



# El Camino Charter High School

## Board Meeting

**Date and Time**

Wednesday August 12, 2015 at 5:00 PM PDT

**Location**

El Camino Real CHS, Library, 5440 Valley Circle Blvd, Woodland Hills, CA 91367

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

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
A. Call the Meeting to Order		Jeff Falgien	2 m
B. Record Attendance and Guests		Terri Keas	2 m
C. Public Comment from Speaker Cards		Jeff Falgien	5 m
<b>II. Governance</b>			
<b>III. Financial</b>			<b>5:09 PM</b>
A. Approve Minutes	Approve Minutes	Jeff Falgien	5 m
Approve minutes for Board Meeting on June 17, 2015			
B. Development Consulting Engagement Presentations	Discuss	Melanie Horton	5 m
C. Student Awards for City, State and National Competitions	Vote	Marshall Mayotte	5 m
D. 2015-16 Parent-Student Handbook	Vote	Marshall Mayotte	5 m
E. Automatic transfer of \$100K per month to 115 Trust for 10 years	Vote	Marshall Mayotte	5 m
F. Financial Overview of K-8 Charter Petitions	FYI	Marshall Mayotte	10 m
G. El Camino Real K-8 Charter School at Oso petition	Vote	Eric Wilson	10 m
H. El Camino Real K-8 Charter School at Highlander petition	Vote	Eric Wilson	10 m
I. Material Charter Revision Update	FYI	Marshall Mayotte	10 m

<b>J.</b>	May Check Register	Vote	Marshall Mayotte	5 m
<b>K.</b>	Business Update	FYI	Marshall Mayotte	10 m
<b>IV. Administrators</b>				<b>6:29 PM</b>
<b>A.</b>	Principal's Report	FYI	David Fehte	5 m
<b>V. Other Business</b>				<b>6:34 PM</b>
<b>A.</b>	Old Business	Discuss		5 m
<b>B.</b>	New Business	Discuss		5 m
<b>VI. Closing Items</b>				<b>6:44 PM</b>
<b>A.</b>	Adjourn Meeting	Vote		

# Cover Sheet

## Approve Minutes

**Section:** III. Financial  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on June 17, 2015



## El Camino Charter High School

### Minutes

#### Board Meeting

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##### **Date and Time**

Wednesday June 17, 2015 at 4:00 PM

##### **Location**

ECRCHS Library, 5440 Valley Circle Blvd, Woodland Hills, CA 91357

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##### **Directors Present**

Jackie Keene, Jeff Falgien, Jonathan Wasser, Obie Slamon, Odus Caldwell, Peter Vastenhold

##### **Directors Absent**

Dennis Thompson

##### **Guests Present**

David Fehte, Duc Quach, Marshall Mayotte, Terri Keas, Yvonne Halski

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#### **I. Opening Items**

##### **A. Call the Meeting to Order**

Jeff Falgien called a meeting of the board of directors of El Camino Charter High School to order on Wednesday Jun 17, 2015 @ 4:02 PM at ECRCHS Library, 5440 Valley Circle Blvd, Woodland Hills, CA 91357.

##### **B. Record Attendance and Guests**

##### **C. Public Comment from Speaker Cards**

##### **D. Approve Minutes**

Obie Slamon made a motion to approve minutes from the Board Meeting on 05-20-15.

Peter Vastenhold seconded the motion.



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

**E. Secretary's Report**

**F. Chairperson's Report and Announcements**

**G. Committee Reports**

**II. Governance**

**A. 2015-16 Board Calendar**

Jonathan Wasser made a motion to approve the 2015-2016 Board Calendar.  
Peter Vastenhold seconded the motion.  
The board **VOTED** to approve the motion.

**B. 2015-16 School Calendar**

Jackie Keene made a motion to approve the 2015-16 school calendar.  
Obie Slamon seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**III. Financial**

**A. Local Control Accountability Plan**

Jackie Keene made a motion to approve the LCAP.  
Odus Caldwell seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**B. Common Core Budget Amendment**

Jackie Keene made a motion to approve the amended Common Core Budget presented at the May 20, 2015 Board meeting.  
Odus Caldwell seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**C. Consolidated Application**

Odus Caldwell made a motion to approve the Consolidated Application.  
Peter Vastenhold seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**D. April Check Register from ExED**

Jackie Keene made a motion to approve April check register.  
Peter Vastenhold seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**E. 2015-16 ECRCHS Budget prepared by ExED**

Jonathan Wasser made a motion to approve the 2015-16 budget.  
Peter Vastenhold seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**F. Extend all employee contracts for another year**

Obie Slamon made a motion to extend all employee contracts for 2015-16 school year.  
Odus Caldwell seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**G. Creation of a 115 Trust for employee retiree benefits**

Obie Slamon made a motion to approve the creation of a 115 Irrevocable Trust.  
Jonathan Wasser seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**H. CBO and DoM as the trustee of the retiree benefit trust.**

Peter Vastenhold made a motion to approve Marshall Mayotte and Melanie Horton to be interim Trustees of the 115 Retiree Benefits Trust.  
Odus Caldwell seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**I. Creation of a Charles Schwab account for the 115 Trust**

Jonathan Wasser made a motion to for approval to create a Charles Schwab account.  
Jackie Keene seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**J. Transfer \$1MM to the 115 Retiree Benefit Trust**

Peter Vastenhold made a motion to approve the transfer of just under \$1MM to the 115 Retirement Benefit Trust account.  
Odus Caldwell seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**IV. Closing Items**

**A. Adjourn Meeting**

Peter Vastenhold made a motion to adjourn the meeting.  
Jackie Keene seconded the motion.  
The board **VOTED** unanimously to approve the motion.  
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:16 PM.

Respectfully Submitted,  
Jeff Falgien

# Cover Sheet

## 2015-16 Parent-Student Handbook

**Section:** III. Financial  
**Item:** D. 2015-16 Parent-Student Handbook  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Highlighted final 2015-16 handbook.pdf

**BACKGROUND:**

page 5: updated letter from Mr. Fehte page 8: updated list of important dates page 23: new section on bicycles and skateboards page 31: addition of e-cigarettes in our tobacco policy page 43: new reference to appendix C, parent involvement policy page 53: new section on medi-cal special ed services page 62: addition of new parent involvement policy

# El Camino Real Charter High School

## Parent-Student Handbook

2015-2016



*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 818.710.9023*

*[www.ecrchs.net](http://www.ecrchs.net)*

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Dear Parents and Guardians,

Welcome to the 2015-2016 school year and welcome graduating class of 2019. The State of California requires that all schools notify students, parents and guardians about their rights and responsibilities annually. 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,

Dave Fehte  
Executive Director



## **MISSION/VISION/BELIEFS/ESLRS**

### Mission Statement

The mission of El Camino Real Charter High School is to educate our diverse student body by developing students' talents and skills so they will succeed in a changing world, value and respect themselves and others, and make a positive contribution to our global society.

### Vision Statement

Our vision is that El Camino Real Charter High School students will be:

- Self-directed/Self-reliant
- Collaborative
- Complex/Critical Thinkers
- Ethical
- Lifelong Learners
- Technologically Literate
- Personally Accountable and Responsible

### Statement of Beliefs

At El Camino Real Charter High School we believe:

- All students can learn.
- Students must be prepared to successfully transition from school to post-secondary education, career preparation, and employment.
- Student success is a team effort shared by students, parents, teachers, administrators, and classified staff.
- Students are valued members of the school community.
- The school community has the responsibility for establishing and maintaining a safe, clean environment conducive to learning.

### Expected School-Wide Learning Results (ESLRs)

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

- Literacy, Numeracy, and Appropriate/Effective Communication Skills
- Critical Thinking and Problem-Solving Skills
- Perseverance to Explore and Achieve Career, Education and Individual Goals
- Academic, Personal, and Social Responsibility
- Respect for the Environment, Themselves, and Others
- Effective, Appropriate, and Ethical Use of Technology to Support ESLRs

## **COMMUNICATIONS**

### **GENERAL INFORMATION**

El Camino Real Charter High School is located at 5440 Valley Circle Blvd., Woodland Hills, CA 91367. Our phone number is (818) 595-7500 and our website address is [www.ecrchs.net](http://www.ecrchs.net). The school opened in February, 1969, as El Camino Real High School and became a charter school in 2011.

Office hours are from 7:00 a.m. to 4:00 p.m. Monday through Friday. El Camino Real Charter High School is a closed campus. Visitors to the 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 is the Conquistadores.

### **CONTACTING A TEACHER**

All members of the El Camino Real Charter High School Faculty and Staff may be reached via e-mail. 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.

## LIST OF IMPORTANT DATES

### **AUGUST 2015:**

12<sup>th</sup>: First Day of Instruction: (Wednesday)  
19<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)

### **SEPTEMBER:**

4<sup>th</sup>: No School: Admissions Day (Friday)  
7<sup>th</sup>: No School: Labor Day (Monday)  
8<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)  
10<sup>th</sup>: Back to School Night (Thursday)  
11<sup>th</sup>: Shortened Day Dismissal @ 2:09PM  
14<sup>th</sup>: No School: Rosh Hashanah (Monday)  
22<sup>nd</sup>: Early Dismissal @ 1:44PM (Tuesday)  
23<sup>rd</sup>: No School: Yom Kippur (Wednesday)

### **OCTOBER:**

20<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)

### **NOVEMBER:**

3<sup>rd</sup>: Early Dismissal @ 1:44PM (Tuesday)  
11<sup>th</sup>: No School: Veterans' Day (Wednesday)  
23<sup>rd</sup>-27<sup>th</sup>: No School: Thanksgiving Holiday

### **DECEMBER:**

1<sup>st</sup>: Early Dismissal @ 1:44PM (Tuesday)  
15<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)  
16<sup>th</sup>: Final Exams, Dismissal @ 12:30pm  
(Wednesday)  
17<sup>th</sup>: Final Exams, Dismissal @ 12:30pm  
(Thursday)  
18<sup>th</sup>: Final Exams, Dismissal @ 12:30pm (Friday)  
21<sup>st</sup>-Jan. 8<sup>th</sup>: No School: Winter Break

### **JANUARY 2016:**

1<sup>st</sup>-8<sup>th</sup>: No School: Winter Break (con't.)  
11<sup>th</sup>: Second Semester Starts (Monday)  
12<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)  
18<sup>th</sup>: No School: Martin Luther King Day  
(Monday)  
26<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)

### **FEBRUARY:**

9<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)  
15<sup>th</sup>: No School: Presidents' Day (Monday)  
23<sup>rd</sup>: Early Dismissal @ 1:44PM (Tuesday)

### **MARCH:**

8<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)  
21<sup>st</sup>-25<sup>th</sup>: No School: Spring Break  
28<sup>th</sup>: No School: Cesar Chavez Day (Monday)

### **APRIL:**

5<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)  
22<sup>nd</sup>: No School: School Holiday (Friday)

### **MAY:**

17<sup>th</sup>: Early Dismissal @ 1:44PM (Tuesday)  
30<sup>th</sup>: No School: Memorial Day (Monday)

### **JUNE:**

1<sup>st</sup>: Final Exams, Dismissal @ 12:30pm  
(Wednesday)  
2<sup>nd</sup>: Final Exams, Dismissal @ 12:30pm  
(Thursday)  
3<sup>rd</sup>: Final Exams, Dismissal @ 12:30pm (Friday)  
6<sup>th</sup>: Minimum Day, Dismissal @ 12:30 (Monday)  
7<sup>th</sup>: Last Day of Instruction (Tuesday)  
Minimum Day, Dismissal @ 12:30pm  
7<sup>th</sup>: Graduation @ 6:00pm (Tuesday)

## BELL SCHEDULES

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

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
0	7:00	7:54	54
1	8:01	9:00	59
2	9:07	10:01	54
Nutrition	10:01	10:17	16
3	10:24	11:32	68
4	11:39	12:33	54
Lunch	12:33	1:12	39
5	1:19	2:13	54
6	2:20	3:14	54

### Professional Development Day Schedule

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
0	7:12	7:54	42
1	8:01	8:44	43
2	8:51	9:33	42
Nutrition	9:33	9:49	16
3	9:56	10:38	42
4	10:45	11:27	42
5	11:34	12:16	42
Lunch	12:16	12:55	39
6	1:02	1:44	42
Staff Development	1:44	3:14	90

### Final Exam Schedule

<u>Period</u>	<u>From</u>	<u>To</u>	<u>Minutes</u>
Exam 1	8:01	10:01	120
Nutrition	10:01	10:23	22
Exam 2	10:30	12:30	120

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

## **BOARD MEMBERS**

### Member

Jeff Falgien, President  
Jackie Keene, Treasurer  
Obie Slamon , Secretary  
Odus Caldwell  
Peter Vastenhold  
Jon Wasser

### E-Mail

j.falgien@ecrchs.net  
j.keene@ecrchs.net  
o.slamon@ecrchs.net  
o.caldwell@ecrchs.net  
p.vastenhold@ecrchs.net  
j.wasser@ecrchs.net

The Board meets once per month in the Principal's Conference Room. Meeting dates, times, agendas, and minutes are posted on the school website.

## **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 filing 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.

## **INTERNET ACCESS/ACCEPTABLE USE POLICY**

El Camino Real Charter High School (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 are: A) obscene, (B) contain child pornography, or (C) that 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. Both student and parent 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 POLICY**

Students should understand that they are responsible for anything they display or post on the Internet through social networking sites such as Facebook, LinkedIn, YouTube, Twitter, MySpace, 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 wellbeing of its students and employees. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. If a threat is made against a 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.

## **ACADEMICS**

### **ATTENDANCE**

#### **California Compulsory Full-Time Education Law**

Education Code section 48200 states that each person between the ages of 6 and 18 years not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district which the residency of either the parent or legal guardian is located and each parent, guardian or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

School attendance is vital to students' 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 ten (10) days after the student returns to school in order to prevent absences from being converted to trancies.

#### **Excused Absences**

California E.C. 48205 provides that a student shall be excused from school when the absence is due to:

- Illness
- Quarantine
- Medical, dental, optometric or chiropractic services.
- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- Jury duty
- Illness or medical treatment of a child of whom the student is the custodial parent.
- Justifiable Personal Reasons is when the pupil's absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:
  - Appearance in court
  - Attendance at a funeral service
  - Observance of religious holiday or ceremony
  - 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®"

Upon receiving appropriate 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.

Unexcused Absences

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

Students with excessive absences and/or tardies will be referred to the Attendance Coordinator.

**GRADUATION REQUIREMENTS**

To earn a diploma, students must satisfactorily complete the required course of study, earn at least 230 credits, meet the Service Learning and Career Pathway requirements, and pass the California High School Exit Exam (CAHSEE). In addition, all graduation and senior attendance policy requirements must be met in order to participate in the graduation ceremony.

Required Courses (Grades 9-12)

English (40 credits)

- 9<sup>th</sup> grade: English 9AB
- 10<sup>th</sup> grade: English 10AB
- 11<sup>th</sup> grade: 1 year of American Literature/Contemporary Composition or  
1 year of A.P. English Language AB
- 12<sup>th</sup> 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)

- 10<sup>th</sup> grade: World History AB
- 11<sup>th</sup> grade: U.S. History AB
- 12<sup>th</sup> 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 take PE in the 9<sup>th</sup> and 10<sup>th</sup> grades.

Students must pass the State Fitness Exam or they will be enrolled in PE in the 11<sup>th</sup> and 12<sup>th</sup> grade or until they pass the exam.

**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 (75 credits)**

**ACADEMIES**

The school has several themed small learning academies. For more information on the academies, please contact your child's counselor.

**AVID**

The AVID program is a four year program that offers students academic and motivational support while preparing them for college eligibility. Through the AVID elective course, students learn the writing, language, and collaborative problem solving skills needed to maximize their educational opportunities.

**Humanitas**

Humanitas is an academically enriched program at El Camino for students who are interested in global events, as well as the social, political, and environmental issues that define societies past and present. Students at each grade level share Humanitas teachers in the core subject areas who work together to illuminate the connections between the concepts students are learning. The ECRCHS Humanitas award-winning curriculum, projects, and special events connect students to their high school

experience and build academic and personal skills for success in high school, college, and life beyond.

### Careers in Entertainment Academy

The Careers in Entertainment Academy (CEA) is a comprehensive, hands-on media program that prepares students for the media major in college and/or a career in the entertainment industry. Students take beginning, intermediate, and advanced film production, film history, and broadcast journalism classes during their 9-12 grade years. All classes satisfy graduation and A-G university admission requirements.

### 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.

## **ALTERNATIVE EDUCATION AND INDEPENDENT STUDY**

### Alternative Education

ECRCHS 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 six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, and visual and performing arts.

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 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.

## Independent Study

An independent study program will be offered to those students who are unable to attend school in the traditional five days a week format. It is designed for students with special interests and abilities, scheduling problems, or individual needs that cannot be accommodated in the traditional school. This program offers courses that meet the CSU/UC college A-G course requirements. All of the courses will be offered online as well as in person from our NCLB qualified teachers on campus. Students must meet all independent study eligibility requirements. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn. ECRCHS will adhere to California Department of Education regulations and requirements for Independent Study programs at charter school sites and California Education Code 47612.5.

## **TESTING**

### California English Language Development Test (CELDT)

State law requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student's level of English proficiency in listening, speaking, reading and writing.

The CELDT must be administered to new enrollees in the district 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 English Learners must also be administered the CELDT annually to determine annual English language development progress until the EL student has been reclassified.

The CELDT is administered to students who are already identified as English Learners in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the CELDT must be administered within 30 days of enrollment in a California public school.

To find more information about the CELDT, please contact your child's teachers or contact the school office. Additional information is posted on the internet at:  
<http://www.cde.ca.gov/ta/tg/el/>

### California High School Exit Examination (CAHSEE)

Beginning with the class of 2006, all California public school students are required to pass the CAHSEE and meet all other state and local requirements to earn a high school diploma.

The CAHSEE assesses two subject areas-English-Language Arts and Mathematics.

1. The English-Language Arts part of the exam consists of multiple-choice questions and a writing task. The multiple choice format is used to assess word analysis, reading comprehension, literary response and analysis, writing strategies, and writing conventions (spelling, grammar, and punctuation). In addition to the multiple-choice questions, students are asked to write one essay on a specific topic or in response to a literary or informational passage.
2. The Mathematics portion of CAHSEE addresses state mathematics content standards. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions and percentages. The mathematics exam consists of all multiple-choice questions.

All students are required to take the CAHSEE for the first time in the tenth grade. Students who do not pass one or both parts of the CAHSEE in the tenth grade will be given additional opportunities to take the test. Students retake only the subject(s) not passed. Schools provide intervention for students who do not pass the test. Students are required to meet State and District course and credit requirements, meet additional non-course requirements and successfully pass both sections of the CAHSEE to qualify for a High School Diploma and participate in the graduation ceremony.

To find more information about the CAHSEE Program, please contact your child's counselor. Parents should receive test results 9-10 weeks after the CAHSEE is administered. Additional information is posted on the internet at:

<http://www.cde.ca.gov/ta/tg/hs/>

### Common Core and California Standards Test (CST)

The traditional end of the year testing will have a different look due to the transition to the Common Core Standards and the Smarter Balanced Tests. We will provide more information as it becomes available.

### 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.

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

1. aerobic capacity
2. body composition

### 3. muscular strength, endurance and 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 between February and March.

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

### California State University Early Assessment Program (CSU-EAP)

The CSU-EAP is a program for grade 11 students who are interested in an early evaluation of their readiness for college-level work in English Language Arts and Mathematics. Scores from the EAP may be used by both the California State Universities and the California Community Colleges to determine placement in English and mathematics classes.

Additional information is posted on the internet at: <http://www.cde.ca.gov/ta/tg/sr/>

### **SCHOOL ACCOUNTABILITY REPORT CARD**

Education Code Section 35256 requires the District to annually issue a School Accountability Report Card (SARC) for each school. 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](http://www.ecrchs.net), under About Us).

### **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 summer pre-registration and the program adjustment days in the first week of each semester, it may be possible to make class changes as class size and space allows. Requests to change teachers will not be honored.

### **GRADE CHANGE REQUEST PROCESS**

Under Education Code section 49066, parents have a right to request a change of a pupil's grade on the following grounds:

- Mistake;
- Fraud;
- Bad faith; and/or

- Incompetency in assigning the grade.

When grades are earned for any course of instruction taught in the public schools, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within 30 days of the date the grade report was mailed. The next step, if not resolved with the teacher, is a written request to the appropriate Assistant Principal. If not resolved, the decision may be appealed to the Principal. At each step, the parent has the right to present information in support of the request.

### **ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES**

School policy and California Education Code Section 32255.1 provides that students with a moral objection to participation in science laboratory instruction in which animals are used must be informed of the opportunity to be excused or provided with alternative activities. Students objecting to participation in a science laboratory in which animals will be used must have a note from their parents or guardians requesting an alternative assignment. This assignment must require a comparable time and effort investment by the student.

### **INTERNATIONAL STUDENT ADMISSIONS**

The DSO 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](mailto:exchange@ecrchs.net).

## **ATHLETICS**

### **GENERAL INFORMATION AND ELIGIBILITY**

ECRCHS is a member of the Los Angeles City Section of the 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, Boys and Girls Volleyball, Boys and Girls Water Polo, and 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.  
(ECR has added a "Only 1 U in 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 classes on the day of athletic contests.

#### 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 ECR approved forms. The coaches will have copies of them available.
- All questions must be answered and doctor's must stamp and sign the forms.
- Copies, faxes, or any duplicates will not be accepted.
- New for 2011: All students participating in tryouts must now 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;
- You can request 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
- Acknowledgement of Risk
- Student Code of Conduct
- Acknowledgement of Rules and Consequences for ECR Athletics
- Steroid Prohibition Form
- Victory with Honor: Parent Code of Conduct



## **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 computer room next to the Main 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 El Camino. Students should not give their locker combination to other students or share lockers. A student can use his/her 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.

### **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 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.

### **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 over 80 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 weekly and all students are invited to attend and participate.

### Student Senate

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

## **EXTRACURRICULAR ACTIVITIES**

ECRCHS offers a wide variety of extracurricular activities. Options include yearbook, drama, choir, instrumental music, journalism, film making, color guard, and ROTC. Several of our clubs perform activities outside of school such as Relay for Life, Science Bowl, and Robotics.

## **STUDENT STORE**

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

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

In general, purchases must be made with cash or cashiers' check. Some items may be available for purchase through the website using a PayPal account.

## **CAFETERIA**

Food is available in the student cafeteria during nutrition and lunch through our food vendor, Revolution Foods. Parents can use Meal Time Online to make deposits into their student's cafeteria account or view the student's purchase history via the internet. Qualified families can receive free or reduced-price meals. Fill out the application and submit it to the Assistant Principals' Office. Please note that this application is different than the LAUSD application. Students may not sell food (e.g. candy bar fundraisers) or drinks on campus. Students violating this rule may be referred to the Deans Office and have their food items confiscated.

## **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. Illegally parked cars will be towed at owner's expense.

## **BICYLES AND SKATEBOARDS**

Students are welcome to ride bicycles and skateboards to school, but may not ride them on campus. Bicycles and skateboards must be stored in an appropriate rack during the day. There is an enclosed bicycle rack, which is locked during the school day, 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.

## **STUDENT CONDUCT**

### **BULLYING AND HAZING POLICY**

ECRCHS is committed to providing a safe and civil learning and working environment. The school takes a strong position against bullying, hazing or any behavior that infringes on the safety and well-being of students and/or employees, or interferes with learning or teaching. The school prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all other persons within the school's jurisdiction.

Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical or verbal.

Cyber bullying is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying (see above). A person who engages in cyber bullying at school or school-related activities and events is subject to disciplinary action even if the bullying occurred on a personal electronic device. Cyber bullying that occurs off-campus but compromises the safety or instructional environment of the school may fall under school jurisdiction.

Hazing is any method of initiation, pre-initiation, or rite of passage associated with actual or desired membership in a student organization or student body, whether or not it is officially recognized by the educational institution.

Administrators and staff are responsible for creating an environment where the school community understands that bullying is inappropriate and will not be tolerated. Students also take responsibility for helping to create a safe environment: Do not engage in or contribute to bullying behaviors, actions, or words. Treat everyone with respect. Be sensitive as to how others might perceive your actions or words. Never engage in retaliatory behavior or ask for, encourage, or consent to anyone's taking retaliatory actions on your behalf. Report bullying behavior to a trusted adult. The school's Title IX/Bullying Complaint managers are Mrs. Treuhaft, Mr. Bennett, and Mr. Dhillon.

### **SUSPENSION AND EXPULSION**

California Education Code Section 48925 (d) defines suspension as "removal of a pupil from ongoing instruction for adjustment purposes." A student may be suspended for no more than five consecutive school days. California Education Code Section 48925 (b) defines expulsion as "the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel...."

A. Jurisdiction to issue suspensions or expulsions extends to misconduct related to school activity or attendance that occurs at any time, including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off the campus.
- During, or while going to, or coming from, a school-sponsored event.

