62,770	62,843	62,944	64,748	66,261	68,544	70,493				
21 (+ 14 points)	61,462	62,115	62,770	62,944	65,083	67,613	69,897	71,932	73,997	77,415				
22 (+ 28 points)	62,115	62,188	62,843	65,083	67,322	69,940	72,630	74,710	76,892	81,516				
23 (+ 42 points)	62,188	62,843	62,944	67,322	69,940	72,675	75,466	77,633	80,295	85,487				
24 (+ 56 points)	62,843	62,944	65,083	70,783	73,533	76,411	78,390	80,818	83,960	89,545	86,342			
25 (+ 70 points)	62,944	65,083	66,944	73,606	76,471	79,466	81,458	84,294	87,639	93,515	90,441	91,345		
26 (+ 84 points)	65,373	67,265	69,227	76,557	79,539	82,651	84,629	87,829	91,305	97,646	94,450	95,394	96,348	
27 (+ 98 points)	66,827	69,925	71,962								98,602	99,025	99,479	99,902

Advanced Degree

MASTERS +\$2,000
 PhD +\$3,500

Step 27 (+ 98 points)

C1	C2	C3	C4
101,422	102,196	104,901	106,670

July 1, 2022 Salary Table

Proposed

Table Increase **3.0%**

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
20 (Minimum)	61,990	62,064	62,724	63,386	63,459	63,561	65,383	66,911	69,216	71,184				
21 (+ 14 points)	62,064	62,724	63,386	63,459	63,561	66,014	66,911	69,906	71,917	74,312				
22 (+ 28 points)	62,724	62,798	63,459	63,561	65,721	68,276	70,582	72,637	74,722	78,174				
23 (+ 42 points)	62,798	63,459	63,561	65,721	67,982	70,626	73,342	75,442	77,645	82,315				
24 (+ 56 points)	63,459	63,561	65,721	67,982	70,626	73,387	76,206	78,394	81,082	86,325	87,188			
25 (+ 70 points)	63,561	65,721	67,601	71,477	74,254	77,161	79,159	81,610	84,783	90,423	91,327	92,241		
26 (+ 84 points)	66,014	67,924	69,906	74,327	77,220	80,245	82,257	85,120	88,498	94,432	95,376	96,330	97,293	
27 (+ 98 points)	67,483	70,611	72,667	77,307	80,319	83,462	85,459	88,690	92,200	98,603	99,568	99,996	100,454	100,882

Advanced Degree

Masters +2,000
 Doctorate +3,500

**Step 27 continued
 (+ 98 salary points)**

C1	C2	C3	C4
102,416	103,198	105,930	107,715

July 1, 2023 Salary Table

Proposed

Table Increase **2.0%**

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
20 (Minimum)	63,229	63,306	63,979	64,654	64,728	64,832	66,690	68,249	70,600	72,608				
21 (+ 14 points)	63,306	63,979	64,654	64,728	64,832	67,335	68,249	71,304	73,356	75,798				
22 (+ 28 points)	63,979	64,054	64,728	64,832	67,035	69,641	71,994	74,090	76,217	79,737				
23 (+ 42 points)	64,054	64,728	64,832	67,035	69,342	72,038	74,809	76,951	79,198	83,962				
24 (+ 56 points)	64,728	64,832	67,035	69,342	72,038	74,855	77,730	79,962	82,704	88,052	88,932			
25 (+ 70 points)	64,832	67,035	68,953	72,907	75,739	78,704	80,742	83,243	86,479	92,232	93,154	94,086		
26 (+ 84 points)	67,335	69,282	71,304	75,814	78,765	81,850	83,902	86,823	90,268	96,320	97,283	98,256	99,239	
27 (+ 98 points)	68,832	72,023	74,121	78,853	81,925	85,131	87,168	90,464	94,044	100,575	101,560	101,996	102,463	102,899

Advanced Degree

Masters +2,000
 Doctorate +3,500

**Step 27 continued
 (+ 98 salary points)**

C1	C2	C3	C4
Powered by BoardOnTrack	105,262	108,048	109,870

**School Psychologists
Special Services**

Note: Psychologists are either on 33-D or the Teacher's Schedule.
Psychologists on this schedule are 8 hour/day employees.

2022-23

		1	2	3	4	5	
33-D	B	87,767	92,618	97,793	103,460	109,299	2%
	C	81,016	85,493	90,270	95,502	100,892	

Proposed

		1	2	3	4	5	
33-D	B	90,401	95,396	100,726	106,564	112,578	3%
	C	83,447	88,058	92,979	98,367	103,919	

Basis	Days	Hours
A	260	2,080
E	234	1,872
B	221	1,768
C	204	1,632

**School Psychologists
Special Services**

Note: Psychologists are either on 33-D or the Teacher's Schedule.
Psychologists on this schedule are 8 hour/day employees.

2023-24

		1	2	3	4	5	
33-D	B	89,523	94,470	99,749	105,530	111,485	2%
	C	82,637	87,203	92,076	97,412	102,910	

Proposed

		1	2	3	4	5	
33-D	B	92,209	97,304	102,741	108,696	114,830	3%
	C	85,116	89,819	94,838	100,335	105,997	

Basis	Days	Hours
A	260	2,080
E	234	1,872
B	221	1,768
C	204	1,632

**PREPARATION SALARY (L) TABLE - C BASIS
(INTERNS)**

2022-23

2%

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10
20 (Minimum)	52,472	52,472	52,472	53,383	56,135	56,720	57,829	60,441	63,222	66,030
21 (+ 14 Points)	52,472	52,472	52,927	55,008	57,190	59,315	61,567	63,792	65,973	68,925
22 (+ 28 points)	52,472	52,927	55,094	57,547	59,871	62,323	64,661	67,172	69,524	72,504
23 (+ 42 points)	52,927	55,051	57,547	60,042	62,722	65,303	67,870	70,408	72,989	76,354
24 (+ 56 points)	55,051	57,161	59,871	62,722	65,417	68,227	71,007	73,702	76,582	80,075
25 (+ 70 points)	56,962	59,357	62,380	65,303	68,241	71,221	74,201	77,080	80,061	83,867
26 (+ 84 points)	59,230	61,567	64,676	67,870	71,007	74,215	77,295	80,389	83,583	87,603
27 (+ 98 points)	60,954	63,792	67,172	70,408	73,730	77,124	80,404	83,754	87,076	91,468

ADDITIONAL STEPS	11	12	13	14
(continued) 27 (+ 98 points)	91,895	92,295	92,694	93,107

Proposed

3%

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10
20 (Minimum)	54,046	54,046	54,046	54,984	57,819	58,421	59,563	62,255	65,119	68,011
21 (+ 14 Points)	54,046	54,046	54,515	56,658	58,906	61,094	63,414	65,706	67,953	70,993
22 (+ 28 points)	54,046	54,515	56,747	59,273	61,668	64,193	66,601	69,187	71,610	74,679
23 (+ 42 points)	54,515	56,703	59,273	61,844	64,604	67,262	69,906	72,520	75,178	78,644
24 (+ 56 points)	56,703	58,876	61,668	64,604	67,379	70,273	73,137	75,913	78,879	82,477
25 (+ 70 points)	58,671	61,138	64,252	67,262	70,288	73,357	76,427	79,392	82,463	86,383
26 (+ 84 points)	61,007	63,414	66,616	69,906	73,137	76,441	79,614	82,801	86,091	90,231
27 (+ 98 points)	62,783	65,706	69,187	72,520	75,941	79,437	82,816	86,267	89,688	94,212

ADDITIONAL STEPS	11	12	13	14
(continued) 27 (+ 98 points)	94,652	95,064	95,475	95,901

**PREPARATION SALARY (L) TABLE - C BASIS
(INTERNS)**

2023-24

2%

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10
20 (Minimum)	53,521	53,521	53,521	54,450	57,258	57,854	58,985	61,650	64,486	67,351
21 (+ 14 Points)	53,521	53,521	53,985	56,108	58,334	60,501	62,798	65,068	67,293	70,304
22 (+ 28 points)	53,521	53,985	56,196	58,698	61,069	63,570	65,955	68,515	70,915	73,954
23 (+ 42 points)	53,985	56,152	58,698	61,243	63,977	66,609	69,227	71,816	74,448	77,881
24 (+ 56 points)	56,152	58,305	61,069	63,977	66,725	69,591	72,427	75,176	78,113	81,677
25 (+ 70 points)	58,102	60,545	63,628	66,609	69,606	72,645	75,685	78,622	81,662	85,545
26 (+ 84 points)	60,415	62,798	65,969	69,227	72,427	75,699	78,841	81,997	85,255	89,355
27 (+ 98 points)	62,173	65,068	68,515	71,816	75,204	78,666	82,012	85,429	88,817	93,297

ADDITIONAL STEPS	11	12	13	14
(continued) 27 (+ 98 points)	93,733	94,141	94,548	94,970

Proposed

3%

PAY SCALE GROUPS:	1	2	3	4	5	6	7	8	9	10
20 (Minimum)	55,127	55,127	55,127	56,084	58,976	59,590	60,755	63,500	66,421	69,372
21 (+ 14 Points)	55,127	55,127	55,605	57,791	60,084	62,316	64,682	67,020	69,312	72,413
22 (+ 28 points)	55,127	55,605	57,882	60,459	62,901	65,477	67,933	70,570	73,042	76,172
23 (+ 42 points)	55,605	57,837	60,459	63,081	65,896	68,607	71,304	73,971	76,682	80,217
24 (+ 56 points)	57,837	60,054	62,901	65,896	68,727	71,679	74,600	77,431	80,457	84,127
25 (+ 70 points)	59,845	62,361	65,537	68,607	71,694	74,824	77,956	80,980	84,112	88,111
26 (+ 84 points)	62,227	64,682	67,949	71,304	74,600	77,970	81,206	84,457	87,813	92,036
27 (+ 98 points)	64,039	67,020	70,570	73,971	77,460	81,026	84,472	87,992	91,482	96,096

ADDITIONAL STEPS	11	12	13	14
(continued) 27 (+ 98 points)	96,545	96,965	97,384	97,819

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
REVENUES				
			3,532.00	
			3,267.50	
1. LCFF Sources		10,751.00	11,806.00	
State Aid - Current Year	8011	14,993,119.70	18,613,303.00	18,613,303.00
Education Protection Account (EPA) - Current Year	8012	10,736,470.30	9,938,853.00	9,938,853.00
State Aid - Prior Years	8019	(67.00)	-	618,000.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	9,520,518.00	10,022,995.00	10,022,995.00
Total, LCFF Sources		35,250,041.00	38,575,151.00	39,193,151.00
2. Federal Revenues				
Child Nutrition - Federal	8220	834,877.00	1,021,375.13	1,021,375.13
Other Federal Revenues		-	-	-
Title I		384,238.00	384,238.00	384,238.00
Title II		78,930.00	78,930.00	78,930.00
Title III - EL		7,839.00	7,839.00	7,839.00
Title IV		26,948.00	26,948.00	26,948.00
ESSER (CARES)		134,279.00	-	-
ESSER III		274,161.00	-	-
GEER (CARES)	8110, 8260-8299	75,672.00	-	-
ELO ESSER II State Reserve		-	353,713.00	353,713.00
ELO GEER II		-	81,180.00	81,180.00
ELO ESSER III State Reserve Emergency Needs		-	230,580.00	230,580.00
ELO ESSER III State Reserve Learning Loss		-	397,480.00	397,480.00
CR (CARES)		65.00	-	-
Interagency Contracts Between LEAs		908,764.00	975,839.00	975,839.00
Other Federal Revenues		342,783.00	51,138.00	51,138.00
Total, Federal Revenues		3,068,556.00	3,609,260.13	3,609,260.13
3. Other State Revenues				
Child Nutrition - State	8520	56,442.00	71,119.37	71,119.37
Mandated Cost Reimbursement	8550	161,596.00	169,447.00	169,447.00
State Lottery Revenue- Updated 8/22	8560	746,741.00	744,991.00	837,084.00
In-Person Instruction	8590	568,936.00	-	-
ELO General	8590	1,199,859.00	-	-
Educator Effectiveness	8590	591,871.00	-	-
All Other State Revenues	8590	454,948.00	453,973.00	453,973.00
Total, Other State Revenues		3,780,393.00	1,439,530.37	1,531,623.37
4. Other Local Revenues				
Food Service Sales	8634	59,641.00	68,779.45	68,779.45
Leases and Rentals	8650	37,500.00	37,500.00	37,500.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Interest	8660	340,000.00	340,000.00	340,000.00
Dividends	8661	400,000.00	400,000.00	400,000.00
Interagency Services between LEAs	8677	2,572,949.00	2,778,617.00	2,778,617.00
Other Local Revenues	8690	605,000.00	605,000.00	605,000.00
All Other Local Revenues	8699	(67,141.00)	317,789.00	317,789.00
ASB Revenue	8804	150,000.00	150,000.00	150,000.00
Total, Local Revenues		4,097,949.00	4,697,685.45	4,697,685.45
5. TOTAL REVENUES		46,196,939.00	48,321,626.95	49,031,719.95

Salary Scenarios

On Schedule

3.0%

EXPENDITURES

1. Certificated Salaries

Certificated Teachers' Salaries	1100	14,659,088.00	16,780,251.00	17,283,659.00
Certificated Pupil Support Salaries	1200	1,839,386.00	1,017,301.00	1,047,820.00
Certificated Supervisors' and Administrators' Salaries	1300	1,240,731.00	1,314,260.00	1,353,688.00
Other Certificated Salaries	1900	51,393.00	-	-
Total, Certificated Salaries		17,790,598.00	19,111,812.00	19,685,167.00

2. Non-certificated Salaries

Non-certificated Instructional Aides' Salaries	2100	943,691.00	1,024,695.00	1,055,436.00
Non-certificated Support Salaries	2200	1,591,848.00	1,720,802.00	1,772,426.00
Non-certificated Supervisors' and Administrators' Sal.	2300	708,921.00	767,118.00	790,132.00
Clerical and Office Salaries	2400	970,521.00	1,049,373.00	1,080,854.00
Other Non-certificated Salaries	2900	236,013.00	254,975.00	262,624.00
Total, Non-certificated Salaries		4,450,994.00	4,816,963.00	4,961,472.00