**B. Limitations on Imposing Suspension**

Suspension, including supervised suspension as described in E.C. Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. Other means of correction used should be documented and kept in the student's discipline file, available to access pursuant to E.C. Section 49069. However, a student, including an individual with exceptional needs, may be suspended for any of the reasons enumerated in E.C. Section 48900 upon a first offense, if the principal determines that the student violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the student's presence causes a danger to others.

**C. Grounds for Suspension/Expulsion**

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

- (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 Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities (school-wide activities; issued only by an administrator)
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment.

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils.

48900.7 Made terroristic threats against school officials or school property, or both.

#### D. Behavior Intervention for Students with Disabilities

Students with disabilities whose behavior impedes learning require a Behavior Support Plan (BSP) developed through the Individualized Education Program (IEP) process and implemented throughout the timeframe of the IEP.

In the case of a student who receives special education services and who is experiencing “serious” behavior challenges as defined in the Education Code (EC sections 56520 et seq.) a Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required.

#### E. Suspension and Expulsion of Students with Disabilities

For students with disabilities, the law requires additional procedures and considerations:

- Suspension:  
Special Education: When a student who receives special education services is suspended, school staff must determine if an IEP meeting is needed to create a

BSP or to review and modify an existing BSP to organize more targeted behavioral instruction and intervention to prevent the recurrence of the misconduct. Continued misconduct resulting in suspension will require an IEP team meeting to determine if additional instructional and/or behavioral supports are needed and examine the appropriateness of current placement and services. The student cannot be suspended for more than 10 days in a school year. If the suspensions reach 10 days, an IEP team conducts a manifestation determination.

Section 504: A student who has a Section 504 plan is considered as a general education student and can be suspended for the same number of days as a general education student, but at 10 days of suspension there must be an analysis in a "Section 504 Link Determination Meeting."

- **Expulsion:**  
Special Education: Before a student who receives special education services can be recommended for expulsion, an IEP team must hold a pre-expulsion IEP and conduct a manifestation determination. If a student with disabilities is expelled, he or she is entitled to receive the services specified in his or her IEP during the term of expulsion. The student is also entitled to post-expulsion services (see Rehabilitation and Reinstatement from Expulsion below) during the term of expulsion. If the student is not expelled, he or she will be placed in the most appropriate setting as determined in the student's IEP.

Section 504: An expulsion of a student being served under Section 504 is considered a change of placement and can only be issued if the school's Section 504 team conducts a link determination.

For more information, please refer to *A Parent's Guide to Special Education Services* (Including Procedural Rights and Safeguards).

## **OPPORTUNITY TRANSFERS**

Opportunity Transfers (OTs) are carefully planned transfers between schools. The underlying intent of this policy is to provide intervention and guidance to the student that will result in the student's improved behavior. OTs also serve as an alternative means of correction for addressing student misconduct. OTs are issued to help create a school climate that is conducive to learning while reducing disciplinary behaviors that interrupt the academic process.

## **APPEALS PROCESS FOR SUSPENSIONS, OTs, AND EXPULSIONS**

Challenges or objections to suspensions and opportunity transfers may first be addressed with the appropriate Assistant Principal. If the Assistant Principal upholds the OT or suspension, an appeal may be made to the Principal.

Challenges or objections to expulsions may be made with the Assistant Principal and Principal as with suspensions and OTs. For expulsions, an additional appeal may be made to the ECRCHS Board.

## **CELL PHONE POLICY**

Cell phones are permitted to be brought to school, however, they may only be used before school starts, at the end of the school day, or during nutrition and lunch. Students are not permitted to use their phones inside of classrooms or in the main building at any time. Students violating this policy may have their cell phones 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 lost or stolen phones.

## **CHEATING/PLAGIARISM**

Any student found cheating/plagiarizing may be penalized by the loss of the test or assignment value, plus a penalty equal to the test or assignment value (a "double fail"). In addition, a student may receive a "U" 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. Later on, this may jeopardize college recommendation letters.

## **DRESS CODE**

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

- Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity
- Create a hazard to the safety of him/herself or others
- Create a health hazard

Items which have graphics or words that are obscene, vulgar, sexually suggestive, inflammatory in nature, or gang, drug, or alcohol related, are prohibited.

Only school issued ("ECR") hats and headgear may be worn or seen on campus. School hats and headgear cannot be altered in any way. Hats and headgear must be removed when inside buildings. Hoods on "hoodies" (sweatshirts) should not be worn over the head in the classroom. Religious headgear is exempt from this policy

Items incorporating symbols or colors that can reasonably be interpreted as gang-affiliated are not to be worn at school. These include tattoos, jewelry, belts, or other items with gang-related symbols or designs.



Chains, accessories, or clothing that could create a safety or health hazard are prohibited.

## STUDENT SEARCHES

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances.

### A. Searches Based on Reasonable Suspicion

If a student has engaged in conduct that causes an administrator to have *reasonable suspicion* that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, back packs, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school officials of the same sex as the student being searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

### B. Random Metal Detector Searches

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:

- The method of selection of students to be searched is genuinely random.
- Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race,



gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).

- The searches are minimally intrusive.
- School officials provide parents and students with advanced and detailed notice of the random metal detector search procedures (e.g. this notice).

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 above guidelines for reasonable suspicion searches.

## **STUDENTS' PERSONAL PROPERTY**

Personal items of value (cell phones, iPods, cameras, electronic games, radios, CD players and computers, 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).

## **SENIOR ATTENDANCE POLICY**

ECRCHS has adopted a senior attendance policy to help improve attendance and student achievement and prevent "senioritis". Seniors who exceed the maximum number of allowable absences will be denied the privilege of participation in the Senior Prom. More details can be found in Appendix B.

## **FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES, DEMONSTRATIONS, ETC.**

Students have a right to freedom of speech and may participate in political or free speech activities while on 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. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

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 school policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence and may result in disciplinary action against the student. If the student demonstration or walk-out causes a disruption to the general public, then local law enforcement may respond to the situation.

While ECRCHS recognizes and respects a student's freedom of speech rights, school employees shall not promote, endorse, or encourage students to participate in any student demonstration, distribution of materials, assembly, sit-in, or walk-out.

### **ALCOHOL, TOBACCO, DRUGS**

ECRCHS does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco (including e-cigarettes) by students on campus or at school-sponsored activities. Students violating this policy will face disciplinary action on a case by case basis. These actions may include suspension, expulsion, citation, and arrest.

## **HEALTH**

### **HEALTH INFORMATION**

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the licensed California health care provider to attend school, including any recommendations regarding physical activity.

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage) casts, splints, crutches, cane, walker, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

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 California 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.

### **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.

New students will not be enrolled unless a written immunization record, provided by a health care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to the school must show that they have received all currently required immunizations in order to be enrolled. In addition, all students entering or advancing to 7th grade must show evidence that they have received a pertussis-containing vaccine (e.g., Tdap) on or after their 7th birthday. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the health department. A doctor may exempt your child from some or all immunizations (for example, due to a medical condition). You may exempt your child because of your personal or religious beliefs. Ask your school or childcare provider for details.

#### Medication Administration/Assistance

California Education Code Section 49423 provides that any student who is required to take, during the regular school day, medication (prescribed or over-the-counter) may be assisted by the school nurse or other designated school personnel if the school district receives

1. A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the method, amount, and time schedules by which such medication is to be taken; and
2. A written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the health care provider's statement.

Students may not carry or use medication on campus without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medication or auto-injectable epinephrine medication) if the school district receives the appropriate documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
2. A written statement from the parent or guardian of the student consenting to the self-administration, providing release for the school nurse or other health care personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from liability in the case of adverse reaction.

Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication at school. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available from the school nurse. School health personnel do not prescribe or give advice regarding medication.

## **SEX EDUCATION COURSES**

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. Encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

ECRHCS encourages students to communicate with their parents or guardians about human sexuality and HIV/AIDS 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.

A parent or guardian of a student has the right to have the child participate or not participate in 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, 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 includes all of the following information:
  - That the written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
  - That we 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 the school 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. 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.

- 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.
  - That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Section 51513 which states that no 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 this 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 his or her child not participate.

A student must not attend any class in comprehensive sexual education of 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 must 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. School districts may provide comprehensive sexual health education—which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases—in Grades K through 12.
2. School districts may use trained district personnel or outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. The instruction must meet the following requirements:
  - 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.
  - 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.
  - Instruction 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.
  - Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
  - Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
  - Instruction and materials must encourage students to talk with their parents or guardians about human sexuality.
  - Instruction and materials must teach respect for marriage and committed relationships.
  - Starting in Grade 7, instruction and materials must teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse 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.
  - Starting in Grade 7, 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, and information on local sources for testing and medical care for sexually transmitted diseases.
  - Starting in Grade 7, 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.

- Starting in Grade 7, instruction and materials must provide students with skills for making and carrying out responsible decisions about sexuality.
- Starting in Grade 7, instruction and materials must provide students with information on the fact that a parent or other person who surrenders physical custody of a baby three-days old 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.

## **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 its effect on the human body.
- Information on the manner in which HIV is and is not transmitted and on activities that present the highest risk of HIV infection.
- Discussion of methods to reduce the risk of HIV infection 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 local resources for HIV testing and medical care.
- 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.

## **PARENT/GUARDIAN ANNUAL NOTIFICATION REGARDING CONDOM AVAILABILITY PROGRAM**

HIV/AIDS and sexually transmitted diseases are epidemic 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 El Camino Real Charter High School 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. El Camino Real Charter High School 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, El Camino Real Charter High School assumes no liability. Parent/guardians who do not wish their son/daughter/student to be able to obtain condoms through the school's Condom Availability Program, can submit a written letter to the school nurse at any time.

## **SAFETY**

### **EMERGENCY PREPAREDNESS**

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 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 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 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. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. "Possession" includes, but is not limited to, storage in lockers, purses, backpacks, automobiles.

## **SAFE SCHOOL PLAN**

California public schools are required to comply with California Education Code Section 212, dealing with the preparation of "Safe School Plans". This three volume plan addresses emergency preparedness, procedures, and prevention. A copy of the Safe School Plan is available in the Deans Office.

## **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.

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 using the following guidelines:

1. By herein 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 (Appendix C).
2. 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 principal 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 five (5) half-lives of the product after the use or application of pesticides not on the IPM Team-approved list in a non-emergency situation. 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](http://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.”

### **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.

### **CANINE SEARCH PROGRAM**

Periodically, specially trained dogs from LAPD visit the campus to detect the presence of drugs in lockers.

### **SURVEILLANCE CAMERAS**

For student and staff protection, certain areas of the school campus are subject to surveillance by security cameras.

## **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 schools rules, and to be informed of the procedures for visiting the schools and observing the classroom.

### **PARENTS' RIGHT TO KNOW**

The *No Child Left Behind Act (NCLB)* requires that, upon request, parents be notified of the professional qualifications of their child's teacher in core academic subjects. This information includes:

- The type of credential the teacher holds.
- The teacher's college degree(s) and major(s).

A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child. Additionally, schools must provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the *NCLB* teacher requirements.

### **PARENTAL INVOLVMENT**

El Camino Real Charter High has many opportunities for parent involvement. Parents are welcome to join our two main parent groups, The Friends of ECR and PTSA. PTSA meets monthly and is involved in helping schools from the local to the state level. Their activities include hosting test taking workshops, helping underprivileged students, and sponsoring several scholarships at Senior Awards Night. Friends of ECR also 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, and School Safety Committee. Our parents also individually donate their time and money to support the myriad activities offered at El Camino such as band, drama, robotics, athletics, journalism, and academic decathlon. **Please refer to Appendix C to see our formal Parental Involvement Policy.**

### **NONDISCRIMINATION STATEMENT**

El Camino Real Charter High School is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The school prohibits discrimination, harassment, intimidation and bullying based on actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or

ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

## **SEXUAL HARASSMENT POLICY**

ECRCHS is committed to providing a working and learning environment free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. For that reason, it is a violation of state and federal laws.

Sexual harassment is defined by California Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Any student who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX/Bullying Complaint Managers (Mrs. Treuhaft, Mr. Bennett, Mr. Dhillon) so that appropriate action may be taken to resolve the problem. The school prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.



## TITLE IX AND STUDENTS

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 a school administrator, Title IX/Bullying Complaint Manager (Mrs. Treuhaft, Mr. Bennett, Mr. Dhillon), psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site.

## 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.

## WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCESS

Williams/Valenzuela Uniform Complaint Process, Education Code Section 35186, provides important information to parents, guardians, pupils, teachers and other stakeholders regarding complaint rights for the following areas:

1. Every school must provide each pupil, including English language learners, with sufficient textbooks and/or instructional materials, to use in class and to take home or use after class.
2. School facilities must be clean, safe, and maintained in good repair.



3. School restrooms should be clean, stocked and open during school hours.
4. Each class should be assigned an appropriately credentialed teacher and not a series of substitutes or other temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including training to teach English learners, if present.
5. Pupils who have not passed the high school exit exam (CAHSEE) by the end of 12th grade were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254 (d) (4) and (5) after the completion of grade 12.

Complaints may be filed using the Williams/Valenzuela Uniform Complaint Procedures Form or may be filed anonymously. To file a complaint regarding the above matters, forms can be obtained at one of the following:

- The school's main office
- Or by calling the Charter School Office at (213) 241-0399

To ensure a timely response, completed complaint forms should be submitted to either of the following:

- School site (main office, principal)
- Or send by U.S. Mail to:  
Charter Schools Division  
333 S. Beaudry Ave, 20<sup>th</sup> Floor  
Los Angeles, CA 90017

## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

El Camino Real Charter High School recognizes that it has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. ECRCHS shall investigate and seek to resolve complaints at the local level. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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 school program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition programs.

### Compliance Officer

The Principal will receive and direct the investigation of complaints, maintain records of complaints and subsequent related actions, and ensure ECRCHS's compliance with the law.

### Notifications

ECRCHS shall annually provide written notification of the school's complaint procedures to students, parents/guardians, employees, the Governing Board, appropriate private school officials or representatives, and other interested parties.

### Filing of Complaint

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the day when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

### Mediation

Within three 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.

### Written Decision

1. Option 1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the school's investigation and decision within 60 days of the school's receipt of the complaint.
2. Option 2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the school's investigation and decision. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board. The board may consider the matter at its next regular Board meeting or at a special Board meeting. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the schools initial receipt of the complaint or within a period that has been specified in a written agreement with the complainant.

The school's decision shall be in writing and sent to the complainant. The decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision. The written appeal may be sent to:

California Department of Education  
Office of Equal Opportunity  
1430 N Street Suite 4206  
Sacramento, California 95814

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School'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 discrimination complaints arising under state law, however, a complainant must wait until 60 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 the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## **FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY**

The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 16 years and older (or have completed the 10th grade) have the right to access their records.

School and District employees and officials who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. A "legitimate educational interest" is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. In general, other

individuals or agencies may be authorized to access, review and/or obtain pupil records by court order, natural parent, adopted parent or legal guardian consent, or by statute.

**Directory information** is routine information maintained by school districts about students. It is this special category of pupil record information that does not require the same level of confidential treatment as pupil record information. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient.

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a request is on file to withhold its release as indicated in the Authorizations and Prohibitions section of Aeries submitted to the school.

- Name
- Address
- Telephone
- Date of birth
- Dates of attendance
- Previous school(s) attended

## **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 IEP's are maintained in Welligent and in the Student Support Services Cum. Room with the Assistant Principal in charge of Student Support Services as immediate custodian.

## CHALLENGES TO PUPIL RECORD INFORMATION

- A. 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. 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. 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. For all pupil records (other than grades), California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:
1. Inaccurate
  2. An unsubstantiated personal conclusion or inference
  3. A conclusion or inference outside of the observer's area of competence
  4. Not based on the personal observation of a named person with the time and place of the observation noted
  5. Misleading
  6. In violation of the privacy or other rights of the student

The parent may challenge the content of such records by first meeting with the Assistant Principal in charge of counseling. If the Assistant Principal sustains the parent's challenge, the record will be corrected or removed. If the Assistant Principal does not sustain the parent's challenge, the parent may appeal. Appeals from Assistant Principal's adverse decision may be made to the Principal. If the Principal sustains the parent's challenge, the record will be corrected or removed. If the Principal does not sustain the parent's challenge, the parent may appeal to the Board. The Board may choose to convene an impartial panel to conduct an inquiry into the subject of the challenge. If the panel sustains the challenge, the correction, removal or destruction of material challenged will be made. If the parent's challenge is ultimately denied, the parent has a right to provide a written statement of his or her objection to the information. This statement becomes a part of the student's school record unless and until such time as the information objected to is changed or removed.

- B. With regard to the challenge of grades, California Education Code section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades will be conducted in accordance with California law and with school policy. Please see the "Grade Change Request Process" section in the handbook for more information.
- C. Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person,

except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.

- D. Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to that school.

Parents have the right to file complaints regarding school procedures affecting rights of privacy with California State Department of Education and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20201.

## **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, in accordance with EC 49408, 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 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.

## **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.

A homeless student is defined as a person between the ages of six to eighteen who lacks a fixed, regular, and adequate nighttime residence and includes:

- Children and youths who 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; are abandoned in hospitals; or are awaiting foster care placement
- Children and youths who 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
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless because the children are living in conditions as described above

Families self-identify their current living situation on the Student Residency Questionnaire (SRQ) that is included in every enrollment packet. Once identified, the school's Homeless Liaison will work with the student and family to connect them to the resources they qualify for.

A homeless student has the right to attend either the school that the student was last enrolled or the school of residence. The school shall ensure that transportation is provided as appropriate, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, preschool, before and after school services and any other services needed. Unaccompanied youth have these same rights.

If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision.

## **RESTITUTION/PARENT LIABILITY**

Civil Code 1714.01 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 \$25,000.

California Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts 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 the school 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 \$25,000.

## **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)



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 principal/designee. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Parents wishing to visit their child's classroom should 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.

# Appendix

# Appendix A

## Acceptable Use Policy

## **El Camino Real Charter High School (ECR)**

### **Computer Usage Policy and Acceptable Use Agreement**

ECR computing resources are provided for student use related to the school'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 purposes related to research, instruction, and school-sanctioned activities.

The use of ECR computing resources is a privilege to which all students of ECR are entitled. Certain responsibilities accompany that privilege and understanding them is important for all users. The responsibilities are:

- Computer usage is for school-related work only.
- The user may not change his/her 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 his/her 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 ECR computers.
- Students may not install software onto ECR machines.

### **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 anytime 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 El Camino Real Charter High School. Each user voluntarily agrees to release, hold harmless, defend, and indemnify ECRCHS, its officers, board of directors, 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 or service interruptions.

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. ECR makes no warranty of any kind, either express or implied, regarding the quality, accuracy, or service interruptions.

### **ECR Technology Staff Rights and Responsibilities**

Within the limits of the capability of the computer system, ECR 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, or printer listings as part of normal system administration or when there is a reasonable belief that a user is violating policies specified in this document.

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 ECR 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. ECR 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, 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 ECR property, network and/or Internet access or files, including 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 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 other users' names, 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 ECR computer to pursue "hacking", internal or external to ECRCHS, or attempting to access information protected by privacy laws; or
    5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- **Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**
  1. Using another's account password(s) or identifier(s);
  2. Interfering with other users' ability to access their account(s); or
  3. Disclosing anyone's password to others or allowing them to use another's account(s).

#### Unacceptable Uses of the Internet Include, But Are Not Limited To:

- Forwarding personal communication without the author's prior consent.
  - 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 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.

- Using the Internet for commercial purposes, financial gain, personal business, produce advertisement, business service endorsement, or religious or political lobbying is prohibited.

#### **Penalties for Improper Computer 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 the following:

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

The El Camino Real Charter High School 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.**

# Appendix B

## Senior Attendance Policy

## EL CAMINO REAL CHARTER HIGH SCHOOL

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**TO:** Class of 2016 **DATE:** July 2015  
**FROM:** Administration  
**SUBJECT: SENIOR ATTENDANCE POLICY**

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### **1. Objectives**

- a. To improve attendance, punctuality, and student achievement.
- b. To heighten awareness of the importance of good attendance and punctuality.
- c. To reduce truancy.
- d. To curb "senioritis" (excessive absences/tardies by seniors).

### **2. Policy**

Seniors who exceed 15 full day absences during the attendance period beginning August 12, 2015 and ending April 15, 2016 will be denied the privilege of participation in the Senior Prom. Students have 10 days after the absence to bring in a note. After 10 days, the absence becomes a permanent unexcused truancy.

- a. Authorized school activities are not included.
- b. New and transferring students must meet ECRCHS attendance requirements in order to participate in the senior prom.

### **3. Appeal process**

Students appealing their denial of senior prom need to complete the required school forms and return them completed and signed with the required documentation to their Dean. Acceptable absences for appeal are:

- a. Medical - two or more days of continuous absence.
- b. Death in immediate family.
- c. Regularly scheduled medical appointments - verified by doctor's note, including time and date of each appointment. ***The note must be on file when student returns from the absence.*** Explain why this has to be done during school hours.
- d. Special circumstances - attach statement explaining circumstances and necessary documentation.

### **4. General Reminders**

- a. All documentation for medical, death in immediate family, and medical appointments must be original notes brought to the Counseling Office ***when returning from absence. Doctor's notes may not be brought in at the time of appeal.*** The Appeals Committee will gather this documentation.
- b. Truancies are not appealable under any circumstances.
- c. Forgeries of any document may result in loss of appeal process.



# Appendix C

## Parental Involvement Policy

***EL CAMINO REAL CHARTER HIGH SCHOOL***

***A California Distinguished School***

5445 Manton Avenue, Woodland Hills, CA 91367

TELEPHONE: (818) 888-7050 FAX: (818) 716-0810

**JEFF FALGIEN**

*Board President*

**DAVID FEHTE**

*Executive Director*

**School Parental Involvement Policy  
2015-2016 School Year**

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. Policy Involvement –**

- Convene annual Title I meetings to inform parents of the program. Inform parents of all meetings for the School Site Council and ELAC. Encourage and invite all parents to attend.
- 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.
- 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 reviewing the Single Plan, Parent Involvement Policy and Parent-School Compact.
- The school will:
  - i. 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.
  - ii. If requested by parents, provide opportunities for regular meetings where parents may offer suggestions and ask questions regarding Title I policies and programs.
- 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.

**B. Shared Responsibilities for High Student Academic Achievement –**

- The school and parents will build and develop a partnership to promote and sustain student academic achievement.
- With regard to the school's responsibility to provide high quality curriculum and instruction, the school will:
  - i. Employ a wealth of rich, research-based teaching strategies to deliver a challenging, standards-based curriculum, combining A-G academic requirements.
- With regard to the school's responsibilities to provide a supportive and effective learning environment including communications with parents, the school will:
  - i. Teach grade level skills and concepts satisfying A-G requirements

- ii. Provide high quality curriculum and instruction utilizing research-based teaching strategies to deliver a challenging, standards-based curriculum
  - iii. Strive to address the individual needs of students.
  - iv. 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.
  - v. Continue to communicate to parents in through Aeries regarding their students attendance, tardies, and missing homework and class work.
  - vi. 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.
  - vii. Provide a safe, positive and healthy learning environment for all students.
- 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:
  - i. Motivate and encourage students to complete homework.
  - ii. Motivate and encourage students to engage in reading activities for at least 20 – 30 minutes every day.
  - iii. Review all school communications, respond if needed by telephone, e-mail, in writing, or in person and promptly return all necessary documents.
  - iv. Attend Back-to-School events and other school events.
  - v. Sign and return all school documents.
  - vi. Provide a quiet place/time for student to do homework.
  - vii. Make sure student gets adequate sleep and has a healthy diet.
  - viii. Support the school’s/district homework, discipline and attendance policies.
- With regard to the parent’s responsibility to monitor the student’s homework, the parent shall:
  - i. 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.
  - ii. Review all school communications.
- With regard to the shared student responsibilities in their own academic success, the student shall:
  - i. Attend class on time every day
  - ii. Inform parent or guardian assignments and homework
  - iii. Return completed homework on time
  - iv. Return all signed school documents including progress reports
  - v. Be responsible for own behavior
  - vi. Be a cooperative learner
  - vii. Ask for help when needed
- 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:
  - i. A phone message detailing events at our school.

- ii. Mandated information literature mailed home, through our web page and phone message system will be utilized more frequently.
  - iii. Faculty/Staff voice mail to insure communication between parents and staff.
  - iv. ECR's website offers a wealth of features, including access to grades, teacher created websites, and updated school information.
- In regard to frequent reports to parents on their child's progress, the school will:
    - i. Make student data available from CELDT, CAHSEE, along with state summative data.
    - ii. Encourage parents to access the Internet to see if their child is in school and in class via Aeries, a web-based program.
  - El Camino Real Charter High School 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.

### **C. Building Capacity for Involvement –**

- Data is shared at parent meetings and parents are instructed in the understanding and use of test scores to determine needs and encourage participation in intervention programs. Parents are trained on interpreting their own student's achievement test scores in their own language.
- El Camino Real Charter High School 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:
  - i. Informational meetings sponsored by our Bilingual, Title I, and School Site Councils.
  - ii. 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.
  - iii. 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.
- To ensure the effective involvement of parents, our El Camino staff is educated regularly on 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.
- With regard to the coordination of parent involvement activities:
  - i. 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 hall way book case.
  - ii. Periodically, parents are invited to have coffee with the staff at which time parents raise concerns and ask questions.
  - iii. 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.