3. Employee Benefits

State Teachers' Retirement System, certificated	3101	2,870,657.00	3,752,071.00	3,864,633.00
State Teachers' Retirement System, classified	3102	57,330.00	24,685.00	25,426.00
Public Employees' Retirement System, certificated	3201	27,740.00	13,550.00	13,957.00
Public Employees' Retirement System, classified	3202	797,506.00	1,014,255.00	1,044,683.00
OASDI/Medicare/Alternative, certificated	3301	271,781.00	279,876.00	288,272.00
OASDI/Medicare/Alternative, classified	3302	337,908.00	403,336.00	415,436.00
Health & Welfare Benefits, certificated	3401	2,888,308.00	2,977,948.00	2,977,948.00
Health & Welfare Benefits, classified	3402	857,677.00	1,195,895.00	1,195,895.00
State Unemployment Insurance, certificated	3501	88,722.00	97,190.00	100,106.00
State Unemployment Insurance, classified	3502	22,414.00	24,399.00	25,131.00
Workers' Compensation Insurance, certificated	3601	224,262.00	156,994.00	156,994.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Workers' Compensation Insurance, classified	3602	55,374.00	71,279.00	71,279.00
OPEB, Allocated, certificated	3701	2,365,654.00	2,113,622.00	2,113,622.00
OPEB, Allocated, classified	3702	635,546.00	527,578.00	527,578.00
Other Benefits, classified	3902	8,100.00	8,000.00	8,000.00
Total, Employee Benefits		11,508,979.00	12,660,678.00	12,828,960.00
4. Books and Supplies				
Approved Textbooks & Core Curricula Materials	4100	269,080.00	718,482.00	718,482.00
Books & Other Reference Materials	4200	10,565.00	10,882.00	10,882.00
Materials & Supplies	4300	31,509.00	32,454.00	32,454.00
Instructional Materials & Supplies	4325	330,343.00	397,950.00	397,950.00
Office Supplies	4330	90,593.00	93,311.00	93,311.00
Non Instructional Student Materials & Supplies	4345	493,110.00	506,915.00	506,915.00
Noncapitalized Equipment	4400	1,150,000.00	592,250.00	592,250.00
Student Food Services	4710	349,687.00	460,178.00	460,178.00
Other Food	4720	-	-	-
Total, Books and Supplies		2,724,887.00	2,812,422.00	2,812,422.00
5. Services and Other Operating Expenditures				
Services & Other Operating Expenses	5000	33,295.00	34,294.00	34,294.00
Subagreements for Services	5100	60,000.00	61,800.00	61,800.00
Travel & Conferences	5200	30,046.00	30,947.00	30,947.00
Conferences and Professional Development	5210	75,000.00	77,250.00	77,250.00
Dues & Memberships	5300	288,597.00	297,255.00	297,255.00
Insurance	5400	413,948.00	513,296.00	513,296.00
Operations & Housekeeping	5500	416,358.00	428,849.00	428,849.00
Security	5520	600,000.00	518,000.00	518,000.00
Equipment Leases	5605	100,014.00	103,014.00	103,014.00
Rent	5610	5,665.00	5,835.00	5,835.00
Repairs and Maintenance - Computers	5616	14,110.00	14,533.00	14,533.00
Utilities	5620	671,377.00	691,518.00	691,518.00
Other Rentals, Leases and Repairs 1	5631	4,120.00	4,244.00	4,244.00
Other Services & Operating Expenses	5800	42,925.00	44,213.00	44,213.00
Investment Taxes	5807	25,000.00	25,750.00	25,750.00
Investment Fees	5808	269,600.00	277,688.00	277,688.00
Banking Fees	5809	35,000.00	36,050.00	36,050.00
Business Services	5812	96,000.00	98,880.00	98,880.00
Consultants - Instructional	5815	1,451,092.00	1,494,625.00	1,494,625.00
Consultants - Non Instructional - Custom 1	5820	647,038.00	1,066,449.00	1,066,449.00
District Oversight Fees	5824	358,715.00	391,966.00	391,966.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9409)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Field Trips Expenses	5830	298,864.00	207,830.00	207,830.00
Fines and Penalties	5833	515.00	530.00	530.00
Professional Development	5840	5,000.00	5,150.00	5,150.00
Legal Fees	5845	239,476.00	246,660.00	246,660.00
Licenses and Other Fees	5848	15,450.00	15,914.00	15,914.00
Marketing and Student Recruiting	5851	90,000.00	92,700.00	92,700.00
Payroll Fees	5857	76,440.00	78,733.00	78,733.00
Special Education Encroachment	5872	682,788.00	703,272.00	703,272.00
Substitutes	5884	398,730.00	410,692.00	410,692.00
Bad Debt Expense	5898	500.00	515.00	515.00
Communications	5900	126,643.00	130,442.00	130,442.00
Total, Services and Other Operating Expenditures		7,572,306.00	8,108,894.00	8,108,894.00
6. Capital Outlay <i>(Objects 6100-6170, 6200-6500 modified accrual basis only)</i>				
<i>Depreciation Expense (for full accrual only)</i>	6900	309,748.00	359,748.00	359,748.00
Total, Capital Outlay		309,748.00	359,748.00	359,748.00
8. TOTAL EXPENDITURES		44,357,512.00	47,870,517.00	48,756,663.00
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,839,427.00	451,109.95	275,056.95

Coversheet

Possible Board Approval Vote on AFSCME Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding

Section: VIII. Reconvene to Open Session
Item: C. Possible Board Approval Vote on AFSCME Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding
Purpose: Vote
Submitted by:
Related Material:
Agenda Item VIII. C. AFSCME 2022-2023 Salary Schedule-Current (1).pdf
Agenda Item VIII. C. AFSCME 2022-2023 Salary Schedule-Proposed (1).pdf
2022-2023_PROPOSED_BUDGET_FOR_3__INCREASE.pdf

ECRA/ AFSCME

2022-2023

2022-2023 TA		2%	CURRENT			SALARY SCHEDULES			
Position	Campus Aide	Campus Aide Senior	Instuct. Aide	Special Ed. Asst.	Building & Grounds	Facilities Maintenance Worker	Athletic Trainer	Youth Services Coach/ Athletic Asst.	

Years

1	\$ 16.31	\$ 18.22	\$ 17.94	\$ 22.38	\$ 15.97	\$ 20.45	\$ 31.59	\$ 19.53
2	\$ 17.07	\$ 19.08	\$ 18.83	\$ 23.55	\$ 16.73	\$ 21.51	\$ 32.49	\$ 19.53
3	\$ 17.94	\$ 20.06	\$ 19.75	\$ 24.79	\$ 17.54	\$ 22.57	\$ 33.37	\$ 19.53
4	\$ 18.83	\$ 21.05	\$ 20.82	\$ 26.04	\$ 18.41	\$ 23.77	\$ 34.28	\$ 19.53
5	\$ 19.75	\$ 22.11	\$ 21.85	\$ 27.41	\$ 19.34	\$ 25.01	\$ 35.21	\$ 19.53
10	\$ 20.54	\$ 22.99	\$ 22.72	\$ 28.50	\$ 21.86	\$ 26.01	\$ 36.09	
15	\$ 21.37	\$ 23.91	\$ 23.63	\$ 29.64	\$ 22.73	\$ 27.05	\$ 36.99	
20	\$ 22.22	\$ 24.87	\$ 24.57	\$ 30.83	\$ 23.64	\$ 28.13	\$ 37.92	
25	\$ 23.11	\$ 25.86	\$ 25.56	\$ 32.06	\$ 24.59	\$ 29.26	\$ 38.86	

Position	Admin. Asst.	Acct. Tech 1	Acct. Tech 2/ IT Tech 1	Accting/ IT Data Spec. 1/ IT Tech 2	Fiscal Specialist/IT Data Spec. 2/ IT Tech 3/	Licensed Vocational Nurse	Office Asst.	Office Asst. Sr.	Office Asst. Sr./ CalPERS
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Years

1	\$ 25.40	\$ 18.14	\$ 20.56	\$ 26.67	\$ 32.08	\$ 24.99	\$ 15.91	\$ 18.43	\$ 20.55
2	\$ 26.71	\$ 19.05	\$ 21.61	\$ 27.81	\$ 33.78	\$ 26.24	\$ 16.33	\$ 19.36	\$ 21.59
3	\$ 28.13	\$ 20.02	\$ 22.73	\$ 29.27	\$ 35.54	\$ 27.59	\$ 17.16	\$ 20.34	\$ 22.69
4	\$ 29.62	\$ 21.03	\$ 23.90	\$ 30.84	\$ 37.48	\$ 28.98	\$ 18.01	\$ 21.37	\$ 23.83
5	\$ 31.19	\$ 22.10	\$ 25.12	\$ 32.49	\$ 39.48	\$ 30.49	\$ 18.91	\$ 22.49	\$ 25.07
10	\$ 32.44	\$ 24.98	\$ 26.12	\$ 34.11	\$ 40.46	\$ 32.35	\$ 19.67	\$ 23.39	\$ 26.08
15	\$ 33.73	\$ 25.97	\$ 27.17	\$ 34.97	\$ 41.47	\$ 33.01	\$ 20.45	\$ 24.33	\$ 27.12
20	\$ 35.08	\$ 27.01	\$ 28.25	\$ 35.84	\$ 42.51	\$ 33.83	\$ 21.27	\$ 25.30	\$ 28.20
25	\$ 36.49	\$ 28.09	\$ 29.38	\$ 36.73	\$ 43.57	\$ 34.68	\$ 22.12	\$ 26.31	\$ 29.33

NOTE: 4 AFSCME POSTIONS WITH STEP 6 7 RATE DIFFERENCES

2022-23 ECRCHS Classified Salary Table

Proposed

Salary Table (effective 07/01/2022)

3%								
Position	Campus Aide	Campus Aide Senior	Instruct. Aide	Special Ed. Asst.	Buildings & Grounds	Facilities Maint. Worker	Athletic Trainer	Youth Services Coach / Athletic Asst.
Years								
1	16.80	18.76	18.48	23.05	16.52	21.07	32.54	20.12
2	17.58	19.65	19.39	24.25	17.24	22.15	33.46	20.12
3	18.48	20.66	20.35	25.53	18.07	23.24	34.37	20.12
4	19.39	21.68	21.45	26.83	18.97	24.48	35.31	20.12
5	20.35	22.77	22.50	28.23	19.92	25.76	36.27	20.12
10	21.16	23.68	23.40	29.36	22.51	26.79	37.17	20.12
15	22.01	24.63	24.34	30.53	23.41	27.86	38.10	20.12
20	22.89	25.62	25.31	31.75	24.35	28.98	39.05	20.12
25	23.80	26.64	26.32	33.02	25.33	30.13	40.03	20.12
AA	0.25	0.25	0.25	0.25	0.25	0.25	-	0.25
BA/BS	0.50	0.50	0.50	0.50	0.50	0.50	-	0.50
MA/MS	-	-	-	1.00	-	-	1.00	-

Position	Admin. Asst.	Accting Tech I	Accting Tech II / IT Tech I	Acctant / IT Data Spec. I / IT Tech II	Fiscal Specialist / IT Data Spec. II / IT Tech III	Licensed Vocation. Nurse	Office Asst.	Office Asst. Senior
Years								
1	26.16	18.68	21.18	27.47	33.05	25.74	16.52	18.99
2	27.51	19.62	22.26	28.64	34.80	27.03	16.82	19.94
3	28.97	20.62	23.41	30.15	36.61	28.42	17.67	20.95
4	30.51	21.66	24.61	31.77	38.60	29.85	18.55	22.01
5	32.13	22.76	25.87	33.46	40.66	31.40	19.48	23.16
10	33.41	25.73	29.27	35.13	41.68	33.33	20.26	24.09
15	34.75	26.75	29.86	36.01	42.72	34.00	21.07	25.06
20	36.14	27.82	30.46	36.92	43.79	34.85	21.91	26.06
25	37.58	28.94	31.06	37.83	44.88	35.72	22.79	27.10
AA	0.25	0.25	0.25	-	-	-	0.25	0.25
BA/BS	0.50	0.50	0.50	-	-	-	0.50	0.50
MA/MS	1.00	1.00	1.00	1.00	1.00	1.00	-	1.00

Grandfathered 2022-23 Rates

Position	Buildings & Grounds	Office Asst Sr CalPERS	Accting Tech I	IT Tech I / Accting Tech II
Years				
1	16.52	21.17	18.68	21.18
2	17.24	22.23	19.62	22.26
3	18.07	23.37	20.62	23.41
4	18.97	24.55	21.66	24.61
5	19.92	25.83	22.76	25.87
6	20.93	26.34	23.96	27.25
7	22.00	26.87	25.22	28.70
10	22.51	27.41	25.73	29.27
15	23.41	27.96	26.75	29.86
20	24.35	28.52	27.82	30.45
25	25.33	29.09	28.94	31.06
AA	0.25	0.25	0.25	0.25
BA/BS	0.50	0.50	0.50	0.50
MA/MS	-	1.00	1.00	1.00