- El Camino Real Charter High School ensures that meetings are interpreted, to the best of the school's ability.

**D. Accessibility –**

- El Camino Real Charter High School makes every attempt to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- Due to limited parts of the campus accessible by wheelchair and/or elevator, parent and/or community conferences will be located in areas that are fully accessible.
- We will partner with the Migrant Education Program to ensure all families are receiving assistance and accommodations as necessary.

# Appendix D

## Approved Pesticide Product List

Los Angeles Unified School District

Approved Pesticide Product List

PESTICIDE NAME	(1)		2014		(2)		COMMENTS	EPA REG. NO. or CA. REG. NO.
	ACTIVE INGREDIENT	PHYSICAL FORM	APPLICATION METHOD	TARGET PEST	USEPA TOXICITY CATEGORY	LABEL DESIGNATION		
Advance Granular Ant Bait	abamectin B1 0.011%	Granule	Indoor cracks, crevices and voids Outdoors per	Ants	3	Caution	Bait attractant <b>Applicator refer to product label for</b>	499-370
Alpine Cockroach Gel Bait	Dinotefuran	Gel	Indoor cracks, crevices and voids.	Cockroaches	3	Caution	Bait attractant <b>Applicator refer to product label for appropriate PPE</b>	499-507
Avert Dry Flowable Cockroach Bait (Formula 1)	abamectin B1 0.05%	Dust	Crack & crevice bait dust	Cockroaches	3	Caution	Bait attractant <b>Applicator refer to product label for appropriate PPE</b>	499-294
Bora-Care Termiticide, Insecticide and Fungicide Concentrate	disodium octaborate tetrahydrate 40%	Liquid suspension	Spray used for wood boring insects	Termites	3	Caution	<b>Applicator refer to product label for appropriate PPE</b>	64405-1
Contra Blox	bromadiolone 0.005%	Solid Bait Block	Rodent bait Used in bait stations only	Rodents	3	Caution	Used infrequently in bait stations <b>Applicator refer to product label for appropriate PPE</b>	12455-79
Demize EC	Linalool 37% Piperonyl butoxide 40%	Liquid	Spray application	Fleas	1	Danger	Pest Supv. to approve each use. To be used in unoccupied facilities only. IPM Team to be notified at following Team meeting. <b>Applicator refer to product label for appropriate PPE</b>	4758-161-57076
Distance IGR	Pyriproxyfen 0.5%	Granule	Local or broadcast	Fire ants	3	Caution	<b>Applicator refer to product label for appropriate PPE</b>	1021-1728-59639
Drax Ant Kil Gel	orthoboric acid 5%	Gel	Interior and exterior crack and crevice sugar based bait	Ants	3	Caution	<b>Applicator refer to product label for appropriate PPE</b>	9444-131
Generation Mini-Block	difethialone 0.0025%	Solid Bait Block	Bait used in stations only	Rodents	3	Caution	To be used in tamper proof bait stations. <b>Applicator refer to product label for appropriate PPE</b>	7173-218
Gentrol IGR Concentrate	hydroprene 9%	Liquid	Crack & crevice spray	Cockroach, fleas, storage pests	2	Warning	Structural use only. Insect growth regulator <b>Applicator refer to product label for appropriate PPE</b>	2724-351
M-Pede	potassium salts of fatty acids 49%	Liquid	Direct spray to pest	Africanized honey bees, thrip, and white fly	2	Warning	<b>Applicator refer to product label for appropriate PPE</b>	53219-6
MotherEarth Exempt	Geraniol 6% Lemongrass Oil 0.5	Aerosol	Use according to label.	Various insects	3	Caution	Follow food handling precautions when using this product. <b>Applicator refer to product label for appropriate PPE</b>	Exempt

Los Angeles Unified School District

Approved Pesticide Product List

MotherEarth D	Diatomaceous Earth 100%	Dust	Use according to label.	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	499-509
Niban Granular Bait and Niban-FG	Orthoboric Acid-5%	Granules and Fine Granules	Interior and exterior bait	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-2
NiBor-D	Disodium Octaborate Tetrahydrate-98%	Dust	Applied wet or dry	Various insects	3	Caution	Applicator refer to product label for appropriate PPE	64405-8
PT 565 Plus XLO Formula 2	pyrethrins-0.5% piperonyl butoxide -1% n-octyl bicycloheptene dicarboximide 1%	Aerosol	Use according to label.	Fleas, gnats, mosquitos, bees, bird mites	3	Caution	Restrict 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	499-290
PT Wasp Freeze	phenothrin 0.12% d-trans allethrin 0.129%	Aerosol	Outdoor aerosol spray directly to wasps and bees	Wasps, hornets, & bees	3	Caution	Obtain supervisor approval prior to each use. Applicator refer to product label for appropriate PPE	499-362
Recruit IV AG (Sentricon)	Noviflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-454
Recruit IV (Sentricon)	Noviflumuron 0.5%	Solid	Bait used in station only	Subterranean Termites	3	Caution	Applicator refer to product label for appropriate PPE	62719-453
Rozol Pocket Gopher Bait	Chlorphacinone.....0.005%	Grain bait	Place in gopher burrows only	Gophers	3	Caution	Application to fields and landscape areas when students are not in immediate area. Applicator refer to product label for appropriate PPE	7173-184
Suspend SC	deltamethrin 4.75%	Liquid	Spray	Fleas, ticks, fire ants,	3	Caution	Use for exterior only on fleas, ticks, and fire ants. Restrict re-entry of area for 24 hours after application. Applicator refer to product label for appropriate PPE	432-763
Tim-Bor Professional	disodium octaborate tetrahydrate 98%	Powder	Applied wet or dry	Wood destroying organisms and fungus	3	Caution	Applicator refer to product label for appropriate PPE	64405-8
Wilco Ground Squirrel Bait	Diphacinone 0.005 %	Grain 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	36029-20
ProFoam Platinum	Sodium Decyl Sulfate, Sodium Lauroampho Acetate, Sodium Lauryl Sulfate.....60%	Foam	Foaming agent; non pesticide	Various uses	3	Caution	Applicator refer to product label for appropriate PPE	Ca. Reg. 1051148-50001-AA



**Los Angeles Unified School District**

**Approved Pesticide Product List**

<del>2014</del>								
Summit Bti Briquets	Bacillus thuringiensis subspecies israelensis solids, spores and insecticidal toxins-10%	Solid briquet	Floating larvicide	Mosquito larvicide	3	Caution	<b>Applicator refer to product label for appropriate PPE</b>	6218-47
Mosquito Larvicide GB 1111	Aliphatic Petroleum Hydrocarbons-98.7%	Liquid	Apply to surface of water	Mosquito larvicide	3	Caution	Any application of this product is subject to caution tape or barricade use in the application area and use of warning signs. All uses shall be reported to the IPM Team at the following Team meeting. Inventory management measures shall be used. <b>Applicator refer to product label for appropriate PPE</b>	8329-72
Altosid Briquets	S-Methoprene- 8.62%	Briquet	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. <b>Applicator refer to product label for appropriate PPE</b>	2724-375

# Cover Sheet

## Financial Overview of K-8 Charter Petitions

**Section:** III. Financial  
**Item:** F. Financial Overview of K-8 Charter Petitions  
**Purpose:** FYI

**Submitted by:**

**Related Material:**

ECRA K-8 Charter School at Highlander - Budget.pdf  
ECRA K-8 Charter School at Highlander - Cash Flow.pdf  
ECRA K-8 Charter School at Highlander - Petition Budget Narrative\_MH.docx  
ECRA K-8 Charter School at Oso - Budget.pdf  
ECRA K-8 Charter School at Oso - Cash Flow.pdf  
ECRA K-8 Charter School at Oso - Petition Budget Narrative\_MH.docx

**El Camino Real Charter School at Highlander**

Multiyear Budget Summary

As of most recent monthly close

	2017/18		2017/18		2018/19		2019/20	
	Startup Budget	Projected Budget - Highlander Site	Notes		Projected Budget - Highlander Site YR 2		Projected Budget - Highlander Site YR 3	
<b>SUMMARY</b>								
<b>Revenue</b>								
General Block Grant	-	1,384,819			2,629,757		3,930,163	
Federal Revenue	-	55,880			66,604		134,739	
Other State Revenues	-	131,352			223,013		331,247	
Local Revenues	-	-			-		-	
Fundraising and Grants	-	-			-		-	
<b>Total Revenue</b>	<b>-</b>	<b>1,572,050</b>			<b>2,919,374</b>		<b>4,396,149</b>	
<b>Expenses</b>								
Compensation and Benefits	-	1,118,815			1,971,744		2,861,010	
Books and Supplies	44,550	52,200			141,561		183,765	
Services and Other Operating Expenditure	-	311,558			532,933		735,413	
Capital Outlay	-	-			-		-	
<b>Total Expenses</b>	<b>44,550</b>	<b>1,482,573</b>			<b>2,646,238</b>		<b>3,780,188</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>(44,550)</b>	<b>89,477</b>			<b>273,137</b>		<b>615,961</b>	
<i>Operating Income (including Depreciation)</i>	(44,550)	89,477			273,137		615,961	
<b>Fund Balance</b>								
Beginning Balance (Unaudited)		(44,550)			44,927		318,064	
Operating Income (including Depreciation)	(44,550)	89,477			273,137		615,961	
<b>Ending Fund Balance (including Depreciation)</b>	<b>(44,550)</b>	<b>44,927</b>			<b>318,064</b>		<b>934,025</b>	
<b>Ending Fund Balance as a % of Expenses</b>	<b>-100%</b>	<b>3%</b>			<b>12%</b>		<b>25%</b>	
Fund balance target (5%)								

**El Camino Real Charter School at Highlander**

Multiyear Budget Summary

As of most recent monthly close

		2017/18		2017/18		2018/19		2019/20	
		Startup Budget	Projected Budget - Highlander Site	Notes	Projected Budget - Highlander Site YR 2	Projected Budget - Highlander Site YR 3			
<b>Detail</b>									
<b>Enrollment Summary</b>									
		-	-		-	-	-	-	-
	K-3	-	48		-	70		92	
	4-6	-	132		-	128		128	
	7-8	-	-		-	132		260	
	9-12	-	-		-	-		-	
	<b>Total Enrolled</b>	-	<b>180</b>		-	<b>330</b>		<b>480</b>	
<b>ADA %</b>									
	K-3	0%	96%		-	96%		96%	
	4-6	0%	96%		-	96%		96%	
	7-8	0%	96%		-	96%		96%	
	9-12	0%	96%		-	96%		96%	
	<b>Average</b>	<b>0%</b>	<b>96%</b>		-	<b>96%</b>		<b>96%</b>	
<b>ADA</b>									
	K-3	0.0	46.1		-	67.2		88.3	
	4-6	0.0	126.7		-	122.9		122.9	
	7-8	0.0	0.0		-	126.7		249.6	
	9-12	0.0	0.0		-	0.0		0.0	
	<b>Total ADA</b>	<b>0.0</b>	<b>172.8</b>		-	<b>316.8</b>		<b>460.8</b>	

**El Camino Real Charter School at Highlander**

Multiyear Budget Summary

As of most recent monthly close

		2017/18	2017/18	2018/19	2019/20	
	Startup Budget	Projected Budget - Highlander Site	Notes	Projected Budget - Highlander Site YR 2	Projected Budget - Highlander Site YR 3	
<b>General Purpose Entitlement</b>						
8011	Charter Schools General Purpose Entitlement	-	1,066,043	\$8014 per ADA per FCMAT calculator 16.1e	2,045,334	3,172,253
8012	Education Protection Account Entitlement	-	34,560	\$200 per ADA for new schools; based on FCMAT calculator 16.1 assumptions EPA expires midyear 16-17	63,360	-
8096	Charter Schools in Lieu of Prop. Taxes (was 8096)	-	284,216	LAUSD 1415 P2 Property Tax of \$1644.77 per ADA	521,063	757,910
		-	1,384,819		2,629,757	3,930,163
<b>8100 Federal Revenue</b>						
8181	Special Education - Entitlement	-	33,242	\$192 per ADA, LAUSD Charter SELPA Option 3	29,903	56,484
8220	Child Nutrition Programs	-	16,443	Assumes 10% waste factor	30,296	66,158
8291	Title I	-	5,565	\$159 per Title I eligible student	5,740	10,816
8292	Title II	-	630	\$18 per Title II eligible student	665	1,280
8299	All Other Federal Revenue	-	-		-	-
	<b>SUBTOTAL - Federal Income</b>	-	55,880		66,604	134,739
<b>8300 Other State Revenues</b>						
8381	Special Education - Entitlement (State)	-	97,936	\$567 per ADA, LAUSD Charter SELPA Option 3	161,423	241,241
8520	Child Nutrition - State	-	1,275	Assumes 10% waste factor	2,349	3,376
8550	Mandated Cost Reimbursements	-	4,147	\$24 per ADA	7,920	11,981
8560	State Lottery Revenue	-	27,994	\$162 per ADA per SSC 15-16 May Revise Dartboard	51,322	74,650
	<b>SUBTOTAL - Other State Income</b>	-	131,352		223,013	331,247
<b>8800 Donations/Fundraising</b>						
8801	Donations - Parents	-	-		-	-
8802	Donations - Private	-	-		-	-
8803	Fundraising	-	-		-	-
	<b>SUBTOTAL - Fundraising and Grants</b>	-	-		-	-
	<b>TOTAL REVENUE</b>	-	1,572,050		2,919,374	4,396,149

**El Camino Real Charter School at Highlander**

Multiyear Budget Summary

As of most recent monthly close

		2017/18	2017/18	2018/19	2019/20
	Startup Budget	Projected Budget - Highlander Site	Notes	Projected Budget - Highlander Site YR 2	Projected Budget - Highlander Site YR 3
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>1000</b>	<b>Certificated Salaries</b>				
1100	Teachers Salaries	420,000	7 FTE, avg. salary \$60k increasing 7% annually	809,400	1,226,058
1101	Teacher - Stipends	10,500	2.5% of teacher salaries, 5% in out years	40,470	61,303
1103	Teacher - Substitute Pay	4,320	Estimated teacher absence rate of 2%	8,089	12,365
1148	Teacher - Special Ed	60,000	1 FTE YR 1, 2 FTE YR2, avg. salary \$60k	128,400	206,082
1201	Certificated Pupil Support Salaries - Nurse	19,830	0.2 FTE (1 day/week YR 1, increasing in out years)	42,436	68,110
1202	Certificated Pupil Support Salaries - Psycholo	5,229	0.05 FTE YR 1, increasing in out years	11,190	23,947
1300	Certificated Supervisor & Administrator Salarie	80,000	1 Director for start-up YR 1-3, change to Principal YR 4	85,600	91,592
1930	Other Cert - Counselor	30,000	1 FTE shared OSO/Highlander in YR 1, 1 FTE per site in out years	64,200	68,694
	<b>SUBTOTAL - Certificated Employees</b>	<b>629,879</b>		<b>1,189,785</b>	<b>1,758,151</b>
<b>2000</b>	<b>Classified Salaries</b>				
2103	Classified - SpEd Aide	50,000	2 FTE, increasing to 3 FTE YR 2, \$25k annual salary	80,250	114,490
2400	Classified Clerical & Office Salaries	70,000	2 FTE, salary \$35k	74,900	80,143
2930	Other Classified - Maintenance/grounds	70,000	2 FTE, salary \$35k	74,900	80,143
	<b>SUBTOTAL - Classified Employees</b>	<b>190,000</b>		<b>230,050</b>	<b>274,776</b>
<b>3000</b>	<b>Employee Benefits</b>				
3100	STRS	87,276	14.43% of certificated payroll, per SSC	184,967	302,063
3200	PERS	35,700	16.60% of classified payroll per SSC	51,629	73,000
3300	OASDI-Medicare-Alternative	25,351		38,351	52,438
3400	Health & Welfare Benefits	123,500	\$13000 per FTE per year. Growing at 5% per year.	232,050	343,980
3500	Unemployment Insurance	7,432	3.60% per first ~\$7K of pay per person	10,836	7,812
3600	Workers Comp Insurance	19,677	2.40% of payroll	34,076	48,790
	<b>SUBTOTAL - Employee Benefits</b>	<b>298,936</b>		<b>551,908</b>	<b>828,083</b>

**El Camino Real Charter School at Highlander**

Multiyear Budget Summary

As of most recent monthly close

		2017/18		2017/18		2018/19		2019/20	
		Startup Budget	Projected Budget - Highlander Site	Notes		Projected Budget - Highlander Site YR 2	Projected Budget - Highlander Site YR 3		
<b>4000</b>	<b>Books &amp; Supplies</b>								
4100	Approved Textbooks & Core Curricula Materia	-	13,500	\$75 per New Student per ECR budget		11,742	11,776		
4200	Books & Other Reference Materials	-	1,800	\$10 per Student per ECR budget		3,420	5,092		
4300	Materials & Supplies	13,050	-	\$75 per Student		25,647	38,192		
4315	Custodial Supplies	-	2,700	\$15 per Student per ECR budget		5,129	7,638		
4330	Office Supplies	-	9,000	\$50 per Student per ECR budget		17,098	25,462		
4410	Classroom Furniture, Equipment & Supplies	21,000	-	\$3000 per New Classroom		21,630	19,096		
4420	Computers (individual items less than \$5k)	10,500	-	\$1500 per New Classroom for tablet/computer carts		10,815	9,548		
4710	Student Food Services	-	25,200	Est. costs per meal per day		46,080	66,960		
<b>SUBTOTAL - Books and Supplies</b>		<b>44,550</b>	<b>52,200</b>	<b>-</b>		<b>141,561</b>	<b>183,765</b>		

**El Camino Real Charter School at Highlander**

Multiyear Budget Summary

As of most recent monthly close

		2017/18	2017/18	2018/19	2019/20	
	Startup Budget	Projected Budget - Highlander Site	Notes	Projected Budget - Highlander Site YR 2	Projected Budget - Highlander Site YR 3	
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>					
5101	Subagreements 1	-	31,441	ECRA Administrative services - 2% of revenues, increasing to 3% in YR 2	116,775	175,846
5102	Subagreements 2	-	31,441	ECRA Academic services - 2% of revenues, increasing to 7% in YR 2	116,775	175,846
5300	Dues & Memberships	-	-	Included in ECRA educational service fee	-	-
5400	Insurance	-	-	Included in ECRA admin. service fee	-	-
5520	Security	-	30,000	Estimate based on ECRA costs	30,900	31,827
5535	Utilities - All Utilities	-	87,500	Estimate based on ECRA costs	90,125	92,829
5605	Equipment Leases	-	3,600	\$20 per Student per ECR budget	6,839	10,185
5610	Rent	-	71,750	Greater of \$70k + 2.5% annual COLA or 3% of LCFF General Purpose Grant per RFP	78,893	117,905
5803	Accounting Fees	-	-	Included in ECRA admin. service fee	-	-
5812	Business Services	-	-	Included in ECRA admin. service fee	-	-
5815	Consultants - Instructional	-	-	Included in ECRA educational service fee	-	-
5824	District Oversight Fees	-	13,848	1.0% of LCFF General Purpose Grant	26,298	39,302
5830	Field Trips Expenses	-	5,250	3 Field trips per grade level	14,000	19,000
5836	Fingerprinting	-	1,509	\$90 per FTE	2,320	3,182
5843	Interest - Loans Less than 1 Year	-	7,233	Working capital loan, 3% interest rate	8,396	4,908
5845	Legal Fees	-	-	Included in ECRA admin. service fee	-	-
5851	Marketing and Student Recruiting	-	-	Included in ECRA admin. service fee	-	-
5857	Payroll Fees	-	-	Included in ECRA admin. service fee	-	-
5863	Professional Development	-	1,750	\$250 per Teacher	3,348	5,039
5864	Professional Development - Other	-	-	Included in ECRA educational service fee	-	-
5872	Special Education Encroachment	-	26,236	20% of special education revenues	38,265	59,545
5875	Staff Recruiting	-	-	Included in ECRA admin. service fee	-	-
5881	Student Information System	-	-	Included in ECRA educational service fee	-	-
5893	Transportation - Student	-	-	Included in ECRA admin. service fee	-	-
	<b>SUBTOTAL - Services &amp; Other Operating Expenses</b>	-	<b>311,558</b>		<b>532,933</b>	<b>735,413</b>
<b>Services &amp; Other Operating Expenditures Summary</b>						
<b>5100</b>	<b>Subagreements for Services</b>	-	62,882	-	233,550	351,692
<b>5500</b>	<b>Operations &amp; Housekeeping</b>	-	117,500	-	121,025	124,656
<b>5600</b>	<b>Rentals, Leases, &amp; Repairs</b>	-	75,350	-	85,732	128,090
<b>5800</b>	<b>Other Services &amp; Operating Expenses</b>	-	55,826	-	92,626	130,976
<b>5900</b>	<b>Communications</b>	-	-	-	-	-
	<b>SUBTOTAL - Services &amp; Other Operating Expenses</b>	-	<b>311,558</b>	-	<b>532,933</b>	<b>735,413</b>



**El Camino Real Charter School at Highlander**

Multiyear Budget Summary

As of most recent monthly close

		2017/18		2017/18		2018/19		2019/20	
		Startup Budget	Projected Budget - Highlander Site	Notes		Projected Budget - Highlander Site YR 2		Projected Budget - Highlander Site YR 3	
<b>6000</b>	<b>Capital Outlay</b>								
6100	Sites & Improvement of Sites	-	-			-	-	-	-
6200	Buildings & Improvement of Buildings	-	-			-	-	-	-
6300	School Libraries	-	-			-	-	-	-
6400	Equipment	-	-			-	-	-	-
6410	Computers (capitalizable items)	-	-			-	-	-	-
6420	Furniture (capitalizable items)	-	-			-	-	-	-
6430	Other Equipment (capitalizable items)	-	-			-	-	-	-
6500	Equipment Replacement	-	-			-	-	-	-
	<b>SUBTOTAL - Capital Outlay</b>	-	-			-	-	-	-
<b>TOTAL EXPENSES</b>		<b>44,550</b>	<b>1,482,573</b>			-	<b>2,646,238</b>		<b>3,780,188</b>
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	-	-			-	-		-
<b>TOTAL EXPENSES including Depreciation</b>		<b>44,550</b>	<b>1,482,573</b>			-	<b>2,646,238</b>		<b>3,780,188</b>

**El Camino Real Charter School at Highlander**

Monthly Cash Forecast  
As of most recent monthly close

	2017/18												Forecast	AP/AR
	Actual & Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	(44,550)	258,761	155,947	79,258	386,342	303,093	214,362	226,623	139,954	134,933	133,527	106,201		
<b>Revenue</b>														
General Block Grant	-	17,053	34,106	417,173	22,737	22,737	389,952	22,737	100,669	106,694	80,774	80,774	1,384,819	89,414
Federal Income	-	1,994	5,633	4,304	4,304	4,304	4,304	4,304	6,298	3,971	3,971	3,971	55,880	8,522
Other State Income	-	5,876	11,880	7,962	11,695	7,962	7,962	7,962	13,839	6,983	6,983	6,983	131,352	35,264
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	24,924	51,619	429,439	38,736	35,003	402,218	35,003	120,805	117,648	91,728	91,728	1,572,050	133,199
<b>Expenses</b>														
Compensation & Benefits	48,121	98,504	100,734	98,504	98,133	98,133	101,106	98,504	98,504	96,288	96,288	85,996	1,118,815	-
Books & Supplies	7,095	9,386	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	52,200	-
Services & Other Operating Expenses	16,473	19,847	24,002	20,280	20,280	22,030	20,280	19,595	23,750	19,194	19,194	20,944	311,558	65,688
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	71,689	127,737	128,308	122,356	121,984	123,734	124,957	121,671	125,826	119,054	119,054	110,513	1,482,573	65,688
<b>Operating Cash Inflow (Outflow)</b>	<b>(71,689)</b>	<b>(102,813)</b>	<b>(76,689)</b>	<b>307,083</b>	<b>(83,249)</b>	<b>(88,731)</b>	<b>277,261</b>	<b>(86,668)</b>	<b>(5,021)</b>	<b>(1,406)</b>	<b>(27,326)</b>	<b>(18,785)</b>	<b>89,477</b>	
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	375,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	(265,000)	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>258,761</b>	<b>155,947</b>	<b>79,258</b>	<b>386,342</b>	<b>303,093</b>	<b>214,362</b>	<b>226,623</b>	<b>139,954</b>	<b>134,933</b>	<b>133,527</b>	<b>106,201</b>	<b>87,416</b>		