\$0.40/hour stipend for qualified bi-lingual classified employees

\$0.25/hour for A.A. for select classified positions

\$0.50/hour for B.A./ B.S. for select classified positions

\$1.00/hour for M.A./ M.S. for select classified positions

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
REVENUES				
			3,532.00	
			3,267.50	
1. LCFF Sources		10,751.00	11,806.00	
State Aid - Current Year	8011	14,993,119.70	18,613,303.00	18,613,303.00
Education Protection Account (EPA) - Current Year	8012	10,736,470.30	9,938,853.00	9,938,853.00
State Aid - Prior Years	8019	(67.00)	-	618,000.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	9,520,518.00	10,022,995.00	10,022,995.00
Total, LCFF Sources		35,250,041.00	38,575,151.00	39,193,151.00
2. Federal Revenues				
Child Nutrition - Federal	8220	834,877.00	1,021,375.13	1,021,375.13
Other Federal Revenues		-	-	-
Title I		384,238.00	384,238.00	384,238.00
Title II		78,930.00	78,930.00	78,930.00
Title III - EL		7,839.00	7,839.00	7,839.00
Title IV		26,948.00	26,948.00	26,948.00
ESSER (CARES)		134,279.00	-	-
ESSER III		274,161.00	-	-
GEER (CARES)	8110, 8260-8299	75,672.00	-	-
ELO ESSER II State Reserve		-	353,713.00	353,713.00
ELO GEER II		-	81,180.00	81,180.00
ELO ESSER III State Reserve Emergency Needs		-	230,580.00	230,580.00
ELO ESSER III State Reserve Learning Loss		-	397,480.00	397,480.00
CR (CARES)		65.00	-	-
Interagency Contracts Between LEAs		908,764.00	975,839.00	975,839.00
Other Federal Revenues		342,783.00	51,138.00	51,138.00
Total, Federal Revenues		3,068,556.00	3,609,260.13	3,609,260.13
3. Other State Revenues				
Child Nutrition - State	8520	56,442.00	71,119.37	71,119.37
Mandated Cost Reimbursement	8550	161,596.00	169,447.00	169,447.00
State Lottery Revenue- Updated 8/22	8560	746,741.00	744,991.00	837,084.00
In-Person Instruction	8590	568,936.00	-	-
ELO General	8590	1,199,859.00	-	-
Educator Effectiveness	8590	591,871.00	-	-
All Other State Revenues	8590	454,948.00	453,973.00	453,973.00
Total, Other State Revenues		3,780,393.00	1,439,530.37	1,531,623.37
4. Other Local Revenues				
Food Service Sales	8634	59,641.00	68,779.45	68,779.45
Leases and Rentals	8650	37,500.00	37,500.00	37,500.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Interest	8660	340,000.00	340,000.00	340,000.00
Dividends	8661	400,000.00	400,000.00	400,000.00
Interagency Services between LEAs	8677	2,572,949.00	2,778,617.00	2,778,617.00
Other Local Revenues	8690	605,000.00	605,000.00	605,000.00
All Other Local Revenues	8699	(67,141.00)	317,789.00	317,789.00
ASB Revenue	8804	150,000.00	150,000.00	150,000.00
Total, Local Revenues		4,097,949.00	4,697,685.45	4,697,685.45
5. TOTAL REVENUES		46,196,939.00	48,321,626.95	49,031,719.95

Salary Scenarios

On Schedule

3.0%

EXPENDITURES

1. Certificated Salaries

Certificated Teachers' Salaries	1100	14,659,088.00	16,780,251.00	17,283,659.00
Certificated Pupil Support Salaries	1200	1,839,386.00	1,017,301.00	1,047,820.00
Certificated Supervisors' and Administrators' Salaries	1300	1,240,731.00	1,314,260.00	1,353,688.00
Other Certificated Salaries	1900	51,393.00	-	-
Total, Certificated Salaries		17,790,598.00	19,111,812.00	19,685,167.00

2. Non-certificated Salaries

Non-certificated Instructional Aides' Salaries	2100	943,691.00	1,024,695.00	1,055,436.00
Non-certificated Support Salaries	2200	1,591,848.00	1,720,802.00	1,772,426.00
Non-certificated Supervisors' and Administrators' Sal.	2300	708,921.00	767,118.00	790,132.00
Clerical and Office Salaries	2400	970,521.00	1,049,373.00	1,080,854.00
Other Non-certificated Salaries	2900	236,013.00	254,975.00	262,624.00
Total, Non-certificated Salaries		4,450,994.00	4,816,963.00	4,961,472.00

3. Employee Benefits

State Teachers' Retirement System, certificated	3101	2,870,657.00	3,752,071.00	3,864,633.00
State Teachers' Retirement System, classified	3102	57,330.00	24,685.00	25,426.00
Public Employees' Retirement System, certificated	3201	27,740.00	13,550.00	13,957.00
Public Employees' Retirement System, classified	3202	797,506.00	1,014,255.00	1,044,683.00
OASDI/Medicare/Alternative, certificated	3301	271,781.00	279,876.00	288,272.00
OASDI/Medicare/Alternative, classified	3302	337,908.00	403,336.00	415,436.00
Health & Welfare Benefits, certificated	3401	2,888,308.00	2,977,948.00	2,977,948.00
Health & Welfare Benefits, classified	3402	857,677.00	1,195,895.00	1,195,895.00
State Unemployment Insurance, certificated	3501	88,722.00	97,190.00	100,106.00
State Unemployment Insurance, classified	3502	22,414.00	24,399.00	25,131.00
Workers' Compensation Insurance, certificated	3601	224,262.00	156,994.00	156,994.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Workers' Compensation Insurance, classified	3602	55,374.00	71,279.00	71,279.00
OPEB, Allocated, certificated	3701	2,365,654.00	2,113,622.00	2,113,622.00
OPEB, Allocated, classified	3702	635,546.00	527,578.00	527,578.00
Other Benefits, classified	3902	8,100.00	8,000.00	8,000.00
Total, Employee Benefits		11,508,979.00	12,660,678.00	12,828,960.00
4. Books and Supplies				
Approved Textbooks & Core Curricula Materials	4100	269,080.00	718,482.00	718,482.00
Books & Other Reference Materials	4200	10,565.00	10,882.00	10,882.00
Materials & Supplies	4300	31,509.00	32,454.00	32,454.00
Instructional Materials & Supplies	4325	330,343.00	397,950.00	397,950.00
Office Supplies	4330	90,593.00	93,311.00	93,311.00
Non Instructional Student Materials & Supplies	4345	493,110.00	506,915.00	506,915.00
Noncapitalized Equipment	4400	1,150,000.00	592,250.00	592,250.00
Student Food Services	4710	349,687.00	460,178.00	460,178.00
Other Food	4720	-	-	-
Total, Books and Supplies		2,724,887.00	2,812,422.00	2,812,422.00
5. Services and Other Operating Expenditures				
Services & Other Operating Expenses	5000	33,295.00	34,294.00	34,294.00
Subagreements for Services	5100	60,000.00	61,800.00	61,800.00
Travel & Conferences	5200	30,046.00	30,947.00	30,947.00
Conferences and Professional Development	5210	75,000.00	77,250.00	77,250.00
Dues & Memberships	5300	288,597.00	297,255.00	297,255.00
Insurance	5400	413,948.00	513,296.00	513,296.00
Operations & Housekeeping	5500	416,358.00	428,849.00	428,849.00
Security	5520	600,000.00	518,000.00	518,000.00
Equipment Leases	5605	100,014.00	103,014.00	103,014.00
Rent	5610	5,665.00	5,835.00	5,835.00
Repairs and Maintenance - Computers	5616	14,110.00	14,533.00	14,533.00
Utilities	5620	671,377.00	691,518.00	691,518.00
Other Rentals, Leases and Repairs 1	5631	4,120.00	4,244.00	4,244.00
Other Services & Operating Expenses	5800	42,925.00	44,213.00	44,213.00
Investment Taxes	5807	25,000.00	25,750.00	25,750.00
Investment Fees	5808	269,600.00	277,688.00	277,688.00
Banking Fees	5809	35,000.00	36,050.00	36,050.00
Business Services	5812	96,000.00	98,880.00	98,880.00
Consultants - Instructional	5815	1,451,092.00	1,494,625.00	1,494,625.00
Consultants - Non Instructional - Custom 1	5820	647,038.00	1,066,449.00	1,066,449.00
District Oversight Fees	5824	358,715.00	391,966.00	391,966.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9409)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Field Trips Expenses	5830	298,864.00	207,830.00	207,830.00
Fines and Penalties	5833	515.00	530.00	530.00
Professional Development	5840	5,000.00	5,150.00	5,150.00
Legal Fees	5845	239,476.00	246,660.00	246,660.00
Licenses and Other Fees	5848	15,450.00	15,914.00	15,914.00
Marketing and Student Recruiting	5851	90,000.00	92,700.00	92,700.00
Payroll Fees	5857	76,440.00	78,733.00	78,733.00
Special Education Encroachment	5872	682,788.00	703,272.00	703,272.00
Substitutes	5884	398,730.00	410,692.00	410,692.00
Bad Debt Expense	5898	500.00	515.00	515.00
Communications	5900	126,643.00	130,442.00	130,442.00
Total, Services and Other Operating Expenditures		7,572,306.00	8,108,894.00	8,108,894.00
6. Capital Outlay <i>(Objects 6100-6170, 6200-6500 modified accrual basis only)</i>				
<i>Depreciation Expense (for full accrual only)</i>	6900	309,748.00	359,748.00	359,748.00
Total, Capital Outlay		309,748.00	359,748.00	359,748.00
8. TOTAL EXPENDITURES		44,357,512.00	47,870,517.00	48,756,663.00
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,839,427.00	451,109.95	275,056.95