Net of start-up budget

**El Camino Real Charter School at Highlander**

Monthly Cash Forecast  
As of most recent monthly close

	2018/19												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	87,416	352,999	215,437	98,695	484,955	232,913	162,120	311,466	251,104	334,670	164,914	218,578		
<b>Revenue</b>														
General Block Grant	-	70,355	87,408	578,650	118,681	118,681	342,450	118,681	255,730	266,460	218,940	218,940	2,629,757	234,780
Federal Income	-	1,994	7,019	5,689	5,689	5,689	8,251	5,689	6,571	7,362	4,800	4,800	66,604	3,052
Other State Income	-	5,876	11,987	8,070	15,198	8,070	8,070	20,900	35,108	17,672	30,502	17,672	223,013	43,889
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	78,226	106,414	592,408	139,568	132,440	358,770	145,270	297,409	291,494	254,242	241,412	2,919,374	281,721
<b>Expenses</b>														
Compensation & Benefits	71,873	174,951	178,201	174,951	174,409	174,409	178,743	174,951	174,951	171,214	171,214	151,877	1,971,744	-
Books & Supplies	27,734	31,923	13,833	7,563	7,563	7,563	7,563	7,563	7,563	7,563	7,563	7,563	141,561	-
Services & Other Operating Expenses	18,133	22,910	31,121	23,635	23,635	27,455	23,118	23,118	31,329	22,472	21,801	26,138	532,933	238,069
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	117,740	229,784	223,155	206,149	205,607	209,427	209,425	205,632	213,843	201,250	200,578	185,578	2,646,238	238,069
<b>Operating Cash Inflow (Outflow)</b>	<b>(117,740)</b>	<b>(151,559)</b>	<b>(116,741)</b>	<b>386,259</b>	<b>(66,039)</b>	<b>(76,987)</b>	<b>149,346</b>	<b>(60,362)</b>	<b>83,566</b>	<b>90,244</b>	<b>53,664</b>	<b>55,834</b>	<b>273,137</b>	
Revenues - Prior Year Accruals	99,011	13,997	-	-	13,997	6,195	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(65,688)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	350,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	(200,000)	-	-	-	-	(260,000)	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>352,999</b>	<b>215,437</b>	<b>98,695</b>	<b>484,955</b>	<b>232,913</b>	<b>162,120</b>	<b>311,466</b>	<b>251,104</b>	<b>334,670</b>	<b>164,914</b>	<b>218,578</b>	<b>274,412</b>		

**El Camino Real Charter School at Highlander**

Monthly Cash Forecast  
As of most recent monthly close

	2019/20												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	274,412	541,946	357,652	192,133	254,863	204,059	224,912	397,704	341,300	457,167	354,209	447,143		
<b>Revenue</b>														
General Block Grant	-	133,530	164,794	714,207	225,765	225,765	471,520	225,765	402,795	317,745	349,425	349,425	3,930,163	349,425
Federal Income	-	1,794	10,204	9,008	9,008	9,008	13,847	9,008	19,663	17,978	13,139	13,139	134,739	8,943
Other State Income	-	9,685	19,708	13,251	24,034	13,251	31,914	31,914	49,543	24,940	43,603	24,940	331,247	63,125
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	145,010	194,707	736,467	258,807	248,025	498,618	266,687	472,000	360,663	406,167	387,505	4,396,149	421,493
<b>Expenses</b>														
Compensation & Benefits	96,117	254,923	257,267	254,923	254,533	254,533	257,657	254,923	254,923	249,958	249,958	221,293	2,861,010	-
Books & Supplies	31,148	37,235	19,941	10,605	10,605	10,605	10,605	10,605	10,605	10,605	10,605	10,605	183,765	-
Services & Other Operating Expenses	21,911	49,976	83,018	58,209	57,305	63,315	57,563	57,563	90,606	53,058	52,671	58,680	735,413	31,538
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	149,176	342,135	360,226	323,737	322,442	328,452	325,825	323,091	356,133	313,621	313,234	290,578	3,780,188	31,538
<b>Operating Cash Inflow (Outflow)</b>	<b>(149,176)</b>	<b>(197,125)</b>	<b>(165,519)</b>	<b>412,730</b>	<b>(63,635)</b>	<b>(80,427)</b>	<b>172,792</b>	<b>(56,404)</b>	<b>115,867</b>	<b>47,042</b>	<b>92,934</b>	<b>96,926</b>	<b>615,961</b>	
Revenues - Prior Year Accruals	254,779	12,830	-	-	12,830	1,281	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(238,069)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	400,000	-	-	-	-	100,000	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	(350,000)	-	-	-	-	-	(150,000)	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	541,946	357,652	192,133	254,863	204,059	224,912	397,704	341,300	457,167	354,209	447,143	544,069		

El Camino Real K-8 Charter School at Highlander

Prepared by EdTec, El Camino Real consultant

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement El Camino Real K-8 Charter School Highlander’s (ECRA K-8 Highlander’s) program at The Highlander Site as described in the charter petition. Assumptions that are being used to create the analysis are based on historical financial data from similar charter schools throughout California and Los Angeles Unified School District (LAUSD).

**Revenues**

Enrollment Assumptions:

Grade Level	2017-18 Year 1	2018-19 Year 2	2019-20 Year 3
K	24	22	22
1	24	24	22
2		24	24
3			24
4			
5			
6	132	128	128
7		132	128
8			132
<b>Total</b>	<b>180</b>	<b>330</b>	<b>480</b>

Average daily attendance is projected at 96%.

Demographic information is estimated based on data from El Camino Real Charter High School, which is located in a similar geographic area as the proposed charters:

- Free and Reduced Lunch: 19.4%
- English Learners: 2.6%
- Unduplicated Count: 23.0%

ECRA K-8 Highlander is using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the starting rates are being determined by the LCFF base rate of Los Angeles Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFF.

(f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by the calculation of a zero difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

- (A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily attendance of the school district with the highest prior year funding amount per unit of average daily attendance.
- (B) The charter school's local control funding formula rate computed pursuant to subdivisions (c) to (i), inclusive, of Section 42238.02.

ECRA K-8 Highlander is using the rates based on LAUSD 13-14 P-2 per version 16.1e of the FCMAT calculator that was released for the 2015-16 Governor’s Budget.

With ECRA K-8 Highlander opening in 2017-18, the estimate for the LCFF funding rate that year is \$8.014, which is based on LAUSD’s 2013-14 rate and ECRA K-8 Highlander’s calculated target. The estimated unduplicated count comes from an assumption that ECRA K-8 Highlander’s demographics will mirror El Camino Real Charter High School’s unduplicated count of 23.00%. This number will be adjusted as information about ECRA K-8 Highlander’s true unduplicated count becomes available. ECRA K-8 Highlander is using LAUSD’s unduplicated count of 84.61% to calculate the district cap, which may result in additional concentration funds. If ECRA K-8 Highlander is located within the boundaries of an elementary school district with an unduplicated count higher than LAUSD, then the LCFF funding rate would increase from the additional concentration funds that would be available.

The table below shows the implementation schedule of the LCFF from 2016-17 through 2019-20 and the general purpose rates that are generated over that period. The rate for a newly operational school is based on LAUSD’s rate; the rates for the rest of the years are based on ECRA K-8 Highlander’s school specific projections. The COLA, LCFF gap closed percentage, and EPA as a percentage of statewide adjusted revenue limit are based on current assumptions in the FCMAT calculator.

<b>LCFF Implementation</b>	<b>FY 2016-17</b>	<b>FY 2017-18 Year 1</b>	<b>FY 2018-19 Year 2</b>	<b>FY 2019-20 Year 3</b>
Annual COLA (DOF)	1.60%	2.48%	2.87%	2.50%
LCFF Gap Closed Percentage	35.55%	35.11%	19.88%	--
LCFF Entitlement per ADA		8,014	8,301	8,529
EPA as a % of adj. Revenue Limit	22.00%	21.00%	10.50%	--

To estimate the amount of funding that is coming from local in lieu property taxes ECRA K-8 Highlander is using the LAUSD 2014-15 P2 certified rate of \$1.644.77 per ADA. The remaining money would come from the state through state aid and Education Protection Account funds.

Education Protection Account funding is currently projected at 21.00% of total general purpose funding in year one with State Aid making up the remainder. New schools will receive \$200/ADA in EPA funds.

Based on projected FRL counts, ECRA K-8 Highlander will be applying for Title I and Title II funds. Projections for funding are \$159 per FRL student for Title I and \$18 per student for Title II funding. ECRA K-8 Highlander will follow the federal guidelines for expenditures in relation to Title funding with an emphasis on supplementing rather than supplanting.

Since ECRA K-8 Highlander plans on serving meals to students who qualify for free and reduced lunch, the school will receive federal nutrition reimbursements. The reimbursement is currently \$2.98 per lunch for students who qualify for free lunch and \$2.58 per lunch for students who qualify for reduced lunch, \$1.62 for free breakfast and \$1.32 for reduced breakfast and \$.82 for snacks for free and \$0.41 for reduced. ECRA K-8 Highlander is assuming 90% of the total food service expense will be reimbursed through free and reduced lunch nutrition reimbursements.

State Lottery revenues are projected at \$162 per ADA based on School Services of California projections.

Special education revenues are based on 2015-16 LAUSD Charter SELPA Option 3 rates published by LAUSD.

Like most charter schools, ECRA K-8 Highlander will use accrual based accounting. This means that ECRA K-8 Highlander will recognize revenues when they are earned, not when they are received. Two examples of how this plays out: one, the state is currently deferring some of the state aid revenues from one fiscal year into the next. In the budget, this revenue is recognized when it is earned, not when it is received. On the cash flow, the cash impact is reflected when the cash is received in the following year. Two, charter schools receive some funding such as lottery based on prior year ADA. Even though ECRA K-8 Highlander won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

## **Expenses**

Expenses have been estimated by school leadership based on their research and statewide data on charter school expenditures. Expense assumptions have been increased for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

### **Salaries and Benefits**

Salaries for teachers are based on LAUSD's average teacher salary, with an average salary of \$60,000. Salaries will increase at 7% per year. Stipends for teachers are also included in the budget at 2.5% of projected salaries. Each school site will have a Director, starting at \$80,000 annual salary. Student support positions include a nurse, psychologist, counselor, and special

education aides. Operational support positions include clerical and custodial positions at each site.

ECRA K-8 Highlander will offer health benefits for all full time staff members. The average expected cost of health benefits is \$13,000 per employee in 2017-18 and grows at 5% each year. The school plans to participate in STRS and PERS. If STRS or PERS becomes unavailable to charters, employees will be offered a similar retirement program. Projected increases in employer contributions are included in the budget.

### Books & Supplies

ECRA K-8 Highlander is budgeting \$75 per new student for Textbooks and Core Curriculum and \$75 per student in materials and supplies in a combination of traditional texts and other classroom materials.

Costs of classroom furniture and equipment is estimated at \$3,000 per new classroom. To provide school-wide access to technology, \$10,500 is budgeted in year one plus \$1500 per new classroom in out years.

The cost of meals is estimated at \$4.00 per day; meals will be served for 180 days of instruction.

### Services and Operating Expenses

ECRA K-8 Highlander plans to renovate and subsequently occupy former Highlander Elementary School (23834 Highlander Avenue West Hills, CA 91307), which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 3 and Educational Service Center North. ECRA will absorb the cost of renovation and the ECRA K-8 Highlander school will repay the costs of this and other services over time. ECRA will charge an administrative service fee of 4% of revenues and an academic service fee of 4% of revenues to both schools. In year one, the fees are lowered to 2% of revenues for start-up. Expenses will be paid to ECRA as cash allows.

Rent is included at the higher of \$70,000 + 2.5% COLA or 3% of LCFF revenues, per the RFP from LAUSD. Utility costs are included at \$87.5k in year 1.

Special education encroachment is included at 20% of special education revenues per LAUSD Charter SELPA Option 3.

### Cash Flow

ECRA K-8 Highlander will have access to cash flow financing from ECRA, if necessary. The line of credit will be approved by the Board of Directors and charges a modest interest rate of 3%.



In the event this line of credit becomes unavailable, ECRA K-8 Highlander can utilize cash flow financing to fund start-up needs. Charter Asset Management provides receivables sale financing and is available when initial purchases need to be made.

No deferrals of state aid apportionments are included in the budget, however these revenues are usually received in the month following the apportionment as it takes LACOE several business days to wire funds to the schools. The Special Advance Apportionment for new and growing schools has been included following historical disbursement patterns with funds arriving in October and January. Education Protection Account payments are quarterly.

### **Contingencies and Reserves**

In each fiscal year the school plans to exceed a budget reserve equal to 5% of total annual expense after year 1.

**El Camino Real K-8 Charter School at Oso**

Multiyear Budget Summary

As of most recent monthly close

	2017/18		2017/18		2018/19		2019/20	
	Startup Budget	Projected Budget - Oso	Notes		Projected Budget - Oso Site YR 2		Projected Budget - Oso Site YR 3	
<b>SUMMARY</b>								
<b>Revenue</b>								
General Block Grant	-	1,384,819			2,629,757		3,930,163	
Federal Revenue	-	55,880			66,363		134,373	
Other State Revenues	-	131,352			222,995		331,229	
Local Revenues	-	-			-		-	
Fundraising and Grants	-	-			-		-	
<b>Total Revenue</b>	-	<b>1,572,050</b>			<b>2,919,115</b>		<b>4,395,766</b>	
<b>Expenses</b>								
Compensation and Benefits	-	1,118,815			1,971,744		2,861,010	
Books and Supplies	44,550	52,200			141,098		183,924	
Services and Other Operating Expenditure	-	311,558			532,871		735,383	
Capital Outlay	-	-			-		-	
<b>Total Expenses</b>	<b>44,550</b>	<b>1,482,573</b>			<b>2,645,712</b>		<b>3,780,316</b>	
<b>Operating Income (excluding Depreciation)</b>	<b>(44,550)</b>	<b>89,477</b>			<b>273,402</b>		<b>615,449</b>	
<i>Operating Income (including Depreciation)</i>	(44,550)	89,477			273,402		615,449	
<b>Fund Balance</b>								
Beginning Balance (Unaudited)		(44,550)			44,927		318,330	
Operating Income (including Depreciation)	(44,550)	89,477			273,402		615,449	
<b>Ending Fund Balance (including Depreciation)</b>	<b>(44,550)</b>	<b>44,927</b>			<b>318,330</b>		<b>933,779</b>	
<b>Ending Fund Balance as a % of Expenses</b>	<b>-100%</b>	<b>3%</b>			<b>12%</b>		<b>25%</b>	
Fund balance target (5%)								

**El Camino Real K-8 Charter School at Oso**

Multiyear Budget Summary

As of most recent monthly close

		2017/18		2017/18		2018/19		2019/20	
		Startup Budget	Projected Budget - Oso	Notes	Projected Budget - Oso Site YR 2	Projected Budget - Oso Site YR 3			
<b>Detail</b>									
<b>Enrollment Summary</b>									
		-	-		-	-	-	-	-
	K-3	-	48		-	70		92	
	4-6	-	132		-	128		128	
	7-8	-	-		-	132		260	
	9-12	-	-		-	-		-	
	<b>Total Enrolled</b>	-	<b>180</b>		-	<b>330</b>		<b>480</b>	
<b>ADA %</b>									
	K-3	0%	96%		-	96%		96%	
	4-6	0%	96%		-	96%		96%	
	7-8	0%	96%		-	96%		96%	
	9-12	0%	96%		-	96%		96%	
	<b>Average</b>	<b>0%</b>	<b>96%</b>		-	<b>96%</b>		<b>96%</b>	
<b>ADA</b>									
	K-3	0.0	46.1		-	67.2		88.3	
	4-6	0.0	126.7		-	122.9		122.9	
	7-8	0.0	0.0		-	126.7		249.6	
	9-12	0.0	0.0		-	0.0		0.0	
	<b>Total ADA</b>	<b>0.0</b>	<b>172.8</b>		-	<b>316.8</b>		<b>460.8</b>	

**El Camino Real K-8 Charter School at Oso**

Multiyear Budget Summary

As of most recent monthly close

		2017/18	2017/18	2018/19	2019/20	
	Startup Budget	Projected Budget - Oso	Notes	Projected Budget - Oso Site YR 2	Projected Budget - Oso Site YR 3	
<b>General Purpose Entitlement</b>						
8011	Charter Schools General Purpose Entitlement	-	1,066,043	\$8014 per ADA per FCMAT calculator 16.1e	2,045,334	3,172,253
8012	Education Protection Account Entitlement	-	34,560	\$200 per ADA for new schools; based on FCMAT calculator 16.1 assumptions EPA expires midyear 16-17	63,360	-
8096	Charter Schools in Lieu of Prop. Taxes (was 8096)	-	284,216	LAUSD 1415 P2 Property Tax of \$1644.77 per ADA	521,063	757,910
		-	1,384,819		2,629,757	3,930,163
<b>8100 Federal Revenue</b>						
8181	Special Education - Entitlement	-	33,242	\$192 per ADA, LAUSD Charter SELPA Option 3	29,903	56,484
8220	Child Nutrition Programs	-	16,443	Assumes 10% waste factor	30,054	65,793
8291	Title I	-	5,565	\$159 per Title I eligible student	5,740	10,816
8292	Title II	-	630	\$18 per Title II eligible student	665	1,280
8299	All Other Federal Revenue	-	-		-	-
	<b>SUBTOTAL - Federal Income</b>	-	55,880		66,363	134,373
<b>8300 Other State Revenues</b>						
8381	Special Education - Entitlement (State)	-	97,936	\$567 per ADA, LAUSD Charter SELPA Option 3	161,423	241,241
8520	Child Nutrition - State	-	1,275	Assumes 10% waste factor	2,331	3,358
8550	Mandated Cost Reimbursements	-	4,147	\$24 per ADA	7,920	11,981
8560	State Lottery Revenue	-	27,994	\$162 per ADA per SSC 15-16 May Revise Dartboard	51,322	74,650
	<b>SUBTOTAL - Other State Income</b>	-	131,352		222,995	331,229
<b>8800 Donations/Fundraising</b>						
8801	Donations - Parents	-	-		-	-
8802	Donations - Private	-	-		-	-
8803	Fundraising	-	-		-	-
	<b>SUBTOTAL - Fundraising and Grants</b>	-	-		-	-
	<b>TOTAL REVENUE</b>	-	1,572,050		2,919,115	4,395,766

**El Camino Real K-8 Charter School at Oso**

Multiyear Budget Summary

As of most recent monthly close

		2017/18	2017/18	2018/19	2019/20
	Startup Budget	Projected Budget - Oso	Notes	Projected Budget - Oso Site YR 2	Projected Budget - Oso Site YR 3
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>1000</b>	<b>Certificated Salaries</b>				
1100	-	420,000	7 FTE, avg. salary \$60k increasing 7% annually	809,400	1,226,058
1101	-	10,500	2.5% of teacher salaries, 5% in out years	40,470	61,303
1103	-	4,320	Estimated teacher absence rate of 2%	8,089	12,365
1148	-	60,000	1 FTE YR 1, 2 FTE YR2, avg. salary \$60k	128,400	206,082
1201	-	19,830	0.2 FTE (1 day/week YR 1, increasing in out years)	42,436	68,110
1202	-	5,229	0.05 FTE YR 1, increasing in out years	11,190	23,947
1300	-	80,000	1 Director for start-up YR 1-3, change to Principal YR 4	85,600	91,592
1930	-	30,000	1 FTE shared OSO/Highlander in YR 1, 1 FTE per site in out years	64,200	68,694
		<b>SUBTOTAL - Certificated Employees</b>		<b>1,189,785</b>	<b>1,758,151</b>
<b>2000</b>	<b>Classified Salaries</b>				
2103	-	50,000	2 FTE, increasing to 3 FTE YR 2, \$25k annual salary	80,250	114,490
2400	-	70,000	2 FTE, salary \$35k	74,900	80,143
2930	-	70,000	2 FTE, salary \$35k	74,900	80,143
		<b>SUBTOTAL - Classified Employees</b>		<b>230,050</b>	<b>274,776</b>
<b>3000</b>	<b>Employee Benefits</b>				
3100	-	87,276	14.43% of certificated payroll, per SSC	184,967	302,063
3200	-	35,700	16.60% of classified payroll per SSC	51,629	73,000
3300	-	25,351		38,351	52,438
3400	-	123,500	\$13000 per FTE per year. Growing at 5% per year.	232,050	343,980
3500	-	7,432	3.60% per first ~\$7K of pay per person	10,836	7,812
3600	-	19,677	2.40% of payroll	34,076	48,790
		<b>SUBTOTAL - Employee Benefits</b>		<b>551,908</b>	<b>828,083</b>

**El Camino Real K-8 Charter School at Oso**

Multiyear Budget Summary

As of most recent monthly close

		2017/18		2017/18		2018/19		2019/20	
		Startup Budget	Projected Budget - Oso	Notes		Projected Budget - Oso Site YR 2	Projected Budget - Oso Site YR 3		
<b>4000</b>	<b>Books &amp; Supplies</b>								
4100	Approved Textbooks & Core Curricula Materia	-	13,500	\$75 per New Student per ECR budget		11,588	11,935		
4200	Books & Other Reference Materials	-	1,800	\$10 per Student per ECR budget		3,399	5,092		
4300	Materials & Supplies	13,050	-	\$75 per Student		25,493	38,192		
4315	Custodial Supplies	-	2,700	\$15 per Student per ECR budget		5,099	7,638		
4330	Office Supplies	-	9,000	\$50 per Student per ECR budget		16,995	25,462		
4410	Classroom Furniture, Equipment & Supplies	21,000	-	\$3000 per New Classroom		21,630	19,096		
4420	Computers (individual items less than \$5k)	10,500	-	\$1500 per New Classroom for tablet/computer carts		10,815	9,548		
4710	Student Food Services	-	25,200	Est. costs per meal per day		46,080	66,960		
<b>SUBTOTAL - Books and Supplies</b>		<b>44,550</b>	<b>52,200</b>			<b>-</b>	<b>141,098</b>	<b>183,924</b>	

**El Camino Real K-8 Charter School at Oso**

Multiyear Budget Summary

As of most recent monthly close

		2017/18	2017/18	2018/19	2019/20	
	Startup Budget	Projected Budget - Oso	Notes	Projected Budget - Oso Site YR 2	Projected Budget - Oso Site YR 3	
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>					
5101	Subagreements 1	-	31,441	ECRA Administrative services - 2% of revenues, increasing to 3% in YR 2	116,765	175,831
5102	Subagreements 2	-	31,441	ECRA Academic services - 2% of revenues, increasing to 7% in YR 2	116,765	175,831
5300	Dues & Memberships	-	-	Included in ECRA educational service fee	-	-
5400	Insurance	-	-	Included in ECRA admin. service fee	-	-
5520	Security	-	30,000	Estimate based on ECRA costs	30,900	31,827
5535	Utilities - All Utilities	-	87,500	Estimate based on ECRA costs	90,125	92,829
5605	Equipment Leases	-	3,600	\$20 per Student per ECR budget	6,798	10,185
5610	Rent	-	71,750	Greater of \$70k + 2.5% annual COLA or 3% of LCFF General Purpose Grant per RFP	78,893	117,905
5803	Accounting Fees	-	-	Included in ECRA admin. service fee	-	-
5812	Business Services	-	-	Included in ECRA admin. service fee	-	-
5815	Consultants - Instructional	-	-	Included in ECRA educational service fee	-	-
5824	District Oversight Fees	-	13,848	1.0% of LCFF General Purpose Grant	26,298	39,302
5830	Field Trips Expenses	-	5,250	3 Field trips per grade level	14,000	19,000
5836	Fingerprinting	-	1,509	\$90 per FTE	2,320	3,182
5843	Interest - Loans Less than 1 Year	-	7,233	Working capital loan, 3% interest rate	8,396	4,908
5845	Legal Fees	-	-	Included in ECRA admin. service fee	-	-
5851	Marketing and Student Recruiting	-	-	Included in ECRA admin. service fee	-	-
5857	Payroll Fees	-	-	Included in ECRA admin. service fee	-	-
5863	Professional Development	-	1,750	\$250 per Teacher	3,348	5,039
5864	Professional Development - Other	-	-	Included in ECRA educational service fee	-	-
5872	Special Education Encroachment	-	26,236	20% of special education revenues	38,265	59,545
5875	Staff Recruiting	-	-	Included in ECRA admin. service fee	-	-
5881	Student Information System	-	-	Included in ECRA educational service fee	-	-
5893	Transportation - Student	-	-	Included in ECRA admin. service fee	-	-
<b>SUBTOTAL - Services &amp; Other Operating Expenses</b>		-	<b>311,558</b>		<b>532,871</b>	<b>735,383</b>