Coversheet

Possible Board Approval Vote on Unrepresented Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding

Section: VIII. Reconvene to Open Session

Item: D. Possible Board Approval Vote on Unrepresented Employees' On Schedule 3% Salary Increase Due to Increase in LCFF Funding

Purpose: Vote

Submitted by:

Related Material:

Agenda Item VIII. D.ADMINISTRATIVE DIRECTORS 2022-2023 Salary Schedule-Current & Proposed (1).pdf

Agenda Item VIII. D.CLASSIFIED MANAGEMENT 2022-2023 Salary Schedule-Current & Proposed .pdf

2022-2023_PROPOSED_BUDGET_FOR_3__INCREASE.pdf

ECRA Administrative Directors Salary Table

2022-23	CURRENT				
Table Increase 2%	Steps				
	1	2	3	4	5
249-days basis	117,475	124,087	131,083	138,463	146,539

	PROPOSED				
Additional Table Increase 3%	Steps				
	1	2	3	4	5
249-days basis	120,999	127,810	135,015	142,617	150,935

Differentials

Bilingual	3,000
Master's	5,000
MBA	8,000
Doctorate	10,000

ECRA Classified Management Salary Table

Table Increase 2%

2022-23

Salary Table effective 7/1/2022

CURRENT

Steps

Job Title (Days)	1	2	3	4	5
Manager, Human Resources (249)	69,619.84	73,622.78	77,622.16	82,042.53	86,531.87
Payroll Specialist (260)	72,695.03	76,874.16	81,050.66	85,666.31	90,354.48
Plant Manager, Buildings & Grounds (260)	76,850.07	78,387.05	79,954.10	81,552.30	83,265.43
Manager, Accounting & Finance (260)	81,616.41	86,195.13	90,955.83	96,137.21	101,445.20
Payroll Manager (260)	90,240.50	94,752.52	99,490.15	104,464.66	109,687.89
Manager, Information Systems (260)	90,240.50	94,752.52	99,490.15	104,464.66	109,687.89
Director, Human Resources & Compliance (260)	128,356.80	130,898.48	133,490.01	136,133.52	138,829.02
Director, Accounting & Finance (260)	97,049.79	102,340.63	108,140.52	114,288.56	120,709.57
Director, STEAM and Sustainability (249)	92,944.19	98,011.50	103,566.39	109,454.26	115,603.76
Director, Student & Teacher Technology (260)	103,774.95	109,651.53	115,851.62	122,412.91	129,296.42
Chief Information Officer (260)	117,589.40	124,249.11	131,235.87	138,623.54	146,467.49

Additional Table Increase 3%

Proposed

Salary Table effective 7/1/2022

Steps

Job Title (Days)	1	2	3	4	5
Manager, Human Resources (249)	71,708.44	75,831.47	79,950.83	84,503.81	89,127.82
Payroll Specialist (260)	74,875.88	79,180.39	83,482.18	88,236.29	93,065.11
Plant Manager, Buildings & Grounds (260)	79,155.57	80,738.66	82,352.72	83,998.87	85,763.39
Manager, Accounting & Finance (260)	84,064.90	88,780.98	93,684.50	99,021.33	104,488.55
Payroll Manager (260)	92,947.71	97,595.10	102,474.86	107,598.60	112,978.53
Manager, Information Systems (260)	92,947.71	97,595.10	102,474.86	107,598.60	112,978.53
Director, Human Resources & Compliance (260)	132,207.50	134,825.43	137,494.71	140,217.53	142,993.89
Director, Accounting & Finance (260)	99,961.29	105,410.85	111,384.73	117,717.21	124,330.85
Director, STEAM and Sustainability (249)	95,732.51	100,951.84	106,673.38	112,737.89	119,071.87
Director, Student & Teacher Technology (260)	106,888.20	112,941.07	119,327.17	126,085.30	133,175.32
Chief Information Officer (260)	121,117.08	127,976.58	135,172.95	142,782.24	150,861.52

Differentials

Master's	3,000
PhD	5,000

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
REVENUES				
			3,532.00	
			3,267.50	
1. LCFF Sources		10,751.00	11,806.00	
State Aid - Current Year	8011	14,993,119.70	18,613,303.00	18,613,303.00
Education Protection Account (EPA) - Current Year	8012	10,736,470.30	9,938,853.00	9,938,853.00
State Aid - Prior Years	8019	(67.00)	-	618,000.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	9,520,518.00	10,022,995.00	10,022,995.00
Total, LCFF Sources		35,250,041.00	38,575,151.00	39,193,151.00
2. Federal Revenues				
Child Nutrition - Federal	8220	834,877.00	1,021,375.13	1,021,375.13
Other Federal Revenues		-	-	-
Title I		384,238.00	384,238.00	384,238.00
Title II		78,930.00	78,930.00	78,930.00
Title III - EL		7,839.00	7,839.00	7,839.00
Title IV		26,948.00	26,948.00	26,948.00
ESSER (CARES)		134,279.00	-	-
ESSER III		274,161.00	-	-
GEER (CARES)	8110, 8260-8299	75,672.00	-	-
ELO ESSER II State Reserve		-	353,713.00	353,713.00
ELO GEER II		-	81,180.00	81,180.00
ELO ESSER III State Reserve Emergency Needs		-	230,580.00	230,580.00
ELO ESSER III State Reserve Learning Loss		-	397,480.00	397,480.00
CR (CARES)		65.00	-	-
Interagency Contracts Between LEAs		908,764.00	975,839.00	975,839.00
Other Federal Revenues		342,783.00	51,138.00	51,138.00
Total, Federal Revenues		3,068,556.00	3,609,260.13	3,609,260.13
3. Other State Revenues				
Child Nutrition - State	8520	56,442.00	71,119.37	71,119.37
Mandated Cost Reimbursement	8550	161,596.00	169,447.00	169,447.00
State Lottery Revenue- Updated 8/22	8560	746,741.00	744,991.00	837,084.00
In-Person Instruction	8590	568,936.00	-	-
ELO General	8590	1,199,859.00	-	-
Educator Effectiveness	8590	591,871.00	-	-
All Other State Revenues	8590	454,948.00	453,973.00	453,973.00
Total, Other State Revenues		3,780,393.00	1,439,530.37	1,531,623.37
4. Other Local Revenues				
Food Service Sales	8634	59,641.00	68,779.45	68,779.45
Leases and Rentals	8650	37,500.00	37,500.00	37,500.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