**El Camino Real K-8 Charter School at Oso**

Multiyear Budget Summary

As of most recent monthly close

		2017/18		2017/18		2018/19		2019/20	
		Startup Budget	Projected Budget - Oso	Notes		Projected Budget - Oso Site YR 2		Projected Budget - Oso Site YR 3	
<b>6000</b>	<b>Capital Outlay</b>								
6100	Sites & Improvement of Sites	-	-			-		-	
6200	Buildings & Improvement of Buildings	-	-			-		-	
6300	School Libraries	-	-			-		-	
6400	Equipment	-	-			-		-	
6410	Computers (capitalizable items)	-	-			-		-	
6420	Furniture (capitalizable items)	-	-			-		-	
6430	Other Equipment (capitalizable items)	-	-			-		-	
6500	Equipment Replacement	-	-			-		-	
	<b>SUBTOTAL - Capital Outlay</b>	-	-			-		-	
<b>TOTAL EXPENSES</b>		<b>44,550</b>	<b>1,482,573</b>			<b>-</b>	<b>2,645,712</b>	<b>3,780,316</b>	
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	-	-			-	-	-	
<b>TOTAL EXPENSES including Depreciation</b>		<b>44,550</b>	<b>1,482,573</b>			<b>-</b>	<b>2,645,712</b>	<b>3,780,316</b>	



**El Camino Real K-8 Charter School at Oso**

Monthly Cash Forecast  
As of most recent monthly close

	2017/18												Forecast	AP/AR
	Actual & Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	(44,550)	258,761	155,947	79,258	386,342	303,093	214,362	226,623	139,954	134,933	133,527	106,201		
<b>Revenue</b>														
General Block Grant	-	17,053	34,106	417,173	22,737	22,737	389,952	22,737	100,669	106,694	80,774	80,774	1,384,819	89,414
Federal Income	-	1,994	5,633	4,304	4,304	4,304	4,304	4,304	6,298	3,971	3,971	3,971	55,880	8,522
Other State Income	-	5,876	11,880	7,962	11,695	7,962	7,962	7,962	13,839	6,983	6,983	6,983	131,352	35,264
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	24,924	51,619	429,439	38,736	35,003	402,218	35,003	120,805	117,648	91,728	91,728	1,572,050	133,199
<b>Expenses</b>														
Compensation & Benefits	48,121	98,504	100,734	98,504	98,133	98,133	101,106	98,504	98,504	96,288	96,288	85,996	1,118,815	-
Books & Supplies	7,095	9,386	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	3,572	52,200	-
Services & Other Operating Expenses	16,473	19,847	24,002	20,280	20,280	22,030	20,280	19,595	23,750	19,194	19,194	20,944	311,558	65,688
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	71,689	127,737	128,308	122,356	121,984	123,734	124,957	121,671	125,826	119,054	119,054	110,513	1,482,573	65,688
<b>Operating Cash Inflow (Outflow)</b>	<b>(71,689)</b>	<b>(102,813)</b>	<b>(76,689)</b>	<b>307,083</b>	<b>(83,249)</b>	<b>(88,731)</b>	<b>277,261</b>	<b>(86,668)</b>	<b>(5,021)</b>	<b>(1,406)</b>	<b>(27,326)</b>	<b>(18,785)</b>	<b>89,477</b>	
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	375,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	(265,000)	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>258,761</b>	<b>155,947</b>	<b>79,258</b>	<b>386,342</b>	<b>303,093</b>	<b>214,362</b>	<b>226,623</b>	<b>139,954</b>	<b>134,933</b>	<b>133,527</b>	<b>106,201</b>	<b>87,416</b>		

Net of start-up budget

**El Camino Real K-8 Charter School at Oso**

Monthly Cash Forecast  
As of most recent monthly close

	2018/19												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	87,416	353,125	215,689	98,980	485,235	233,189	162,392	311,733	251,367	334,929	165,168	218,828		
<b>Revenue</b>														
General Block Grant	-	70,355	87,408	578,650	118,681	118,681	342,450	118,681	255,730	266,460	218,940	218,940	2,629,757	234,780
Federal Income	-	1,994	6,994	5,665	5,665	5,665	8,227	5,665	6,547	7,338	4,776	4,776	66,363	3,052
Other State Income	-	5,876	11,985	8,068	15,196	8,068	8,068	20,898	35,106	17,670	30,500	17,670	222,995	43,889
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	78,226	106,388	592,382	139,542	132,414	358,744	145,244	297,383	291,468	254,216	241,386	2,919,115	281,721
<b>Expenses</b>														
Compensation & Benefits	71,873	174,951	178,201	174,951	174,409	174,409	178,743	174,951	174,951	171,214	171,214	151,877	1,971,744	-
Books & Supplies	27,612	31,801	13,777	7,545	7,545	7,545	7,545	7,545	7,545	7,545	7,545	7,545	141,098	-
Services & Other Operating Expenses	18,129	22,907	31,118	23,631	23,631	27,451	23,115	23,115	31,325	22,469	21,797	26,134	532,871	238,049
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	117,614	229,659	223,096	206,127	205,585	209,406	209,403	205,611	213,821	201,229	200,557	185,556	2,645,712	238,049
<b>Operating Cash Inflow (Outflow)</b>	<b>(117,614)</b>	<b>(151,433)</b>	<b>(116,708)</b>	<b>386,255</b>	<b>(66,044)</b>	<b>(76,992)</b>	<b>149,341</b>	<b>(60,366)</b>	<b>83,562</b>	<b>90,239</b>	<b>53,659</b>	<b>55,830</b>	<b>273,402</b>	
Revenues - Prior Year Accruals	99,011	13,997	-	-	13,997	6,195	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(65,688)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	350,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	(200,000)	-	-	-	-	(260,000)	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>353,125</b>	<b>215,689</b>	<b>98,980</b>	<b>485,235</b>	<b>233,189</b>	<b>162,392</b>	<b>311,733</b>	<b>251,367</b>	<b>334,929</b>	<b>165,168</b>	<b>218,828</b>	<b>274,657</b>		

**El Camino Real K-8 Charter School at Oso**

Monthly Cash Forecast  
As of most recent monthly close

	2019/20												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	274,657	542,149	357,793	192,236	254,927	204,083	224,898	397,651	341,208	457,037	354,040	446,934		
<b>Revenue</b>														
General Block Grant	-	133,530	164,794	714,207	225,765	225,765	471,520	225,765	402,795	317,745	349,425	349,425	3,930,163	349,425
Federal Income	-	1,794	10,168	8,972	8,972	8,972	13,810	8,972	19,626	17,941	13,103	13,103	134,373	8,943
Other State Income	-	9,685	19,707	13,250	24,032	13,250	13,250	31,912	49,541	24,938	43,601	24,938	331,229	63,125
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	145,010	194,669	736,428	258,769	247,986	498,579	266,649	471,962	360,625	406,129	387,466	4,395,766	421,493
<b>Expenses</b>														
Compensation & Benefits	96,117	254,923	257,267	254,923	254,533	254,533	257,657	254,923	254,923	249,958	249,958	221,293	2,861,010	-
Books & Supplies	31,212	37,299	19,944	10,608	10,608	10,608	10,608	10,608	10,608	10,608	10,608	10,608	183,924	-
Services & Other Operating Expenses	21,911	49,974	83,015	58,207	57,303	63,312	57,561	57,561	90,601	53,056	52,668	58,678	735,383	31,536
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	149,239	342,197	360,225	323,738	322,443	328,453	325,826	323,092	356,132	313,622	313,235	290,579	3,780,316	31,536
<b>Operating Cash Inflow (Outflow)</b>	<b>(149,239)</b>	<b>(197,186)</b>	<b>(165,557)</b>	<b>412,691</b>	<b>(63,674)</b>	<b>(80,466)</b>	<b>172,753</b>	<b>(56,443)</b>	<b>115,830</b>	<b>47,003</b>	<b>92,894</b>	<b>96,887</b>	<b>615,449</b>	
Revenues - Prior Year Accruals	254,779	12,830	-	-	12,830	1,281	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(238,049)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Proceeds	400,000	-	-	-	-	100,000	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	(350,000)	-	-	-	-	-	(150,000)	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>542,149</b>	<b>357,793</b>	<b>192,236</b>	<b>254,927</b>	<b>204,083</b>	<b>224,898</b>	<b>397,651</b>	<b>341,208</b>	<b>457,037</b>	<b>354,040</b>	<b>446,934</b>	<b>543,821</b>		

El Camino Real K-8 Charter School at Oso

Prepared by EdTec, El Camino Real consultant

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement El Camino Real K-8 Charter School at Oso’s (ECRA K-8 Oso’s) program at The Oso Site as described in the charter petition. Assumptions that are being used to create the analysis are based on historical financial data from similar charter schools throughout California and Los Angeles Unified School District (LAUSD).

**Revenues**

Enrollment Assumptions:

Grade Level	2017-18 Year 1	2018-19 Year 2	2019-20 Year 3
K	24	22	22
1	24	24	22
2		24	24
3			24
4			
5			
6	132	128	128
7		132	128
8			132
<b>Total</b>	<b>180</b>	<b>330</b>	<b>480</b>

Average daily attendance is projected at 96%.

Demographic information is estimated based on data from El Camino Real Charter High School, which is located in a similar geographic area as the proposed charters:

Free and Reduced Lunch: 19.4%

English Learners: 2.6%

Unduplicated Count: 23.0%

ECRA K-8 Oso is using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the starting rates are being determined by the LCFF base rate of Los Angeles Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFF.

(f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by the calculation of a zero difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

- (A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily attendance of the school district with the highest prior year funding amount per unit of average daily attendance.
- (B) The charter school's local control funding formula rate computed pursuant to subdivisions (c) to (i), inclusive, of Section 42238.02.

ECRA K-8 Oso is using the rates based on LAUSD 13-14 P-2 per version 16.1e of the FCMAT calculator that was released for the 2015-16 Governor’s Budget.

With ECRA K-8 Oso opening in 2017-18, the estimate for the LCFF funding rate that year is \$8.014, which is based on LAUSD’s 2013-14 rate and ECRA K-8 Oso’s calculated target. The estimated unduplicated count comes from an assumption that ECRA K-8 Oso’s demographics will mirror El Camino Real Charter High School’s unduplicated count of 23.00%. This number will be adjusted as information about ECRA K-8 Oso’s true unduplicated count becomes available. ECRA K-8 Oso is using LAUSD’s unduplicated count of 84.61% to calculate the district cap, which may result in additional concentration funds. If ECRA K-8 Oso is located within the boundaries of an elementary school district with an unduplicated count higher than LAUSD, then the LCFF funding rate would increase from the additional concentration funds that would be available.

The table below shows the implementation schedule of the LCFF from 2016-17 through 2019-20 and the general purpose rates that are generated over that period. The rate for a newly operational school is based on LAUSD’s rate; the rates for the rest of the years are based on ECRA K-8 Oso’s school specific projections. The COLA, LCFF gap closed percentage, and EPA as a percentage of statewide adjusted revenue limit are based on current assumptions in the FCMAT calculator.

<b>LCFF Implementation</b>	<b>FY 2016-17</b>	<b>FY 2017-18 Year 1</b>	<b>FY 2018-19 Year 2</b>	<b>FY 2019-20 Year 3</b>
Annual COLA (DOF)	1.60%	2.48%	2.87%	2.50%
LCFF Gap Closed Percentage	35.55%	35.11%	19.88%	--
LCFF Entitlement per ADA		8,014	8,301	8,529
EPA as a % of adj. Revenue Limit	22.00%	21.00%	10.50%	--

To estimate the amount of funding that is coming from local in lieu property taxes ECRA K-8 Oso is using the LAUSD 2014-15 P2 certified rate of \$1.644.77 per ADA. The remaining money would come from the state through state aid and Education Protection Account funds.

Education Protection Account funding is currently projected at 21.00% of total general purpose funding in year one with State Aid making up the remainder. New schools will receive \$200/ADA in EPA funds.

Based on projected FRL counts, ECRA K-8 Oso will be applying for Title I and Title II funds. Projections for funding are \$159 per FRL student for Title I and \$18 per student for Title II funding. ECRA K-8 Oso will follow the federal guidelines for expenditures in relation to Title funding with an emphasis on supplementing rather than supplanting.

Since ECRA K-8 Oso plans on serving meals to students who qualify for free and reduced lunch, the school will receive federal nutrition reimbursements. The reimbursement is currently \$2.98 per lunch for students who qualify for free lunch and \$2.58 per lunch for students who qualify for reduced lunch, \$1.62 for free breakfast and \$1.32 for reduced breakfast and \$.82 for snacks for free and \$0.41 for reduced. ECRA K-8 Oso is assuming 90% of the total food service expense will be reimbursed through free and reduced lunch nutrition reimbursements.

State Lottery revenues are projected at \$162 per ADA based on School Services of California projections.

Special education revenues are based on 2015-16 LAUSD Charter SELPA Option 3 rates published by LAUSD.

Like most charter schools, ECRA K-8 Oso will use accrual based accounting. This means that ECRA K-8 Oso will recognize revenues when they are earned, not when they are received. Two examples of how this plays out: one, the state is currently deferring some of the state aid revenues from one fiscal year into the next. In the budget, this revenue is recognized when it is earned, not when it is received. On the cash flow, the cash impact is reflected when the cash is received in the following year. Two, charter schools receive some funding such as lottery based on prior year ADA. Even though ECRA K-8 Oso won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

## **Expenses**

Expenses have been estimated by school leadership based on their research and statewide data on charter school expenditures. Expense assumptions have been increased for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

### **Salaries and Benefits**

Salaries for teachers are based on LAUSD's average teacher salary, with an average salary of \$60,000. Salaries will increase at 7% per year. Stipends for teachers are also included in the budget at 2.5% of projected salaries. Each school site will have a Director, starting at \$80,000 annual salary. Student support positions include a nurse, psychologist, counselor, and special

education aides. Operational support positions include clerical and custodial positions at each site.

ECRA K-8 Oso will offer health benefits for all full time staff members. The average expected cost of health benefits is \$13,000 per employee in 2017-18 and grows at 5% each year. The school plans to participate in STRS and PERS. If STRS or PERS becomes unavailable to charters, employees will be offered a similar retirement program. Projected increases in employer contributions are included in the budget.

### Books & Supplies

ECRA K-8 Oso is budgeting \$75 per new student for Textbooks and Core Curriculum and \$75 per student in materials and supplies in a combination of traditional texts and other classroom materials.

Costs of classroom furniture and equipment is estimated at \$3,000 per new classroom. To provide school-wide access to technology, \$10,500 is budgeted in year one plus \$1500 per new classroom in out years.

The cost of meals is estimated at \$4.00 per day; meals will be served for 180 days of instruction.

### Services and Operating Expenses

ECRA K-8 Oso plans to renovate and subsequently occupy former Oso Elementary School (5724 Oso Avenue Woodland Hills, CA 91367), which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 3 and Educational Service Center North. ECRA will absorb the cost of renovation and the ECRA K-8 Oso school will repay the costs of this and other services over time. ECRA will charge an administrative service fee of 4% of revenues and an academic service fee of 4% of revenues to both schools. In year one, the fees are lowered to 2% of revenues for start-up. Expenses will be paid to ECRA as cash allows.

Rent is included at the higher of \$70,000 + 2.5% COLA or 3% of LCFF revenues, per the RFP from LAUSD. Utility costs are included at \$87.5k in year 1.

Special education encroachment is included at 20% of special education revenues per LAUSD Charter SELPA Option 3.

### Cash Flow

ECRA K-8 Oso will have access to cash flow financing from ECRA, if necessary. The line of credit will be approved by the Board of Directors and charges a modest interest rate of 3%.

In the event this line of credit becomes unavailable, ECRA K-8 Oso can utilize cash flow financing to fund start-up needs. Charter Asset Management provides receivables sale financing and is available when initial purchases need to be made.

No deferrals of state aid apportionments are included in the budget, however these revenues are usually received in the month following the apportionment as it takes LACOE several business days to wire funds to the schools. The Special Advance Apportionment for new and growing schools has been included following historical disbursement patterns with funds arriving in October and January. Education Protection Account payments are quarterly.

### **Contingencies and Reserves**

In each fiscal year the school plans to exceed a budget reserve equal to 5% of total annual expense after year 1.



# Cover Sheet

## El Camino Real K-8 Charter School at Oso petition

**Section:** III. Financial  
**Item:** G. El Camino Real K-8 Charter School at Oso petition  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board Resolution - Oso 080815 (JAR).docx  
El Camino Real K-8 Charter School at Oso Petition.docx

**EL CAMINO REAL ALLIANCE  
BOARD OF DIRECTORS RESOLUTION**

August 12, 2015

WHEREAS, the Board of Directors (“Board”) of El Camino Real Alliance (“ECRA”) finds it in the best interests of the Corporation and in furtherance of its exempt educational and charitable purposes to submit an independent charter petition to the Los Angeles Unified School District for a new elementary charter school, El Camino Real K-8 Charter School at Oso, to be operated by ECRA:

THEREFORE, BE IT RESOLVED, that the Board of ECRA authorizes submission of the independent charter petition for El Camino Real K-8 Charter School at Oso (the “Charter School”) to be operated by ECRA;

RESOLVED, FURTHER, that ECRA identifies the Lead Petitioner for the Charter School to be Eric Wilson;

RESOLVED, FURTHER, that ECRA identifies the School Administrator for the Charter School to be TBD;

RESOLVED, FURTHER, that ECRA identifies the Executive Director for the Charter School to be David Fehte;

RESOLVED, FURTHER, that ECRA identifies the Onsite Financial Manager for the Charter School to be Marshall Mayotte.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting secretary of El Camino Real Alliance, a California nonprofit public benefit corporation, and that the foregoing resolutions were adopted by the Board of Directors on August 12, 2015.

Executed on August 12, 2015 at Los Angeles, California.

---

[fill in name], Board Secretary



**EL CAMINO REAL K-8 CHARTER SCHOOL  
at OSO**

**Charter Petition  
Submitted August 17, 2015**

**Submitted to the Los Angeles Unified School District**

**For the term July 1, 2017 through June 30, 2022**

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## Assurances and Affirmations

El Camino Real K-8 Charter School at Oso (also referred to herein as “ECR K-8” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

- El Camino Real Alliance shall be deemed the exclusive public school employer of the employees of ECR K-8 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray within each element or section. The language contained in this charter is to be deemed complete and shall control in the event that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum or the provisions of any addendum hereto.



## **Introduction and Background**

### **Introduction**

El Camino Real Alliance (“ECRA”), the Charter Management Organization (“CMO”) that operates El Camino Real Charter High School (“ECRCHS”) and proposes to operate ECR K-8, is seeking to open one kindergarten through eighth grade school on the former site of Oso Elementary School in Woodland Hills, CA. This petition is exclusively intended for the former campus. ECRA believes that educating students represents a journey from kindergarten through high school, and beyond. The goal is to provide a top-flight education for all students and to prepare them for an ever-changing world: beginning with a kindergarten through eighth grade education, and then on to an ECRA high school or another high school. Such an education would allow for the greatest continuity and impact on students’ lives. ECRA will conduct a national search during the proposed planning year (2016-2017) to identify the School Director to lead the K-8 portion of the educational journey.

### **Background of ECRCHS and El Camino Real Charter Alliance**

El Camino Real Charter High School is a conversion charter high school. Founded in 1969, El Camino Real High School operated under the auspices of the Los Angeles Unified School District for its first 42 years. In the 2010-11 school year, the faculty voted overwhelmingly to convert to an independent charter school. The charter became effective on July 1, 2011.

Serving nearly 3,800 students, ECRCHS contains numerous “Academies,” or small learning communities. Among these are the following: an alternative school which is the only one operated by a high school in the LAUSD community; Advancement Via Individual Determination (“AVID”), a program dedicated to closing the achievement gap; and Humanitas, a college preparatory interdisciplinary course connecting English, history, science and the arts.

ECRCHS’ overall graduation rate in 2013-14 was 94%, and 92% of those students went on to attend a two-year or four-year college.

ECRCHS subsumed operation of Miguel Leonis Continuing Education School into its organizational structure in order to better serve all of its students. As the scope of ECRCHS expanded, the CMO evolved to become the “El Camino Real Alliance” in order to reflect the goal: working with other schools to serve a greater number of students.

### **ECRCHS Accomplishments**

ECRA’s flagship campus, ECRCHS, is a proud, seven-time National Academic Decathlon Champion (1998, 2001, 2004, 2005, 2007, 2010, 2014). The athletics programs have won numerous City Championships, including the 2014 Boys cross-country team and 2013-14 Boys basketball squad. The Girls basketball program is a former state champion and both Boys and Girls soccer teams have won the Southern California Regional Championship. ECRCHS is home to award winning programs, such as, journalism, robotics and drama. The music

department has also performed well at various competitions in locales such as Carnegie Hall, the Los Angeles Music Center and throughout the state.

In addition to these extracurricular programs, a strong Advanced Placement curriculum exists. ECRCHS offers 26 AP courses, and encourages its students to challenge themselves. Last year, 770 students took 1,431 AP exams, and the passing rate (score of 3 or higher) exceeded 75%. ECRCHS also offers very diverse elective courses, such as, graphic design, video game design, journalism, culinary arts and wood shop, to name just a few.

### **Petitioner Team**

**Eric Wilson, PhD:** Director of Sustainability and STEAM Initiatives for ECRA

Prior to his association with ECRCHS, Dr. Wilson's primary and secondary education work experience has almost exclusively been in the K-8 realm. Dr. Wilson graduated from LAUSD's Lanai Road Elementary, Portola Junior High School, and Birmingham High School before matriculating at Emory University in Atlanta, GA where he earned a B.S. in Anthropology and Human Biology, while also completing the requirements for a B.A. in Art History. After working at an international school in Austria, he returned to the United States to work in a kindergarten classroom. He then taught outdoor education in both Massachusetts and San Bernardino County through the Orange County Outdoor Science School with 5<sup>th</sup> and 6<sup>th</sup> graders. After this experience, Dr. Wilson attended New York University and completed his Masters of Arts in Teaching with a focus on science education. For four years, he taught 8<sup>th</sup> grade Earth Science and a course entitled Science and Sustainability at an independent school in St. Louis, MO. Afterwards, Dr. Wilson served as the elementary school technology coordinator at a K-8 school in Denver, CO, before matriculating into a doctoral program at the University of Colorado, Denver. He earned a PhD in science education from the university's School of Education and Human Development. His dissertation focused on the intersection of facilities as teaching tools, educating for sustainability, and professional development.

**Shukla Sarkar:** Mrs. Sarkar served as the founding President of El Camino Real Charter High School's Board of Directors, from the original charter in 2011 to 2014. A greatly distinguished member of the El Camino Real English Department from 1985 to 2011, Mrs. Sarkar taught AP English Language and Composition for over ten years, achieving a 100% passing rate several years (teaching more than one AP class).

Mrs. Sarkar holds a BA and MA in English and MS in Administration. She is a National Board Certified teacher and holds California and New York Teaching Credentials, a California Preliminary Administrative Services Credential and an SB 1969 SDAIE Certificate. Mrs. Sarkar served as Instructional/Literacy Coach, assisted with the charter school conversion, represented the faculty on the School Based Management Committee and was an Academic Decathlon Assistant Coach.

### **Advisors:**

**Doug Coleman:** Academic Guidance Counselor at El Camino Real Charter High School  
Mr. Coleman taught 4th and 5th grade in the Las Virgenes Unified School District for ten years. In addition to being a classroom teacher, he was the Gifted Coordinator and the Outdoor

Education Coordinator for Sumac Elementary. Currently he serves as an academic counselor at ECRCHS, where he has been for the past twelve years.

**Masha Gardner:** Former Principal, Pomelo Community Charter

Ms. Gardner has been in the field of education for over 38 years. A product of LAUSD, she went on to UC Berkeley for her B.A. in Humanities followed by USC for her Teaching Credential. She earned a Master's degree and Administrative Credential from the University of LaVerne. Ms. Gardner taught all elementary grades for LAUSD and for the past 29 years has been in administration in both private and public schools. For the past 12 years, Ms. Gardner served as the principal at Pomelo Community Charter, a California Distinguished School and LAUSD affiliated charter.

**Melanie Horton:** Director of Marketing for ECRA

Ms. Horton oversees marketing and communication strategy and manages the community outreach process for proposed new school sites. Before joining ECRA, Melanie held the position of Head of Research at Prudential Real Estate Investors Latin America, where she oversaw the publication of economic research reports, communicated regional updates to global institutional investors, and created marketing materials for new investment strategies. Prior to this, Melanie served as a Fulbright Scholar to Mexico, where she focused on sustainable business development and corporate social responsibility. Melanie also spent time as an English teacher in Spain. Melanie holds a Bachelor of Science in Finance and Spanish from Canisius College, a Certificate in Business from Instituto Tecnológico Autónomo de México, and a MBA in Marketing from UCLA Anderson. She is currently pursuing a Master of Arts in Latin American Studies at UCLA.

**Marshall Mayotte:** Chief Business Officer for ECRA

Marshall has worked at ECRCHS as a consultant or employee since 2011. He first started working with charter schools in 2006 at ExED. There he oversaw five charter schools and assisted with the successful conversions of three public schools. Prior to 2006, he worked as a controller, tax consultant, case writer and business owner. He is a Certified Financial Planner and a Certified Public Accountant with a Master of Business Administration from UCLA Anderson School of Management, a Master of Business Taxation from USC Leventhal School of Accounting, and a Bachelor of Arts in Business-Economics and a Minor in Accounting from University of California, Los Angeles.