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Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Interest	8660	340,000.00	340,000.00	340,000.00
Dividends	8661	400,000.00	400,000.00	400,000.00
Interagency Services between LEAs	8677	2,572,949.00	2,778,617.00	2,778,617.00
Other Local Revenues	8690	605,000.00	605,000.00	605,000.00
All Other Local Revenues	8699	(67,141.00)	317,789.00	317,789.00
ASB Revenue	8804	150,000.00	150,000.00	150,000.00
Total, Local Revenues		4,097,949.00	4,697,685.45	4,697,685.45
5. TOTAL REVENUES		46,196,939.00	48,321,626.95	49,031,719.95

Salary Scenarios

On Schedule

3.0%

EXPENDITURES

1. Certificated Salaries

Certificated Teachers' Salaries	1100	14,659,088.00	16,780,251.00	17,283,659.00
Certificated Pupil Support Salaries	1200	1,839,386.00	1,017,301.00	1,047,820.00
Certificated Supervisors' and Administrators' Salaries	1300	1,240,731.00	1,314,260.00	1,353,688.00
Other Certificated Salaries	1900	51,393.00	-	-
Total, Certificated Salaries		17,790,598.00	19,111,812.00	19,685,167.00

2. Non-certificated Salaries

Non-certificated Instructional Aides' Salaries	2100	943,691.00	1,024,695.00	1,055,436.00
Non-certificated Support Salaries	2200	1,591,848.00	1,720,802.00	1,772,426.00
Non-certificated Supervisors' and Administrators' Sal.	2300	708,921.00	767,118.00	790,132.00
Clerical and Office Salaries	2400	970,521.00	1,049,373.00	1,080,854.00
Other Non-certificated Salaries	2900	236,013.00	254,975.00	262,624.00
Total, Non-certificated Salaries		4,450,994.00	4,816,963.00	4,961,472.00

3. Employee Benefits

State Teachers' Retirement System, certificated	3101	2,870,657.00	3,752,071.00	3,864,633.00
State Teachers' Retirement System, classified	3102	57,330.00	24,685.00	25,426.00
Public Employees' Retirement System, certificated	3201	27,740.00	13,550.00	13,957.00
Public Employees' Retirement System, classified	3202	797,506.00	1,014,255.00	1,044,683.00
OASDI/Medicare/Alternative, certificated	3301	271,781.00	279,876.00	288,272.00
OASDI/Medicare/Alternative, classified	3302	337,908.00	403,336.00	415,436.00
Health & Welfare Benefits, certificated	3401	2,888,308.00	2,977,948.00	2,977,948.00
Health & Welfare Benefits, classified	3402	857,677.00	1,195,895.00	1,195,895.00
State Unemployment Insurance, certificated	3501	88,722.00	97,190.00	100,106.00
State Unemployment Insurance, classified	3502	22,414.00	24,399.00	25,131.00
Workers' Compensation Insurance, certificated	3601	224,262.00	156,994.00	156,994.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-94

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Workers' Compensation Insurance, classified	3602	55,374.00	71,279.00	71,279.00
OPEB, Allocated, certificated	3701	2,365,654.00	2,113,622.00	2,113,622.00
OPEB, Allocated, classified	3702	635,546.00	527,578.00	527,578.00
Other Benefits, classified	3902	8,100.00	8,000.00	8,000.00
Total, Employee Benefits		11,508,979.00	12,660,678.00	12,828,960.00
4. Books and Supplies				
Approved Textbooks & Core Curricula Materials	4100	269,080.00	718,482.00	718,482.00
Books & Other Reference Materials	4200	10,565.00	10,882.00	10,882.00
Materials & Supplies	4300	31,509.00	32,454.00	32,454.00
Instructional Materials & Supplies	4325	330,343.00	397,950.00	397,950.00
Office Supplies	4330	90,593.00	93,311.00	93,311.00
Non Instructional Student Materials & Supplies	4345	493,110.00	506,915.00	506,915.00
Noncapitalized Equipment	4400	1,150,000.00	592,250.00	592,250.00
Student Food Services	4710	349,687.00	460,178.00	460,178.00
Other Food	4720	-	-	-
Total, Books and Supplies		2,724,887.00	2,812,422.00	2,812,422.00
5. Services and Other Operating Expenditures				
Services & Other Operating Expenses	5000	33,295.00	34,294.00	34,294.00
Subagreements for Services	5100	60,000.00	61,800.00	61,800.00
Travel & Conferences	5200	30,046.00	30,947.00	30,947.00
Conferences and Professional Development	5210	75,000.00	77,250.00	77,250.00
Dues & Memberships	5300	288,597.00	297,255.00	297,255.00
Insurance	5400	413,948.00	513,296.00	513,296.00
Operations & Housekeeping	5500	416,358.00	428,849.00	428,849.00
Security	5520	600,000.00	518,000.00	518,000.00
Equipment Leases	5605	100,014.00	103,014.00	103,014.00
Rent	5610	5,665.00	5,835.00	5,835.00
Repairs and Maintenance - Computers	5616	14,110.00	14,533.00	14,533.00
Utilities	5620	671,377.00	691,518.00	691,518.00
Other Rentals, Leases and Repairs 1	5631	4,120.00	4,244.00	4,244.00
Other Services & Operating Expenses	5800	42,925.00	44,213.00	44,213.00
Investment Taxes	5807	25,000.00	25,750.00	25,750.00
Investment Fees	5808	269,600.00	277,688.00	277,688.00
Banking Fees	5809	35,000.00	36,050.00	36,050.00
Business Services	5812	96,000.00	98,880.00	98,880.00
Consultants - Instructional	5815	1,451,092.00	1,494,625.00	1,494,625.00
Consultants - Non Instructional - Custom 1	5820	647,038.00	1,066,449.00	1,066,449.00
District Oversight Fees	5824	358,715.00	391,966.00	391,966.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

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Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Field Trips Expenses	5830	298,864.00	207,830.00	207,830.00
Fines and Penalties	5833	515.00	530.00	530.00
Professional Development	5840	5,000.00	5,150.00	5,150.00
Legal Fees	5845	239,476.00	246,660.00	246,660.00
Licenses and Other Fees	5848	15,450.00	15,914.00	15,914.00
Marketing and Student Recruiting	5851	90,000.00	92,700.00	92,700.00
Payroll Fees	5857	76,440.00	78,733.00	78,733.00
Special Education Encroachment	5872	682,788.00	703,272.00	703,272.00
Substitutes	5884	398,730.00	410,692.00	410,692.00
Bad Debt Expense	5898	500.00	515.00	515.00
Communications	5900	126,643.00	130,442.00	130,442.00
Total, Services and Other Operating Expenditures		7,572,306.00	8,108,894.00	8,108,894.00
6. Capital Outlay <i>(Objects 6100-6170, 6200-6500 modified accrual basis only)</i>				
<i>Depreciation Expense (for full accrual only)</i>	6900	309,748.00	359,748.00	359,748.00
Total, Capital Outlay		309,748.00	359,748.00	359,748.00
8. TOTAL EXPENDITURES		44,357,512.00	47,870,517.00	48,756,663.00
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,839,427.00	451,109.95	275,056.95

Coversheet

Possible Board Approval Vote on Executive Director's and Chief Business Officer's compensation increases to align with previously approved Board actions and potential LCFF increases being considered above.