**Lisa Ring:** Assistant Principal at El Camino Real Charter High School

Ms. Ring's responsibilities include: the Alternative Education school, English Language Learners, Title I, and Discipline. Lisa was a teacher for 18 years before becoming an Administrator. Prior to coming to ECRCHS, she was the Principal of Thoreau Continuation High School. She has earned several awards from the Board of Education for working with student groups across the District, an award for Achievement in Education from the Optimist Club, and a Model School award from the state for academic success and innovative school design. While on a gymnast's scholarship at California State University of Northridge, Lisa earned her B.A. in Kinesiology, and later her M. A. in Educational Leadership also from CSUN.

**Wendy Treuhft:** Assistant Principal at El Camino Real Charter High School

Ms. Treuhaft served six years as a second grade teacher and literacy coach in LAUSD. She has been with ECRCHS for 10 years. In her time with the school she has been a teacher, dean, and assistant principal. As an AP Wendy oversees the special education department. She has a Bachelor's Degree in History from California State University Northridge, a Master's Degree in Teaching from Grand Canyon University and is currently enrolled in the University of Southern California's Organizational Change and Leadership doctoral program.

## **ELEMENT 1 – EDUCATIONAL PROGRAM**

*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### **Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

### **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

### **Transitional Kindergarten**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

### **WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

### **English Learners**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

### **Students with Disabilities**

#### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the



Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs

("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- **End of Year Suspension**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- **Norm day**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires the District to develop an integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools will provide the District with data necessary to populate MiSiS, as required by the MCD, beginning August 1, 2014. In the event that the District elects to customize MiSiS for charter school use, and upon appropriate training for charter school staff, charter schools will be provided the option to implement MiSiS as a primary or supplemental student information system.



## **General Information**

- The contact person for ECR K-8 is Eric Wilson.
- The contact address for ECR K-8 is 5440 Valley Circle Blvd. Woodland Hills, CA 91367.
- The contact phone number for ECR K-8 is 818.595.7500.
- The proposed address of ECR K-8 is the area around the former Oso Elementary School (5724 Oso Avenue Woodland Hills, CA 91367), which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 3 and Educational Service Center North.
- The grade configuration of Charter School is Kindergarten through 8<sup>th</sup> grade.
- The number of students in the first year will be approximately 180.
- The grade level(s) of the students in the first year will be K, 1, and 6.
- The scheduled opening date of Charter School can be as early as Fall 2017, depending upon facilities negotiations with the District.
- The admission requirement includes residency in California.
- The enrollment capacity is 525 students, with the understanding that annual fluctuations could result in a 10% overage. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for the Charter School will be: a modified block for grades 6, 7, and 8 and with the lower grades (K-5) following a typical, self-contained elementary school schedule
- The term of this charter shall be from July 1, 2017 to June 30, 2022, with a planning year of 2016-2017.

## **Community Need for Proposed Charter School**

Approximately 47% of ECRCHS students reside in the school’s former attendance boundary and are residents of Woodland Hills. The remaining 53% enter the school through the lottery and reside in 64 different zip codes. Four of the five zip codes most represented – 91303 (Figure 1), 91304 (Figure 2), 91306 (Figure 2) and 91335 (Figure 3) – are in Canoga Park and Reseda. Together they comprise 31.6% of ECRCHS’s student population. ECRA proposes that this balance remain in place at the K-8 level so that all students who would otherwise attempt to enter ECRCHS through the lottery system receive a similar K-8 education as their peers who reside in the attendance boundary.

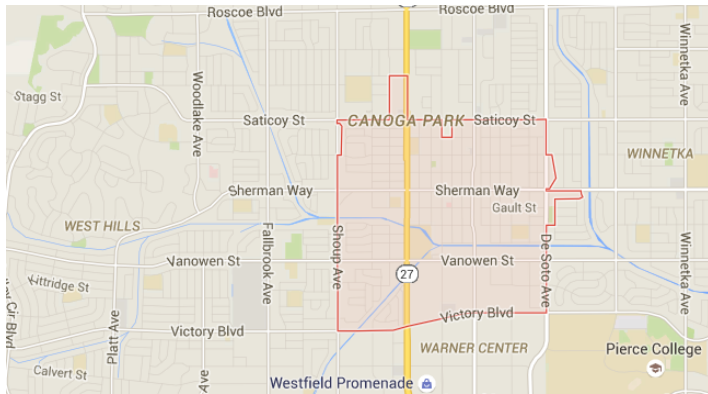


Figure 1: 91303 Zip Code Map

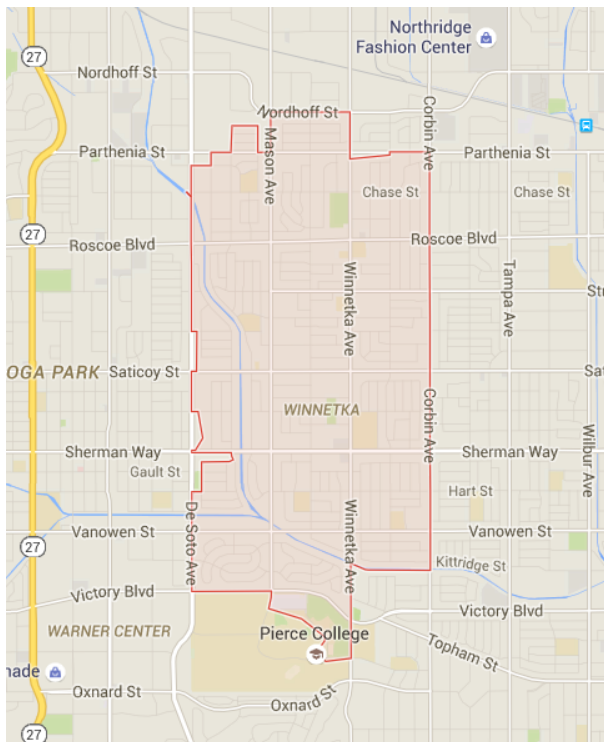


Figure 2: 91306 Zip Code Map



Figure 3: 91335 Zip Code Map

As noted in the data in the Surrounding Schools Table, a number of elementary and middle schools within the two-mile radius of each campus are currently categorized as “Service and Support” or “Watch” under the School Performance Framework (SPF). Two K-5 schools and one K-8 school surrounding the Oso campus (see Figure 4) fall into these categories.

While we recognize that there are quality elementary and middle schools in these neighborhoods, the data also shows that some of these schools are underperforming. Upon hearing of ECRA’s proposed plans to develop two new schools at these locations, parents in the community have approached ECRA with concerns regarding academic underperformance. ECRA recognizes that most of these schools have a deep-rooted history in the community, and it is not ECRA’s intention to jeopardize their enrollment. For that reason, ECRA intends to cap the total enrollment at the Charter school to 525 students. It is not the Charter School’s intent to offer Transitional Kindergarten during the initial charter term. However, once the Charter School is completely staffed and populated, the Charter School will revisit the feasibility of offering a robust Transitional Kindergarten program. Meanwhile, our highly differentiated kindergarten and early grades instruction, with its intense focus on literacy development, is designed to meet the needs of all students, including significant subgroups.

ECR K-8 will serve the intent of the Charter School Act by educating all students and working diligently to close the achievement gap for pupils who are identified as low achieving. The Charter School will encourage and support the implementation of different and innovative

teaching methods, specifically constructivist, project-based and student-centered approaches to learning. These philosophical beliefs along with an engaging curriculum will encourage differentiated instruction, which will lead to proficiency for all students. Additionally, the engaging curriculum will encourage all students to attend school everyday. This plan will be effective only with partnerships with parents and community members. ECR K-8 will actively pursue connections with these groups.

Teachers will have numerous opportunities to shape the curriculum, hone their craft and impact the educational experience of their students. The Charter School is firmly based on the belief that the teachers’ energy and insights serve as integral aspects of the students’ experience. By integrating sustainability into the curriculum, the Charter School will expand the range of options available to parents and students within the public school system. Because ECR K-8 believes that all students deserve the highest quality education, the Charter School will aim to fulfill LAUSD’s mission, namely, helping “educate all students to their maximum potential.” Furthermore, the Charter School also “believe[s] in the equal worth and dignity of all students.” ECR K-8 will focus on student-centered classrooms, an outgrowth of research on how people learn (Bransford, Brown and Cocking, 2000). ECR K-8 will strive to create a culture of life-long learners-- a central goal of establishing a sustainable society. Implementing a rigorous curriculum that connects ideas in a meaningful manner, the Charter School will work to educate all students in a collaborative, healthy and safe environment.

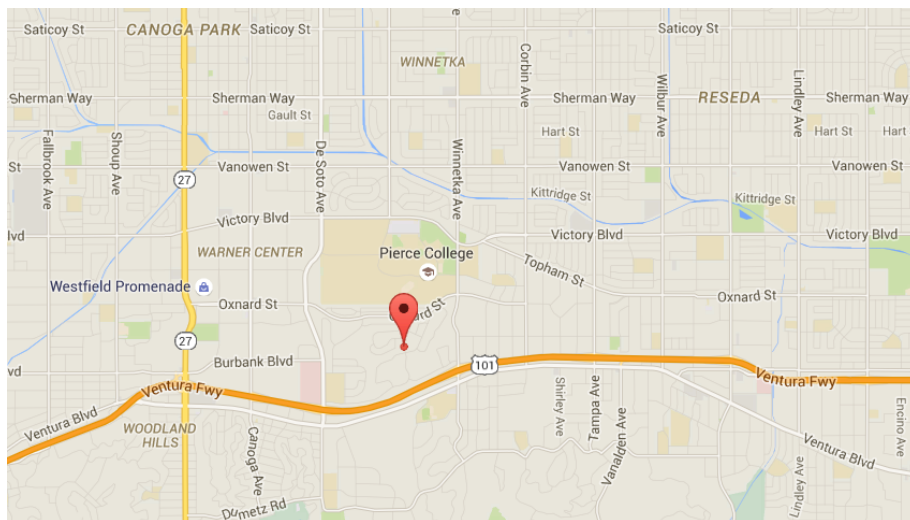


Figure 4: Map of Former Oso Elementary Campus, 5724 Oso Avenue Woodland Hills, CA 91367

The Surrounding Schools Demographic and Performance Data (Table 1) indicate the anticipated demographic information for the students ECR K-8 anticipates enrolling, as follows:

## Surrounding Schools Demographic and Performance Data

<b>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</b>														
<b>Address: 5724 Oso Avenue, Woodland Hills</b>														
LAUSD Schools	# of Students [2012-2013]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	[2013] Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	[2011-2013] API 3 Year Average (Nonweighted)	[2013] API Statewide Rank	[2013] API Similar Schools Rank	[2013-2014] School Performance Framework Classification (SPF)
Calvert Street Elementary Charter	357	62%	21%	12%	Latino 47%	White 26%	African American 15%	804	Yes	Yes	800	5	2	Service & Support
Fullbright Avenue	493	100%	13%	34%	Latino 81%	White 7%	Asian 5%	831	Yes	Yes	829	6	10	Achieving
Serrania Charter	573	29%	9%	8%	White 55%	Latino 18%	Asian 13%	879	Yes	Yes	880	8	2	Watch
William Howard Taft Senior High	2448	60%	11%	8%	White 42%	Latino 34%	African American 11%	786	No	No	774	7	6	Service & Support
Woodland Hills Academy	1212	59%	13%	11%	Latino 52%	White 25%	African American 13%	789	No	No	783	5	4	Service & Support
Charter Schools														
CHIME Institute	644	18%	15%	7%	White 61%	Latino 19%	Asian 9%	833	Yes	Yes	843	7	1	Achieving
El Camino Real Charter High School	3766	20%	9%	3%	White 47%	Latino 27%	Asian 13%	834	Yes	No	823	9	7	Excelling
Ivy Academia	1123	16%	3%	8%	Latino 37%	White 32%	African American 10%	822	Yes	No	844	6	5	Achieving

Table 1: Surrounding Schools Demographic and Performance Data for 5724 Oso Ave Campus

\*Enrollment numbers (column 1) based on SIB reports: <http://notebook.lausd.net/schoolsearch/search.jsp>

\*SPF report data taken from: <http://schoolinfosheet.lausd.net/budgetreports/spfsearch.jsp#searchbit>

\*All other data taken from API: <http://api.cde.ca.gov/Acnt2013/2013GrthAPICo.aspx?cSelect=19,Los,Angeles>

## **Student Population to Be Served**

### **Target Student Population**

The Charter School proposes serving a K-8 student population reflective of the ECRCHS population, as this will allow the Charter School to provide a cohesive K-12 educational journey and ensure that all incoming freshmen are equally prepared for the challenges of high school. Currently, incoming freshmen at ECRCHS demonstrate varying levels of academic ability, and ECRA aims to level the playing field by providing all students with equal access to a rigorous K-8 education.

Presently, 19.4% of ECRCHS students participate in the Free and Reduced Price Lunch program, and 2.6% are classified as English Learners. Due to demographic trends the Charter School expects to educate a slightly larger percentage of students who qualify for Free and Reduced Lunch program as compared to the ECRCHS student body. This trend would also contribute to a higher number of EL students. As shown in the Surrounding Schools Table, the demographics of surrounding K-8 schools are quite diverse; the population of English Language Learners ranges from 2% to 34%, while the percentage of students who qualify for Free and Reduced Price Lunch ranges from 15% to 100%.

The Charter School anticipates serving a student population reflective of the surrounding communities and the population at ECRCHS, which is comprised of 47% White students, 27% Latino Students, 13% Asian students, and 8% African American students. ECR K-8 will provide the West Hills, Woodland Hills, Canoga Park, Reseda and Winnetka communities with information about the school in both the English and Spanish languages, and will make bilingual employees available to communicate with local families and address their questions and concerns.

Per community requests, the Charter School proposes that the former attendance boundary around the former Oso Elementary site be reinstated so that we may offer automatic admission to students living within this area. The Charter School believes this is important because families who live in this neighborhood have been instrumental in cultivating community support for these projects, and have struggled through various challenges that come with living near shuttered school properties. The Charter School also proposes that students who reside outside the boundary apply via lottery, with preference given to those students who live in the 91303, 91306 and 91335 zip codes, in order to ensure that the K-8 population is reflective of the ECRCHS population, as mentioned above. A full description of requested lottery preferences can be found in the “Public Random Drawing” section in Element 8 of this document.

ECR K-8 will add grade levels throughout its development. The current plan to build out student enrollment is as follows:

<b>Enrollment Roll-Out Plan</b>					
	2017-2018	2018-2019	2019- 2020	2020-2021	2021-2022

Grade Levels	K	24	22	22	22	22
	1	24	24	22	22	22
	2		24	24	22	22
	3			24	24	22
	4				26	26
	5					27
	6	132	128	128	128	128
	7		132	128	128	128
	8			132	128	128
	Total	180	330	480	500	525

Table 2: Student Enrollment Roll-Out with One Section at the Elementary Grade Levels (K-5) and 4 Sections in the Middle School Grades (6-8)

ECR K-8 aims to start with the three aforementioned grades in 2017-18 – Kindergarten, first and sixth. In 2018-19, the Charter School will add second and seventh grades, followed by third and eighth in 2019-2020. Fourth grade will be added in 2020-2021, with fifth grade rounding out the school in 2021-2022.

Table 2 indicates the enrollment projections for each of the campuses. Opening a few grade levels per year is a decision based on research and associated with high-performing charter schools according to a report from Pletason and Raymond (2013) at Stanford University’s Center for Research on Educational Outcomes (CREDO). Pletason and Raymond (2013) found opening via “‘slow grow,’ or one grade at a time, was associated with superior performance at most ages and grade spans. Slow grow schools have a first year advantage, which can then be carried forward via the same pattern of stability” (Peltason and Raymond, p. 48, 2013).

## Goals and Philosophy

### Mission and Vision

**Mission:** El Camino Real Alliance charter schools provide a premier, public educational journey. Our comprehensive, student-centered focus brings the world to the individual through academic rigor, experiential learning, sustainable practices, technology, athletics, community engagement and the arts.

ECR K-8’s mission is based on the preceding philosophy.

**ECR K-8 Mission:** ECR K-8 strives to create an interdisciplinary, learner-centered environment focusing on sustainability and STEAM. We shall provide students with a systems view of the world in order to become life long learners capable of addressing global problems, solving them collaboratively while fostering excellence.

**Vision:** ECR K-8 aims to prepare students for a future that considers the three “E”s of sustainability: the environment, economics, and equity. ECR K-8 students will engage their local community with enthusiasm and as critical thinkers. Science, Technology, Engineering, Art, and Math (“STEAM”) disciplines will provide the content foundation necessary for ECR K-8 graduates to achieve success regardless of the future challenges they encounter. ECR K-8 will employ openness to multicultural views and authentic learning experiences.



The Charter School will fulfill this mission and vision at ECR K-8 by:

- Creating a learner-centered educational experience that focuses on inquiry and project-based learning through a constructivist lens, where students drive the process and faculty members guide their understanding, maturation and development through feedback, discussion and curricular design (e.g. Understanding by Design)
- Focusing on a different theme each year that builds in terms of its abstraction, relationship to sustainability and connection to place and current events while building students' problem solving skills, including conflict resolution and system thinking
- Providing relevant, hands-on experiences to students with current examples drawn from their lives, the school's campus and ECRA's facilities, surrounding neighborhood and wider community via the place-based educational model
- Integrating critical thinking and student leadership and autonomy to create individualized learners who collaborate to complement one another's strengths and support areas that need improvement.
- Holding students to the highest standard and maintaining expectations, while supporting their needs and encouraging their personal and interpersonal growth through counseling, intervention, curricular and extracurricular offerings
- Promoting literacy, writing skills, numeracy and comprehension across the curriculum so students can access content, formulate and defend a thesis/position and express their ideas clearly in a given discipline
- Allowing faculty the opportunity to collaborate and continually grow via professional development opportunities offered both in-house and outside the Charter School's purview and creating networks of mentor teachers and peer collaboration.
- Communicating regularly and in frank yet culturally sensitive ways with families and reaching out to them with the goal of integrating them into the Charter School's culture

### **An Educated Person in the 21st Century**

ECR K-8 believes that the greatest challenges of the 21<sup>st</sup> century pertain to sustainability; including resource consumption, social inequality and economic opportunities. In order to survive and thrive in this future environment, graduates will have to consider multiple angles to solve problems. Beyond thinking critically, they must think creatively and understand the systems – biological, social, economic, physical, etc. – which are in place that lead to problems and solutions. As the world becomes flatter, hotter, more crowded (Friedman, 2008) and more interconnected, an educated person in the 21<sup>st</sup> century needs to have a multicultural perspective in order to work with others. ECR K-8 aims to provide the tools, the skills, and the foundation to launch its students forward as informed citizens capable of critiquing the world while reconstructing it in a way consistent with the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability. ECR K-8 will give students a voice and help them understand how to best to wield it to make a positive impact in the 21<sup>st</sup> century.

In order to succeed in the twenty-first century, students will need to pursue their education beyond a secondary level. Regardless of the path they choose – trade school, community college, university, etc. – the skills embedded in ECR K-8's curriculum will serve them well in their preparation for college and career pathways. While STEAM will be a major area for job growth, see Figure 5 (The Editorial Board, 2013), literacy remains vital to the success of students in all



disciplines – whether it is scientific literacy, technological literacy or the ability to read and comprehend poetry. Being technologically savvy and understanding how technology can be leveraged to improve lives represents a key aspect of education and sustainability in the 21<sup>st</sup> century. Students need to know how to manipulate existing technologies and create new ones to solve the world’s issues. Technology – in terms of computers, probes and efficiency – will be integrated throughout the curriculum, as can be seen in the “Typical Day” (p. 82 for K-5 and p. 90 for 6-8) section. Moreover, an understanding of the three-legged stool of sustainability (economic, social equity and environment) will be an essential component of jobs and education in the students’ future.

The Promise of Science and Technology Work

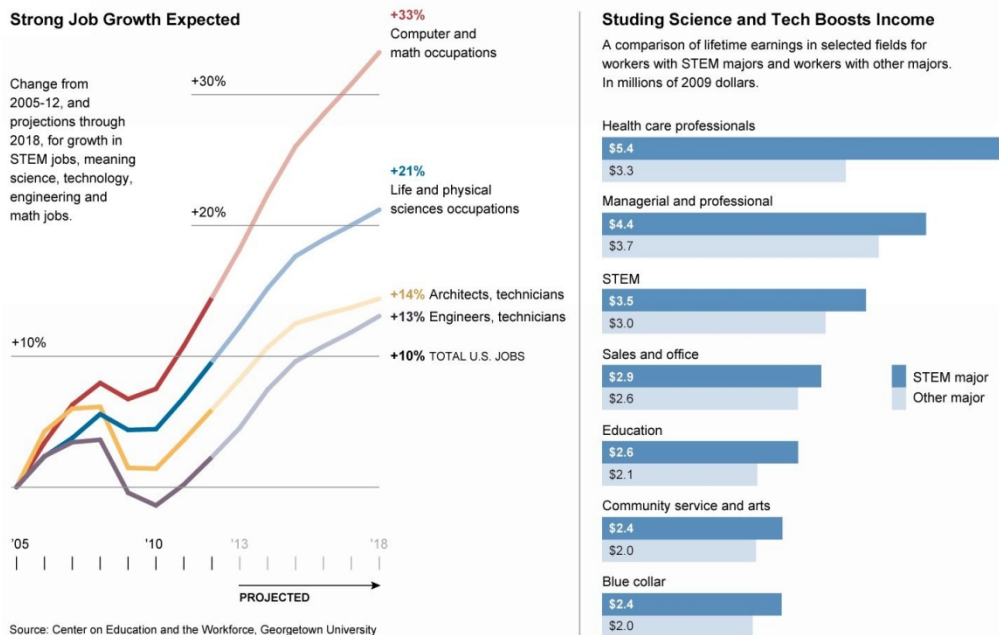


Figure 5: Projected Future Outlook for Careers in STEM-related Field

**How Learning Best Occurs**

Similar to other successful charter schools, ECR K-8 would practice inclusive education. This means that children who reflect the demographics of the surrounding region (see Table 1) – including children who develop typically, children with special needs and children who are gifted – all learn side by side. This model addresses the needs of each child in a manner that both enhances his/her strengths and fulfills his/her learning needs. Utilizing this approach meets the needs of students from the target population by providing them with the knowledge, skills, tools, agency, and guidance to perform at and above grade level when they enter high school. Specific plans to attain this goal are discussed throughout Element 1.

ECR K-8 will be a learner-centered and project based institution. Teachers will create units and lessons that focus on student inquiry and interest. These units will be structured based on Understanding by Design (Wiggins and McTighe, 1998). Understanding by Design (“UbD”) begins with clear goals in mind and works backward from those goals to develop a plan. Furthermore, ECR K-8 sees students as partners in developing their learning processes, which is part of helping cultivate a sense of agency and self-determination.

This approach aligns with the Charter School’s targeted student population through its inclusion of multiple learning perspectives, student-centered inquiry based education and multicultural approach.

### **Current Learning Theories**

ECR K-8 will employ a constructivist epistemology, believing that students and teachers co-create knowledge and understanding. To this end, the project based and learner-centered approach will allow formative assessment as part of ECR K-8’s instructional model, as teachers guide students throughout the process. Additionally, the State Education and Environment Roundtable’s Environment as an Integrating Context (“SEER’s EIC”) model will play a prominent role in providing a scaffold upon which students can develop their knowledge and understanding. As shown in the sections, “A Typical Day for a K-5 Student” (p. 82) and “A Typical Day for a 6<sup>th</sup>-8<sup>th</sup> Grade Student” (p. 90), environmental and sustainability concepts are interwoven throughout the curriculum.

EIC has been shown to improve student understanding and performance. A study of 40 schools employing the model “indicates that students learn more effectively within an environment-based context than within a traditional educational framework, instead of traditional compartmentalized approaches [the model] appears to significantly improve student performance in reading, writing, math, science and social studies, and enriches the overall school experience.

“Students exposed to programs using EIC approaches often become enthusiastic, self-motivated learners” (Lieberman and Hoody, 1998, p. 2). In addition to traditional subject-matter knowledge and basic life skills, EIC students gain a wealth of added educational benefits, including: a comprehensive understanding of the world; advanced thinking skills leading to discovery and real-world problem-solving; and, awareness and appreciation of the diversity of viewpoints within a democratic society.

Smith (2004) provides the example of an ecologically focused school that demonstrated a positive impact on student performance. “EMS was the only secondary school in the state of Oregon to receive an exemplary designation by the state's Department of Education. High test scores are simply a secondary benefit of an educational process whose primary purposes involve connecting children more deeply to their community and the world and then encouraging them to play a role in bringing about more justice and less environmental destruction (p. 74).” EMS, Portland Environmental Middle School, focuses on more than ecological awareness. As part of the connection to the trinity of sustainability, social justice also has a home in the curriculum. Smith (2004) goes on to connect “the development of this kind of careful attentiveness to other people and the world . . . with the cultivation of a willingness to address issues related to environmental degradation or social injustice” (p. 81). This relationship has deep roots in the environmental justice movement. Agyeman, Bullard and Evans (2002) argue, “that the issue of environmental quality is inextricably linked to that of human equality at all scales” (p. 77). This represents another instance where green schools can support the teaching of conservation-based concepts, especially in schools with populations of students coming from neighborhoods subject to environmental degradation. Bullard (1993) posits, “[t]he environmental crisis can simply not be solved without social injustice” (p. 23).

ECR K-8 will ascribe to an interdisciplinary approach to education. Students will experience the academic disciplines seamlessly. ECRA employees will provide support to classroom teachers in the areas of art, foreign language, and STEAM. Teachers will be expected to work collaboratively within the grade level to help students master concepts. Additionally, vertical spiraling of content will take place as a result of integrated meetings with teachers in grade levels above and below, as well as through the use of curricular mapping tools to help ensure breadth and depth of knowledge.

Zemelman, Daniels, and Hyde (2005) distill best practices from a range of academic disciplines into the following three categories: student centered, cognitive and social. Howe (2001) argues, “knowledge...must be seen as actively constructed – as culturally and historically grounded, as laden with moral and political values, and as serving certain interests and purposes” (p. 202). Lecompte and Schensul (2010) argue “reality is a ‘social construction’; that is, what people know and believe to be true about the world is *constructed or created and reinforced and supported* as people interact with one another over time in specific social settings” (p.67). This serves the target population through accessing their personal experiences, prior knowledge and tacit understanding, all of which shape their education. Learners “come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence what they notice about the environment and how they organize and interpret it” (Bransford et al, p. 10, 2000).

Ernst and Monore (2004) use the term environment-based education (EBE) to refer to “formal instructional programs that adopt local environments as the context for a significant share of students’ educational experiences. Its defining characteristics are interdisciplinary learning based on the local environment, project-and issue-based learning experiences, learner-centered instruction, and constructivist approaches” (p. 510).

Orr (2004) insists on a place-based approach to education, arguing for a “deep concept of place as a repository of meaning, history, livelihood, healing, recreation, and sacred memory and as a source of materials, energy, food, and collective action” (p. 163). Louv (2008) stakes a similar claim, namely that children have lost the connection with the outdoors. In order to meet students where they are, using the school’s campus can potentially mend this disconnect.

People learn through doing. Hands-on, minds-on activities provide the experience upon which people build their understanding. Memorization of content knowledge without practical experience does not serve learners well in their attempt to develop understanding. Learners must be given the tools (and shown how to use them) in order to complete the journey from novice to expert. Hands-on, minds-on opportunities enable learners to scaffold content knowledge on a framework of personal and relevant experiences. As Bransford et al (2000) note, “Development is not merely a biologically driven unfolding process, but also an active process that derives essential information from experience” (p. 126). By incorporating this experience, along with the insights students bring from outside experiences – whether they are cultural, social, or community based, as discussed by Banks et al (2007) – students develop a deeper, richer understanding of what they learn in schools.

Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively integrating rapidly increasing information loads.

Having a framework upon which to scaffold new knowledge, preexisting experience, and nascent understanding enables learners to make sense of what they know and what they are learning.

The importance of cultural practices, community life and language patterns vis-à-vis the student’s home environment are integral to ensuring EL students receive a more authentic education. Banks et al (2007) argue students learn more when they are allowed and encouraged to use the variety of language resources available to them (p.22).

The cultural background that learners bring into the educational setting presents a wealth of experiences and opportunities to help build a shared understanding. This lays the foundation for a learner-centered classroom, which gives students autonomy and power in their education. Rushton et al (2003) argue, “Children need to be active participants in their learning. Talking, discussing, sharing are critical ingredients for children in their . . . development” (p.14)

When classrooms become learner-centered, curriculum must adapt as the learning environment and classroom structure change. Experiential learning and thematic courses of study represent excellent opportunities to enhance collaborative student work. Rushton, Eitelgeorge and Zickafoose (2003) sum up the transition from teacher dominated classes by stating, “interactive classrooms reflect a shift in teaching paradigms from teacher-directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research-based approach to learning” (p.13). Problem-solving, thematic curriculum allows greater interdisciplinary work as seen in the examples Rushton et al (2003) refer to in their work.

Bransford et al (2000) tie together the concepts of contextualization and metacognition in their work. “Knowledge-centered environments intersect with learner-centered environments when instruction begins with a concern for students’ initial preconceptions about the subject matter” (p. 136). Armed with a better understanding of how people learn and current learning theory, educators at the Charter School will be able to create effective lessons, units and projects. To this end, one of the Charter School’s major objectives is to have students become lifelong learners. As put forth by Banks et al (2007), “Learning takes place not only in school but also in the multiple contexts and valued practices of everyday lives across the life span” (p. 5). With this in mind, ongoing professional development on topics including constructivism, formative assessment and text analysis will provide teachers with the tools to enable to students to become lifelong learners and effective self-advocates with a high degree of agency.

## Student Outcomes Aligned With the State Priorities

TEACHER ASSIGNMENTS AND CREDENTIALING						
STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS <small>(Identify schoolwide and subgroup goals as applicable)</small>	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES <small>Method for Measuring: Quantification of faculty</small>				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

<p>All core teachers will be properly credentialed prior to hiring and appropriately assigned once hired</p>	<p>Only candidates with their certification to teach will be considered for core teaching positions at ECR K-8; credential renewal will be mandatory for continued employment; annual review of credential to ensure compliance</p>	<p>100% of faculty with certification in their subject area</p>	<p>100% of faculty with certification in their subject area</p>	<p>100% of faculty with certification in their subject area</p>	<p>100% of faculty with certification in their subject area</p>	<p>100% of faculty with certification in their subject area</p>
<p><b>ACCESS TO INSTRUCTIONAL MATERIALS</b>  <b>STATE PRIORITY #1: BASIC SERVICES</b></p>						
<p><b>ANNUAL GOALS</b> (Identify schoolwide and subgroup goals as applicable)</p>	<p><b>SPECIFIC ANNUAL ACTIONS</b></p>	<p><b>MEASURABLE OUTCOMES</b>                      Method for Measuring: Survey of teachers, instructional materials, and curriculum by AP in charge of curriculum and student success rate</p>				
		<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>	<p>2021-2022</p>
<p>Every student is provided with standards-aligned instructional materials which will support project/place-based learning focused on STEAM and sustainability</p>	<p>The School Director will work with faculty to review the materials they choose. Textbooks will be a reference, but the project-based approach will inform the selection of instructional materials, with preference given to topical, relevant materials; as part of a student centered educational experience, students will be involved in the selection of materials. Curriculum maps will be employed to track content and supporting materials. The School Director will review maps generated by faculty members to ensure quality, consistency, and appropriateness of content. The facilities ultimately will be part of the instructional materials, as per the place-based nature of the school.</p>	<p>In conjunction with CCSS materials, teacher/sustainability director created material that will facilitate and promote the year's focus on literacy and writing. 100% of materials will pass review by appropriate authority.</p>	<p>In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. project based instruction) in addition to continued focus on literacy and writing. 100% of materials will pass review by</p>	<p>In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. place based education) in addition to continued focus on literacy and writing. 100% of materials will pass review by</p>	<p>In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. educating for sustainability) in addition to continued focus on literacy and writing. 100% of materials will pass review by</p>	<p>In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. experiential education) in addition to continued focus on literacy and writing. 100% of materials will pass review by</p>

			appropriate authority.	appropriate authority.	appropriate authority.	appropriate authority.
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Determine percentage of facilities that meet or exceed CHPS/LEED specifications				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Facilities will be healthy indoor environments that will be safe and conducive to learning.	ECRA will generate a Request for Proposals (“RFP”) for companies that offer environmentally friendly, LEED/CHPS compliant schools. Custodians will regularly review and complete maintenance checklists and address all maintenance needs within 14 days.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Performances on standardized tests				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The curriculum will be aligned with CCSS which will enable all subgroups (including EL) to master academic knowledge	The curriculum will be aligned with CCSS.  Instruction will be differentiated.  Provide academic and linguistic support for all subgroups, including EL.  Teachers will fill out curriculum maps and	Higher passing rate than surrounding schools with similar demographics.	Statistically significant improvement on standardized tests among significant subgroups	Statistically significant improvement on standardized tests among significant subgroups	Statistically significant improvement on standardized tests among significant subgroups	Statistically significant improvement on standardized tests among significant subgroups



	<p>lesson plans to be reviewed by the School Director to ensure alignment with state content and performance standards.</p> <p>Classroom observations by appropriate personnel to determine implementation of program.</p>					
PARENT INVOLVEMENT STATE PRIORITY #3						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Surveys, attendance at events, and calculating percentage of parents/families involved in various activities				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Maintain a high level of parental involvement for making decisions at the Charter School	<p>ECR K-8 will employ a multimedia approach (including school website, local radio and television stations, social media outlets, telephone, text messages and Robocalls in home languages) to communication with parents in order to elicit input for making decisions at the Charter School.</p> <p>Parental engagement will include involvement through committee appointments, volunteer service on campus such as, community outreach, fundraising, tutoring, chaperoning, etc.</p> <p>The Charter School will hold regular meetings – such as coffee with the principal, brown bag lunch discussions, after school town hall meetings and evening roundtables – open to families to solicit input.</p>	<p>Active Parent-Teacher Association (“PTA”), 75% parental response rate to surveys regarding school governance/curriculum and parent volunteers in the classroom.</p> <p>Periodic communications (e.g. every two weeks) in English and in students’</p>	<p>Active PTA, 75% parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parent volunteers in the classroom.</p> <p>Increased parent presence on campus.</p>	<p>Increased following of parents on the Charter School’s social media outlets.</p> <p>Increased PTA participation. Monthly student-led campus tours for prospective parents.</p> <p>Regular meetings with administration and teachers.</p> <p>Active PTA, high</p>	<p>Regular meetings with administration and teachers.</p> <p>Active PTA, high parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parental leadership on special projects such as fundraisin</p>	<p>Regular meetings with administration and teachers.</p> <p>Active PTA, high parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parental leadership on special projects such as fundraisin</p>

		home language about school events, programs and opportunities for parent participation.  Regular meetings with administration and teachers.	Regular meetings with administration and teachers.	parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parental leadership on special projects such as fundraising, athletics and community engagement and parent volunteers throughout the school.	g, athletics and community engagement and parent volunteers throughout the school.	g, athletics and community engagement and parent volunteers throughout the school.
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**STATEWIDE ASSESSMENTS**  
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Surpass state averages and growth targets for all student subgroups	ECR K-8 will employ programs supported by educational research to engage students to achieve this goal. ECR K-8 will provide	Surpass state averages for all student groups	Show statistically significant improvement	Show statistically significant improvement	Show statistically significant improvement	Show statistically significant improvement



	academic support through Saturday school, hour-long after school language support and homework help after school. Curriculum will be aligned to CCSS.	(EL, gifted, etc.)	ent on standardized tests among significant subgroups	ent on standardized tests among significant subgroups	ent on standardized tests among significant subgroups	ent on standardized tests among significant subgroups
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**ACADEMIC PERFORMANCE INDEX (API)  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
API score, or equivalent measure, that denotes excellence	Implement an engaging curriculum supported by education research, which teaches students the CCSS.  Teach skills embedded in the CCSS-aligned curriculum that are transferable to assessments that measure student knowledge.	Surpass state average for schools with similar demographics	Increase overall school API, or equivalent measure, including each significant student subgroup	Increase overall school API, or equivalent measure, including each significant student subgroup	Increase overall school API, or equivalent measure, including each significant student subgroup	Increase overall school API, or equivalent measure, including each significant student subgroup

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

**ENGLISH LEARNER ADEQUATE PROGRESS RATE  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

<p>100% of EL students proficient or progressing toward proficiency</p>	<p>The following programs will move EL students toward proficiency: CCSS-aligned curriculum, multicultural approaches to learning (literature by Latino and other minority authors; word problems in math with a diversity of settings, social studies examples looking at different cultural exemplars), peer support, parents as partners, after school homework help and Saturday school (dependent on LCAP funding). ECR K-8 will provide teacher training specifically on techniques aimed to shepherd EL students toward proficiency.</p>	<p>All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.</p>	<p>All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.</p>	<p>All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.</p>	<p>All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.</p>	<p>All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.</p>
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**ENGLISH LEARNER RECLASSIFICATION RATE  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<p><b>ANNUAL GOALS</b> (Identify schoolwide and subgroup goals as applicable)</p>	<p><b>SPECIFIC ANNUAL ACTIONS</b></p>	<p><b>MEASURABLE OUTCOMES</b></p>				
		<p>Method for Measuring: Performance of EL students on CELDT and/or ELPAC as indicator of proficiency</p>				
		<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>	<p>2021-2022</p>
<p>Move students from EL status to fluent English proficiency by 8th grade</p>	<p>Implementing the following to help EL students reach proficiency: engaging content, multicultural approaches to learning, parents as partners, peer support, after school programs and Saturday school (dependent on LCAP funding).  ECR K-8 will provide teacher training specifically on techniques aimed to reclassify EL students.</p>	<p>Annual progress of individual students and EL students as a whole toward proficiency</p>	<p>Annual progress of individual students and EL students as a whole toward proficiency</p>	<p>Annual progress of individual students and EL students as a whole toward proficiency</p>	<p>Annual progress of individual students and EL students as a whole toward proficiency</p>	<p>Annual progress of individual students and EL students as a whole toward proficiency</p>

AP EXAMINATION PASSAGE RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance rates as a percentage of total school days.				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Highest attendance rates as compared to neighboring schools, not to fall below 95%	Implementation of an engaging, learner-centered curriculum (including outdoor time and STEAM focused extracurricular activities), maintenance of CHPS/LEED compliant buildings with high indoor air quality (“IAQ”), and family outreach/partnerships	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Quantitative comparison of long term absenteeism at schools with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reduce chronic absenteeism rates below rates of schools with similar demographics, not to exceed 5%	Implementation of an engaging, learner-centered curriculum (including outdoor time and STEAM focused extracurricular activities), maintenance of CHPS/LEED compliant buildings with high IAQ, and family outreach/partnerships; in addition, actively following up cases and building a support network for at risk students	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%

**DROPOUT RATE [Middle and High Schools Only]  
STATE PRIORITY #5: STUDENT ENGAGEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Year over year retention of students, retention of students from matriculation through graduation.				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Retention of all students (0% dropout rate) and enrollment in high school	Priority enrollment into ECRA high schools for students graduating in good standing; access to STEM fields and engagement in hands-on learning; personal connection to mentors through the advisory program to prevent situations that lead to dropping out	95% percent or more of enrolled students complete 6 <sup>th</sup> grade and enroll in 7 <sup>th</sup> grade	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level.  All 8 <sup>th</sup> graders complete requirements for graduation, receive diploma and enroll	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level.  All 8 <sup>th</sup> graders complete requirements for graduation, receive diploma and enroll	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level.  All 8 <sup>th</sup> graders complete requirements for graduation, receive diploma and enroll

				in high school.	in high school.	in high school.
<b>GRADUATION RATE [High Schools Only]</b> <b>STATE PRIORITY #5: STUDENT ENGAGEMENT</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>STUDENT SUSPENSION RATE</b> <b>STATE PRIORITY #6: SCHOOL CLIMATE</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Quantitative comparison of suspensions at schools with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Lowest suspension rates compared to schools with similar demographics (below 3%)	Implement support programs for at risk students: student advisories with small cohorts to ensure students have access to mentors, creating a safe space for students and providing parent/guardian/family outreach	Rate of suspension compared to schools with similar demographics (below 3%)	Rate of suspension compared to schools with similar demographics (below 3%)	Rate of suspension compared to schools with similar demographics (below 2%)	Rate of suspension compared to schools with similar demographics (below 2%)	Rate of suspension compared to schools with similar demographics (below 1%)
<b>STUDENT EXPULSION RATE</b> <b>STATE PRIORITY #6: SCHOOL CLIMATE</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Quantitative comparison of expulsion at schools with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Lowest expulsion rates compared to schools with similar demographics (below 1%)	Implement support programs for at risk students, student advisories with small cohorts to ensure students have access to mentors, creating a safe space for	Rate of expulsion as compared to schools with similar	Rate of expulsion as compared to schools with similar	Rate of expulsion as compared to schools with similar	Rate of expulsion as compared to schools with similar	Rate of expulsion as compared to schools with similar

	students and providing parent/guardian/family outreach	demographics (below 1%)	demographics (below 1%)	demographics (below 1%)	demographics (below 0.5%)	demographics (below 0.5%)
<b>[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]</b> <b>STATE PRIORITY #6: SCHOOL CLIMATE</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Survey of stakeholders to determine their perception of safety and quantitative comparison of crime rates on school grounds and in community compared to schools and neighborhoods with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Involvement/buy-in in the Charter School community	<p>Survey community to assess their perspectives regarding the Charter School.</p> <p>Engage stakeholders in dialogue through town hall meetings to make community aware of our mission, vision and beliefs.</p> <p>Promote events through the website and marquee (in multiple languages).</p> <p>Involve community in safety measures.</p>	90% of students, staff and community members reporting perceived safety at the Charter School and low rates of crimes.	Increased levels of perceived safety and decreased crime rates.	Increased levels of perceived safety and decreased crime rates.	Increased levels of perceived safety and decreased crime rates.	Increased levels of perceived safety and decreased crime rates.
<b>BROAD COURSE OF STUDY</b> <b>STATE PRIORITY #7</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Observation in classrooms and review of curriculum maps for evidence of content area coverage				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Integrated approach to broad range of content using STEAM as focal point for curriculum	The School Director will ensure implementation of curricular maps, vertical teaming, working with grade level teams, and departmentally in the 7 <sup>th</sup> and 8 <sup>th</sup> grades, educators will weave content in with grade level themes.	Kindergarten, first and sixth grade teachers along with academic personnel	In addition to the existing grades, 2 <sup>nd</sup> and 7 <sup>th</sup> grade teachers along	In addition to the existing grades, 3 <sup>rd</sup> and 8 <sup>th</sup> grade teachers along	In addition to the existing grades, 4 <sup>th</sup> grade teachers along with	In addition to the existing grades, 5 <sup>th</sup> grade teachers along with

	Articulation between the elementary and middle school programs will play an integral part to ensure continual student growth through common planning time, departmental meetings, professional development and vertical teaming.	create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.	with academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.	with academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.	academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.	academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.
<b>[OTHER STUDENT OUTCOMES]</b> <b>STATE PRIORITY #8</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Analysis of data generated by standardized tests and Progress Reports				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students performing at or above grade level in academic subjects.	Assess student performance annually (via standardized tests) in order to determine proficiency across curriculum.  Review Progress Reports (e.g. 5-, 10-, 15- and 20 week) to determine student progression toward proficiency.  Implement CCSS-aligned curriculum and programs such as literacy across the curriculum and Sustained Silent Reading.	Students performing at or above grade level on appropriate standardized tests.  Students in K and 1 will be emerging readers with developmentally appropriate number skills.	Students performing at or above grade level on appropriate standardized tests.  Students in K through 2 will be emerging readers with developmentally appropriate number skills.	Students performing at or above grade level on appropriate standardized tests.  Students in K through 2 will be emerging readers with developmentally appropriate number skills.	Students performing at or above grade level on appropriate standardized tests.  Students in K through 2 will be emerging readers with developmentally appropriate number skills.	Students performing at or above grade level on appropriate standardized tests.  Students in K through 2 will be emerging readers with developmentally appropriate number skills.

Table 3: Student Outcomes Aligned With the Eight State Priorities

## **Instructional Design**

ECR K-8 will employ a project based, learner-centered approach to education. STEAM and sustainability serve as the foundational underpinning tying together content across the curriculum. This educational philosophy, deeply rooted in the constructivist paradigm of knowledge development and acquisition, aligns well with Common Core State Standards (“CCSS”). CCSS requires collaboration and students learning from one another, the hallmark of a constructivist approach to learning. Project-based learning represents the ideal setting for students to practice the skills that are at the heart of CCSS. Students will have annual summer reading to encourage and promote literacy. At the younger levels, this will involve reading with family and progress to self-directed reading. By middle school, and eighth grade in particular, the focus will shift to high school readiness. Vertical teaming with El Camino Real Charter High School teachers will play an integral role in preparing students for this stage of their academic journey. ECR K-8 will work to scaffold content and use Understanding by Design to help ensure students have the skills, knowledge and attitudes that will serve them well in their post ECR K-8 education and careers.

In addition to CCSS materials, teachers will create their curriculum using materials drawn from the real world, relating to sustainability, and connecting to the local environment (community, region, state). Help from the School Director and ECRA’s Director of Sustainability and STEAM Initiatives will be available to the classrooms teachers. Additionally, they will work with other teachers at ECR K-8 to ensure continuity and proper development from one grade to the next via vertical teaming. They will have planning time during PD days, pupil free days, as well as curriculum development and buyback days during the summer in which faculty from the Charter School and ECR K-8 at Highlander will work together to plan their courses. Furthermore, teachers will employ Understanding by Design (“UbD”) to guide in this process. They will work with their counterparts at the other K-8 Charter School campus to identify Enduring Understandings and Essential Questions that will help define the curriculum and their unit planning. The Charter School believes that a relevant, real world, hands-on education couched in current events and connected to sustainability, provides students with the knowledge and tools to engage in informed debate and act in a knowledgeable fashion to deal with future issues that may arise. Preparing students to handle the uncertainty and changing future stands at the forefront of what ECR K-8 attempts to accomplish. We believe all students deserve a comprehensive education that is relatable and relevant.

Teachers will fill in the curriculum map (see Table 4 for a template) according to the needs of her students, in collaboration with each other – including educators at the previous and succeeding grade levels and academic personnel from ECRA. The School Director, ECRA’s Director of Sustainability and STEAM Initiatives and other relevant Assistant Principals at ECRA will review the maps.



Month	Unit	Enduring Understanding(s)	Essential Questions	Content Area(s)	Assessment Type	Standards (CCSS)	Technology	Instructional Materials	Differentiation	Literacy	Multiculturalism	Project Based (Y/N)	Place Based (Y/N)
Aug													
Sep													
Oct													
Nov													
Dec													
Jan													
Feb													
Mar													
Apr													
May													
Jun													

Table 4: Curriculum Map Template for ECR K-8 Focusing on Understanding by Design Planning, CCSS, Assessment and Other Key Pedagogical Factors

Place-based education will serve to connect the curriculum with the students’ surroundings. Sobel (2005) defines place-based education as “the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum” (p. 7). He goes on to mention the emphasis on “hands-on, real-world learning experiences” (p. 7), which are also an integral component of place-based education. By using the local community and environment, students will gain an appreciation for and understanding of institutions that serve an integral role in the functioning of society, while making tangible connections to concepts. Whenever possible, it will focus on the school grounds (buildings, gardens, green and paved spaces) to drive connections between academic content and actions. As reflected in the projects students participate in (described in the curriculum), students will do the following but not limited to: measure the amount of water and energy consumed on campus as well as waste and energy produced, in math, science and social studies classes. Examples of the facility as a resource will be further explicated in the narratives that follow. Using inquiry driven questions by students and guided by teachers as facilitators, students will explore the natural world through the academic disciplines and the school’s natural and sustainably built environment. Each grade level will have a unifying theme that ties to sustainability (see Table 5). These themes are further discussed in the context of a typical day for a student at each grade level.

Grade Level	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Curricular Theme	Community	Water	Food	People	Land	Air	Diversity	Systems	Energy

Table 5: Sustainability-linked Curricular Themes by Grade Level

Since ECR K-8 will be a STEAM school, focus on sustainability, technology, engineering, science, art and math will be essential in all facets of the Charter School. Literacy and language arts will integrate these academic pursuits at all grade levels.

**Staffing Plan**

The Charter School will employ fully credentialed, certificated and appropriately qualified personnel. As shown in Table 6, there will be two teachers in the elementary grades (kindergarten and first grade) and five classroom teachers in middle school (sixth grade) in the Charter School’s first year of operation. Additionally, the Charter School will have one Special Education teacher. The Charter School will share a guidance counselor with ECR K-8 at Oso for the first year of operation. Starting in the second year the Charter School will have a full-time guidance counselor on site.

Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Director	1	1	1	1	1
Teachers	7	13	19	20	21
Guidance Counselor	0.5	1	1	1	1
Nurse	0.2	0.4	0.6	0.8	1
Psychologist	0.05	0.1	0.2	0.2	0.2
Special Education Teachers	1	2	3	3	3
Special Education Aides	2	3	4	5	5
Clerical	2	2	3	3	3
Custodial	2	2	3	3	3
Total	15.75	24.5	34.8	37	38.2

Table 6: Employee Staffing Plan Roll Out (in FTE)

In year 2, the Charter School will add six teachers, one for second grade and five for the middle school (seventh grade) – Math, Science, English, History/Social-Science and PE – as well as an additional Special Education teacher. In year 3, the Charter School will add six more teachers, one for third grade and five for the middle school (eighth grade) – one Math, one Science, one English one History/Social-Science and one PE instructor – as well as a third Special Education teacher. In years 4 and 5, the Charter School will add one teacher for the fourth grade and one for the fifth grade instructor respectively.