Section: VIII. Reconvene to Open Session
Item: E. Possible Board Approval Vote on Executive Director's and Chief Business Officer's compensation increases to align with previously approved Board actions and potential LCFF increases being considered above.
Purpose: Vote
Submitted by:
Related Material:
Agenda Item VIII. E. EXECUTIVES 2022-2023 Salary Schedule-Current & Proposed (1).pdf
2022-2023_PROPOSED_BUDGET_FOR_3__INCREASE.pdf

ECRA Executive Salary Table

CURRENT-NO INCREASE FROM 2021-2022

Executive Director

	1	2	3	4	5
2022-23	193,440	201,240	208,000	215,800	223,600

Chief Business Officer

	1	2	3	4	5
2022-23	174,720	178,214	181,778	185,414	189,123

#1-Table Increase 2%

PROPOSED

Executive Director

	1	2	3	4	5
2022-23	197,309	205,265	212,160	220,116	228,072

Chief Business Officer

	1	2	3	4	5
2022-23	178,214	181,778	185,414	189,122	192,905

To match all other Employee increases previously approved by Board on June 23, 2022

#2-Additional 3% Option

Executive Director

	1	2	3	4	5
2022-23	203,228	211,423	218,525	226,719	234,914

Chief Business Officer

	1	2	3	4	5
2022-23	183,561	187,232	190,976	194,796	198,693

Proposal to match other Employees increases, if Agenda Items VIII. B-D are approved

Differentials Available

Bi-Lingual	3,000
Master's	5,000
MBA	8,000
Doctorate	10,000

Note: The Board determines compensation of Executives.

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Total, LCFF Sources		35,250,041.00	38,575,151.00	39,193,151.00
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ESSER III		274,161.00	-	-
GEER (CARES)	8110, 8260-8299	75,672.00	-	-
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CR (CARES)		65.00	-	-
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Total, Federal Revenues		3,068,556.00	3,609,260.13	3,609,260.13
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In-Person Instruction	8590	568,936.00	-	-
ELO General	8590	1,199,859.00	-	-
Educator Effectiveness	8590	591,871.00	-	-
All Other State Revenues	8590	454,948.00	453,973.00	453,973.00
Total, Other State Revenues		3,780,393.00	1,439,530.37	1,531,623.37
4. Other Local Revenues				
Food Service Sales	8634	59,641.00	68,779.45	68,779.45
Leases and Rentals	8650	37,500.00	37,500.00	37,500.00

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Other Local Revenues	8690	605,000.00	605,000.00	605,000.00
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Total, Local Revenues		4,097,949.00	4,697,685.45	4,697,685.45
5. TOTAL REVENUES		46,196,939.00	48,321,626.95	49,031,719.95

Salary Scenarios

On Schedule

3.0%

EXPENDITURES

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Health & Welfare Benefits, classified	3402	857,677.00	1,195,895.00	1,195,895.00
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State Unemployment Insurance, classified	3502	22,414.00	24,399.00	25,131.00
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OPEB, Allocated, classified	3702	635,546.00	527,578.00	527,578.00
Other Benefits, classified	3902	8,100.00	8,000.00	8,000.00
Total, Employee Benefits		11,508,979.00	12,660,678.00	12,828,960.00
4. Books and Supplies				
Approved Textbooks & Core Curricula Materials	4100	269,080.00	718,482.00	718,482.00
Books & Other Reference Materials	4200	10,565.00	10,882.00	10,882.00
Materials & Supplies	4300	31,509.00	32,454.00	32,454.00
Instructional Materials & Supplies	4325	330,343.00	397,950.00	397,950.00
Office Supplies	4330	90,593.00	93,311.00	93,311.00
Non Instructional Student Materials & Supplies	4345	493,110.00	506,915.00	506,915.00
Noncapitalized Equipment	4400	1,150,000.00	592,250.00	592,250.00
Student Food Services	4710	349,687.00	460,178.00	460,178.00
Other Food	4720	-	-	-
Total, Books and Supplies		2,724,887.00	2,812,422.00	2,812,422.00
5. Services and Other Operating Expenditures				
Services & Other Operating Expenses	5000	33,295.00	34,294.00	34,294.00
Subagreements for Services	5100	60,000.00	61,800.00	61,800.00
Travel & Conferences	5200	30,046.00	30,947.00	30,947.00
Conferences and Professional Development	5210	75,000.00	77,250.00	77,250.00
Dues & Memberships	5300	288,597.00	297,255.00	297,255.00
Insurance	5400	413,948.00	513,296.00	513,296.00
Operations & Housekeeping	5500	416,358.00	428,849.00	428,849.00
Security	5520	600,000.00	518,000.00	518,000.00
Equipment Leases	5605	100,014.00	103,014.00	103,014.00
Rent	5610	5,665.00	5,835.00	5,835.00
Repairs and Maintenance - Computers	5616	14,110.00	14,533.00	14,533.00
Utilities	5620	671,377.00	691,518.00	691,518.00
Other Rentals, Leases and Repairs 1	5631	4,120.00	4,244.00	4,244.00
Other Services & Operating Expenses	5800	42,925.00	44,213.00	44,213.00
Investment Taxes	5807	25,000.00	25,750.00	25,750.00
Investment Fees	5808	269,600.00	277,688.00	277,688.00
Banking Fees	5809	35,000.00	36,050.00	36,050.00
Business Services	5812	96,000.00	98,880.00	98,880.00
Consultants - Instructional	5815	1,451,092.00	1,494,625.00	1,494,625.00
Consultants - Non Instructional - Custom 1	5820	647,038.00	1,066,449.00	1,066,449.00
District Oversight Fees	5824	358,715.00	391,966.00	391,966.00

EL CAMINO REAL CHARTER HIGH 2022-2023 BUDGET COMPARISONS

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9409)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2021-22 EAs	2022-23 ADOPTED BUDGET	2022-23 Budget Updates with New Funding/ Salary Increase
Field Trips Expenses	5830	298,864.00	207,830.00	207,830.00
Fines and Penalties	5833	515.00	530.00	530.00
Professional Development	5840	5,000.00	5,150.00	5,150.00
Legal Fees	5845	239,476.00	246,660.00	246,660.00
Licenses and Other Fees	5848	15,450.00	15,914.00	15,914.00
Marketing and Student Recruiting	5851	90,000.00	92,700.00	92,700.00
Payroll Fees	5857	76,440.00	78,733.00	78,733.00
Special Education Encroachment	5872	682,788.00	703,272.00	703,272.00
Substitutes	5884	398,730.00	410,692.00	410,692.00
Bad Debt Expense	5898	500.00	515.00	515.00
Communications	5900	126,643.00	130,442.00	130,442.00
Total, Services and Other Operating Expenditures		7,572,306.00	8,108,894.00	8,108,894.00
6. Capital Outlay <i>(Objects 6100-6170, 6200-6500 modified accrual basis only)</i>				
<i>Depreciation Expense (for full accrual only)</i>	6900	309,748.00	359,748.00	359,748.00
Total, Capital Outlay		309,748.00	359,748.00	359,748.00
8. TOTAL EXPENDITURES		44,357,512.00	47,870,517.00	48,756,663.00
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,839,427.00	451,109.95	275,056.95