The Charter School will open with one Director, two clerical staff and two custodial staff. ECR K-8 will contract security staff to ensure a safe environment. As the school grows, additional personnel will be added. For the first year of operation, the Charter School plans to hire one full-time Special Education teacher and two special education aides. Tab 8 contains full staffing breakdowns for the first three years, including school psychologist and nurse staffing levels. ECRA, the CMO, will provide back office services, including fiscal, special education assessment and evaluation, clerical and assorted academic assistance. Element 4 and Element 5 contain further details of the CMO’s role in oversight of the Charter School.

**Curriculum and Instruction: K-5**

ECR K-8 will be a learner centered school where instruction is delivered in a number of ways based on constructivist theory and project-based learning which is linked to authentic experiences. Educators at ECR K-8 will employ teaching strategies that include teacher-led instruction, class discussions, cooperative and collaborative learning and inquiry-based activities.

Curricular development will be based on the grade-level themes, each of which is linked to sustainability. Materials to support the educational program reflect the Charter School's philosophy that learning best occurs in a setting that is student-centered, is highly rigorous and challenges students via project based learning. The Charter School may use Houghton Mifflin Harcourt's Literacy by Design and the Balanced Literacy Program for grades K-5. This "literacy curriculum features whole class interaction followed by differentiated small group instruction and shared connections followed by independent focus.... This comprehensive, balanced literacy program is fully correlated to the Common Core State Standards." Furthermore, it reflects ECR K-8's educational philosophy.

Foss Kits may be utilized in the elementary grades to supplement the science curriculum. The fourth grade "Soils, Rocks, and Landforms" and "Environments" and first grade's "Air and Weather" kits align with the themes for those grade levels. Common Core State Standards will serve as ECR K-8's guide to enable students to become critical thinkers and lifelong learners. Physical Science, Life Science and Earth Science concepts will be taught throughout the elementary grades. ECR K-8 will place special emphasis on environmental literacy and will follow CDE's Environment Initiative (EEI) Curriculum.

In grades Kindergarten through 5<sup>th</sup> grade, classes will be self-contained, taught by fully credentialed teachers. There will be one credentialed teacher per classroom at all times. When and if feasible trained aides from local institutions, such as Pierce College, will provide supplemental support in the classroom.

### **Technology**

Throughout the elementary grades, students will use various forms of technology, such as calculators, temperature probes, personal computers and digital cameras. The Charter School will have one dedicated computer lab when the school opens in 2017. This space will be shared by the middle and elementary school. As the school grows, a dedicated mobile cart for the elementary school will be added to accommodate elementary students' use of personal computers. Students will learn word processing and keyboarding/typing skills in the early grades to prepare them for writing papers on the computer and to take standardized tests (e.g. Smarter Balanced). Online programs will be used to help students with these skills. For instance, websites like SpellingCity.com and ixl.com may be used to provide differentiated instruction and extra practice for students. Additionally, programs such as Kidspiration, Inspiration and the online version, Webspiration – concept mapping software – will be used to help students visualize connections between concepts and to develop their writing skills.

As the need for technology in schools and communities continues to increase, styles of teaching will need to accommodate more independent, project-based, and problem-solving learning experiences (Banks et al, 2007). To this end, ECR K-8 views technology as a tool to accomplish goals, not as an end in itself. The Charter School will not implement technology for technology's sake. Technology, in terms of computers, will be integrated into everyday classes, not be taught as a stand-alone course of study. In grades K-5, teachers will teach technology skills as needed in order to supplement their curriculum. Each grade level will be responsible for teaching one major software program (i.e. word processing: Word/Pages/Google Docs, spreadsheets: Excel/Numbers/Google Sheets, presentations: PowerPoint/Keynote/Google Slides etc.). Teachers will introduce the program ahead of using it in their classroom. In subsequent years, teachers will

build on these skills and make use of the accumulating knowledge and software that students learn in previous years. Lastly, programs such as robotics will be available as after school enrichment in cooperation with El Camino Real Charter High School’s program, which has an award winning tradition in this field.

Visual and performing arts, which will be integrated into the curriculum, and physical education, are non-core classes.

The following topics will comprise the core curriculum:

- English language arts and language development
- Mathematics
- History/social science
- Science

Table 7 represents a sample of the resources that the Charter School could potentially use in the daily education of students in grades K-5. These are resources available in 2015, but by the Charter School’s proposed opening in 2017, there may be other, more appropriate options for students.

Discipline	Textbook	Technology/Software	Other (Supplemental Books)
Math	McGraw-Hill My Math	Digital learning extensions ixl.com	It Looked Like Spilt Milk The Grapes of Math How Much Is a Million?
ELA	Literacy by Design	Word processing & Kidspiration; SpellingCity.com	Who's in a Family? The Lorax The Birchbark House Island of the Blue Dolphins
Science	Houghton Mifflin’s ScienceFusion: More Than Just a Science Textbook	Vernier sensors; Kidspiration	Foss Kits, Edible Schoolyard (Sq. Foot Gardening); Project Learning Tree Q Is for Quark: A Science Alphabet Book
History/Social Science	Prentice Hall TCI McDougal Littell	Digital storytelling (voicethread, iMovie, etc); digital camera	Select biographies; The Spanish Missions of California; California History for Kids: Missions, Miners, and Moviemakers in the Golden State

Table 7: Potential Instructional Materials for K-5 Core and Non Core

In the Charter School, Visual and Performing Arts will be embedded across the curriculum. The academic program is focused on project-based learning and each project will have a grade-level appropriate arts component. Students will not only enhance their presentations with visual and performing arts, but these features will be integral to the projects and will be a component of the evaluation rubric. Art will be an important feature of students’ collaborative work in small groups and with partners. During group presentations, which may be about a historical event, literature or scientific endeavor, performing the important roles of their topic will be an option. Similarly, students may use technology creatively to add to their projects in conjunction with art. For example, in keeping with the second grade theme, food, students may make use of computer generated graphics, illustrations, movie or television clips (e.g. Ratatouille, Food Channel programs, etc.) as part of their presentations. Each student will be assessed according to his or

her ability and the effort he/she makes in this area. Additionally, throughout the academic year there will be structured art and technology instruction by the teacher and by periodic visiting experts.

### **Kindergarten Language Arts (Core)**

Verbal fluency, social skills, along with reading and writing readiness, are essential features of the kindergarten language arts experience. In order to encourage these skills and prepare students for reading and writing, the teacher will lead activities geared to develop these pathways. Exercises in comprehension include following plot line, sequencing events, retelling a story in the student's own words, synthesizing and predicting plot outcomes. Research into learner and age appropriate texts will drive the selection of both fictional and informational resources. By working in partners and groups, students learn from each other, demonstrating a truly learner centered approach to emerging readers and writers. Students will discuss what they read with their partners and in groups, they will also write and/or dictate personal narratives, about books, how-to books and persuasive letters and enhance their work with art materials such as crayons, colored pencils, etc. The goal of the Kindergarten language arts program is to lay the foundations on the path to literacy.

The kindergarten language arts program will be guided by Common Core State Standards ("CCSS"). Standards-based instruction will be implemented in Kindergarten curriculum in the aforementioned ways which develop students' literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of the school year. The Common Core State Standards integrate the strands of English language arts: Speaking and Listening, Reading, Writing and Language. Following the CCSS, as stated earlier, the curriculum at ECR K-8 will also focus on informational text and content-related vocabulary, opinion pieces, and informative/explanatory writing. Collaborative conversations on texts, grade-level topics, and theme for kindergarten at ECR K-8 will be an important piece of Kindergarten Language Arts instruction. Keeping in mind reading is the key to success in all content areas, additional support will be provided as recommended by California Department of Education. (<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.)

### **Kindergarten Mathematics (Core)**

The Common Core State Standards will guide the Charter School kindergarten math curriculum. Furthermore, CCSS recommends that learning time in Kindergarten should be largely devoted to numbers.

Number sense will be the primary focus for mathematics instruction in the early grades, with base-ten serving as the foundation for numeracy. Students will gain mastery of numbers between 1 and 10 before progressing to double digits. ECR K-8 will place emphasis on understanding number relationships. Integrating multicultural perspectives is an important aspect of ECR K-8. This plays out in math with the inclusion of teaching counting in the Chinese method. In this approach, *fifteen* is *ten-five* and *forty* is *four-ten*. This method provides a concrete way to visualize and understand numbers in the Base 10 system (Sun and Zhang 2001).

Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings and become adept at problem solving. Standards-based

mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for Algebra, resting on the foundations built in the early grades. The domains for kindergarten are Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data and Geometry. Extra support will be provided for students, including English Learners, who need such support. ECR K-8 will follow the recommendations of the CDE for providing support in mathematics.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

### **Kindergarten Social Science (Core)**

In kindergarten, students begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students explore what it means to be a good citizen, recognize and understand national symbols, work (now and long ago), geography, time and chronology and life in the past. Teachers are encouraged to build students’ understanding of history–social science concepts while furthering beginning literacy skills as outlined in the CCSS. For example, shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary, concepts about print, phonemic awareness, the alphabetic principle, analysis of text and fluency. Content standards, according to the California Department of Education (“CDE”), will guide the curriculum and be used to serve as a platform for integrating the theme of community. Furthermore, in keeping with Project Based Learning students will investigate their role in the community, beginning with their classroom and school.

Students explore their neighborhood and learn the important work that various individuals and groups do in the community. This will include trips to the post office, local library, sheriff station and other important places. Students will create a poster demonstrating the interconnectedness of the different actors in the community. Additionally, they will learn, with the help of 7<sup>th</sup> graders, to make feedback loops that reflect schoolyard conflicts and ways to resolve them (Senge, 2015).

At school, students will work collaboratively to build models of various community establishments and inhabit the roles of people such as the grocer, librarian and fireman. Through this “play” students will interact with each other and gain empathy for fellow members of the neighborhood. Engaging students and raising awareness of the various aspects of their community, will make them more aware of how to improve their surroundings in terms of safety and added services. Kindergarteners will also be responsible for taking care of their local community (i.e. the classroom) by cleaning and beautifying their space. To this end, the teacher will assign roles for the students.

### **Kindergarten Science (Core)**

In kindergarten, science teaching builds upon the innate curiosity of children (asking questions, exploring, playing with new objects, experimenting with different senses, observing, using inventions to solve problems) by providing students the time, skills, and structures to formulate and investigate their questions.

Kindergarteners are expected to learn both the content and process of science. ECR K-8 science program will reflect a balanced, comprehensive approach that will include the teaching of investigation and experimentation skills along with direct instruction and this process will begin



in Kindergarten. Key elements of a balanced science program will include explicit teaching of science content and concepts, identifying students' prior knowledge and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. Students learn the scientific process of creating a hypothesis, making observations and making inferences based on those observations. As is true with all Project Based Learning units, students are encouraged to generate their own questions.

In Kindergarten, students will focus on the theme of community. The projects in kindergarten will be framed by a driving question: What role do we play in our community? Each academic year educators will review the driving question and modify it as they see fit for future years. Integrating language arts, social studies and numeracy will be vital to the interdisciplinary nature of the science curriculum. For science, this will include a discussion of the relationship between organisms and non-living components, which interact to form an ecosystem. Students will also employ and thereby develop their observation skills in their own communities, including their school, home and neighborhood. Furthermore, they will practice asking questions of various members of their community and collecting data, key skills in conducting scientific research. In the classroom, students will create small environments in 2-Liter bottles, which will be a direct application of what they have learned.

High quality science instruction will also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science teaching and learning. The Next Generation Science Standards ("NGSS") play an integral role here with their focus on the process of science and scientific literacy.

Safety will always be the foremost consideration in teacher modeling and the design of demonstrations, investigation and experiments, and science projects. Everyone involved in science education will be familiar with the Science Safety Handbook for California Public Schools.

<http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>

### **First Grade English Language Arts (Core)**

For students to become lifelong readers and writers, it is essential that they learn early reading and language skills through a strong, integrated instructional process. For students to become fluent and skillful readers, they will be extensively engaged with the English language, including understanding the sounds and symbols that make up language, hearing and talking about stories and events, and connecting words with ideas to express in writing and speaking. In writing, students are learning to write about memorable moments, nonfiction pieces and how to make their writing easy for readers to understand. Students will reread texts to demonstrate comprehension and fluency. Additionally, students will practice retelling and predicting to encourage critical thinking and understanding. Through shared reading, partner reading and other methods, Standards-based instruction will be implemented to develop students' literacy and proficiency in English language arts. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening and Language. The CCSS focus on more text-analysis skills for informational text, participating in shared research writing projects, vocabulary acquisition and use and text-analysis skills for reading comprehension. First grade language acquisition will be based on a review of the important English language arts skills and concepts

from kindergarten (prerequisite skills and scaffolding) and teacher guidance to ensure success for English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **First Grade Mathematics (Core)**

First grade mathematics will cover the four areas identified by the CCSS. Math instruction will emphasize number sense. The goal is for students to develop a strong concept of numbers within the base-ten system. Students will gain mastery using the number line, focusing on numbers from one to ten. They move both up and down the number line by ones and twos within ten so that they truly understand number relationships. ECR K-8 will continue to teach counting in the Chinese method. Additionally, students will work on age appropriate skills such as pattern recognition; counting by 2s, 5s and 10s to one hundred; counting backward and writing numbers.

Students in ECR K-8 will receive balanced instructional program in mathematics, in which students will become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction will begin with basic concepts and increases in scope and content as the years progress including readiness for algebra, resting on the foundations built in the early grades.

The mathematics curriculum will follow the CCSS, which is organized by “domains.” The domains for first grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Measurement and Data and Geometry. The CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years. First grade instruction will include review of the important mathematical concepts and skills from kindergarten (prerequisite skills) and teacher guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>

### **First Grade History-Social Science (Core)**

Students in the first grade are ready to learn more about the world in which they live and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Building on their knowledge of community, developed in kindergarten, students’ expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology.

In first grade, in conjunction with science and the theme of water, students will explore the relationship between civilizations and water. They will look at how people have used, engineered, and manipulated water from multiple cultural perspectives. Focusing on California, they will learn about the drought and climate in California as well as the ways that people have dealt with freshwater shortages. Furthermore, students will learn about the design of reservoirs and dams, then build a model to study how it impacts the land. As part of this they will explore how animals interact with water, looking at specific examples like beavers and the dams they construct. Leading into second grade’s theme – food – students will start to learn about agriculture, its role in California and how it is impacted by the drought. This will continue on in second grade as a natural progression of this theme.



Through the projects, texts and other material teachers build understanding of history–social science concepts while furthering beginning literacy skills as outlined in the Common Core State Standards (CCSS). Content standards, as put forth by CDE, will guide the curriculum and be used to serve as a platform for integrating the theme of water. For example, shared readings of narrative and expository texts related to the history–social science standards can reinforce academic content vocabulary; concepts about print, phonemic awareness, and the alphabetic principle; analysis of text; and fluency.

### **First Grade Science (Core)**

Most children are natural scientists—they enjoy exploring, asking questions, playing with new objects, experimenting with different senses, observing, or using inventions to solve problems. In first grade, science teaching builds upon this innate curiosity by providing students the time, skills, and structures to formulate and investigate their questions. First-grade students are expected to learn both the content and process of science. ECR K-8 science program will reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of the science program will include explicit teaching of science content and concepts, identifying students’ prior knowledge, and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. ECR K-8 science instruction will also develop students’ command of the academic language of science and use standards-based connections with other core subjects to reinforce science teaching and learning. These terms will be addressed and reinforced in the language arts and mathematics curriculum.

In first grade the theme is water. The driving question for the projects will be: How does water impact our daily lives? Each academic year educators will review the driving question and modify it as they see fit for future years. In order to answer this question, first graders will take part in a number of projects. One major focus for the year will be a project investigating how water is used on campus. Students will record their observations and collect their data in science journals and use graphic organizers to represent their ideas. They will read science books (texts and teacher created) on water. They will learn about the impact of water on the immediate environment. After completion of this project, students will follow up with an investigation of how water is used at home. They will find and record the various ways in which water is consumed and wasted using teacher and student generated charts and tables. Each student will be responsible for creating illustrations and sharing his or her findings with the class.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebook2014.pdf>. The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Second Grade English Language Arts (Core)**

In second grade, instruction will continue to focus on developing literacy and proficiency in language arts with the goal that all students become lifelong readers, competent writers, and effective communicators. There will be focus on literacy as it is critical to academic success and is the key to becoming an independent learner in all other disciplines. By the end of second grade, students will be able to read with accuracy and fluency to support their comprehension of literature and informational text. Their oral reading skills will be developed to the point that they can read grade-level text orally with expression.

Second grade curriculum will be based on CCSS. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. ECR K-8 will implement the CCSS focus on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative conversations about grade-level texts and topics.

The second grade curriculum will be based on review of the important English language arts skills and concepts from first grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **Second Grade Mathematics (Core)**

The four areas of focus prescribed by the CCSS will guide second grade mathematics at the Charter School. In second grade, students will become proficient in basic computational skills and procedures, develop conceptual understandings and become adept at problem solving. Mathematics instruction will be Standards-based which will begin with basic concepts and will increase in scope and content as the years progress.

Mathematics instruction will be Standards based. The CCSS are organized by “domains”. The domains for second grade are: Operations and Algebraic Thinking, Number and Operations in Base-Ten, Measurement and Data, and Geometry. Following the CCSS, the second grade mathematics curriculum will have a greater focus to develop mathematics topics in depth to emphasize concepts necessary for the study of more advanced mathematics in later years. The second grade curriculum will include a review of the important mathematical concepts and skills from first grade (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>

### **Second Grade: History-Social Science (Core)**

Students in second grade are ready to learn about people who make a difference in their lives and who have made a difference in the past. They develop their own identities as people who have places in their communities. Students start their study of people who make a difference by studying the families and people they know. This course of study utilizes the second grade theme at the Charter School, food, to provide context for this process. By focusing on agriculture, farmers, farmworkers and the historical component of food production. Students themselves can make a difference by engaging in service learning to improve their schools or communities through the lens of food. This approach will be learner-centered, as students plan, implement and evaluate the service-learning project, helping to ensure student buy-in, ownership, and

empowerment. The teacher will work to guide the process to include academic scholarship, meaningful service, collaboration and reflection.

Teachers are encouraged to build understanding of history– social science concepts while furthering beginning literacy skills as outlined in the Common Core State Standards (CCSS). For example, shared readings of narrative and expository texts related to the history–social science standards can reinforce academic content vocabulary, concepts about print, phonemic awareness, the alphabetic principle, analysis of text, and fluency. Additionally, content standards developed by CDE, will guide the curriculum and be used to serve as a platform for integrating the theme of food.

Through the investigation of food and food production, students in second grade will create a map of foods from various regions and where they are grown. This will incorporate mapping skills and spatial reasoning, while encouraging students to consider seasonality of food and the demands of a globalized food system. As an interdisciplinary project, students will consider global foods, with an emphasis on culture and geography. Students make a presentation about food from their home and the cultural heritage of the dish.

### **Second Grade Science (Core)**

Second grade students begin to develop the ability to use more abstract thinking. Science is an excellent avenue for them to use their expanding cognitive abilities, with opportunities to categorize, observe and interpret nature or logically predict what may happen. Students become more familiar with the process of “doing science” as opposed to the memorization and recitation of facts. Through experiences like visits to ECRA’s proposed Outdoor Science Center at the former Platt Ranch Elementary site, students experience science from a hands-on, minds-on perspective.

In second grade, the theme of food will be the focus of the science curriculum. The driving question, “Where does our food come from?”, provides the basis for projects throughout the year. For example, in one project, students will research one food product that they eat and present their findings using various media, including the use of technology. Additionally, students will incorporate visual and performing arts to enhance their presentation to the class. As an extension, students will inform the class about one food item from their family’s culture. When possible, they will prepare the dish and share with the class.

In an example of the crossover between science, language arts and social studies, students will explore various sources of food including campus and community gardens and transportation of food as well as field trips to local farms and grocery stores, while learning key vocabulary terms. Furthermore, students will learn how to generate meaningful questions to guide their process of investigation and scientific discovery.

Teachers guide students through the steps that reflect key elements of a balanced science program, which includes explicit teaching of science content and concepts, identifying students’ prior knowledge and addressing student misconceptions. Investigation skills are also be highlighted, with students encouraged to find answers to their own experiences or observations. Science curriculum at ECR K-8 also develops students’ command of the academic language of science and uses standards-based connections with other core subjects to reinforce science

teaching and learning. Safety should always be the foremost consideration in teacher modeling, the design demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education will become familiar with the Science Safety Handbook for California Public schools, which is posted on the CDE Web site at [p://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf](http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf). The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Third Grade Language Arts (Core)**

By the third grade, students will write and read more independently and will be responsible for recording their observations and reactions relating to the third grade theme of people. Peer support for readers will become an important part of the language arts curriculum, with students taking part in discussions of books; students may or may not read the same books. Under the guidance of their teacher, students may form book clubs in which they discuss and share their books using teacher generated guided notes and questions. Reading units may include the following: a unit with age appropriate characters, a mystery unit, a unit based on biographies of important local people and a book club unit. In third grade, students will be assigned a long term piece of writing, such as a research paper. This assignment will be completely guided and supported by the teacher with clearly defined due dates, benchmarks and rubrics for developing and meeting criteria. The research paper will tie in with the third grade theme and will be about a "Famous Californian." In addition, students will also write essays, book reviews and stories.

In order to have third grade students do the foregoing, they must read fluently, effortlessly, independently, and enthusiastically. Doing so will enable them to obtain information from all content areas. ECR K-8 will follow a Standards based Language Arts curriculum that nurtures both comprehension and fluency. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language.

ECR K-8 will follow the CCSS focus on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative conversations about grade-level texts and topics. As third grade Language Arts program will be based on the specific skills mastered in the second grade, third grade Language Arts program will include a review of the important English language arts skills and concepts from second grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners. <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **Third Grade Mathematics (Core)**

For third grade, the CCSS provides four areas of concentration, which the Charter School will implement. Students in third grade continue working on and developing number sense leading to multiplication and division facts. Fractions and decimals will be part of the instruction. Additionally, in third grade, standardized testing such as the Smarter Balanced Assessment will be given to students. In these assessments, students must be able to explain their mathematical ideas in writing and in numbers. Teachers will provide a step-by-step support for this writing component to make it accessible to students of all abilities.

The goal of ECR K-8 mathematics curriculum will be to provide a program that makes students proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. The curriculum will be Standards-based in which mathematics instruction starts with basic material and increases in scope and content as the years progress.

The CCSS are organized by domains that add grade-level focus and vary slightly by grade. The domains for third grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. The CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years.

Third grade Mathematics program will also include a review of some mathematical concepts and skills from grade two (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>

### **Third Grade History-Social Science (Core)**

At the Charter School, third grade history-social science will focus on California history and the people who impacted the state and its development. This year will prepare students for upper grades, by continuing the developmentally appropriate trend of broadening the focus from community (in kindergarten) to global society (fifth grade).

The theme for third grade, people, plays an integral role in the history-social science curriculum. In the major project, students will choose one “Famous Californian” to research and present during their “living museum”. For more information, see the “Third Grade: Curricular Theme – People” under the heading “Typical Day for a K-5 Student” on page 82. Additionally, Native Americans and other indigenous peoples who inhabited California prior to the state joining the Union will be a central focus of the curriculum. Students will be tasked with comparing and contrasting previous inhabitants with their own lives, with special attention to how these different groups interact with their surroundings and ways in which both populations have changed the landscape, which leads into fourth grade’s theme: land. As part of the unit on native groups, students will learn how to make various objects by hand such as baskets, bowls and other daily artifacts.

Following the Common Core State Standards (CCSS), there will be shared readings of narrative and expository text related to the history. Social Science standards will reinforce academic content vocabulary and comprehension skills. Students will learn the content outlined in the standards, entitled, “People Who Make a Difference”. They will also be practicing the skills described under the headings “Chronological and Spatial Thinking,” “Research, Evidence, and Point of View” and “Historical Interpretation.” Much of the preceding will be built on what students learned in second grade.

### **Third Grade Science (Core)**

ECR K-8 Science curriculum will be based on the grade-three science standards, which introduce students to some of the most fundamental patterns in nature and develop the concept that science



helps to make the world understandable. Third grade science's driving question will be "How do people impact the Earth?" In keeping with the theme of people, in third grade students will study how people affect their surroundings (air quality, water quality and scarcity, climate and biodiversity), different fields of science (e.g. medicine, engineering, hydrology, geology and anthropology) and the jobs available in those areas. Additionally, they will examine the impact of human-created compounds on their own health and the Earth.

The science program will include explicit teaching of science content and concepts, identifying students' prior knowledge and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. ECR K-8's science instruction will also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science learning. Students' prior knowledge of science from second grade will be both reinforced and used as basis for new knowledge in third grade.

Safety will always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety will be taught. Everyone involved in science education will become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at (<http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>). The publication contains specific and useful information relevant to teachers, administrators, parents/guardians and students.

#### **Fourth Grade Language Arts (Core)**

Rigor and independent work are the hallmarks of the fourth grade language arts program. Students will maintain a reading log, to be reviewed by the teacher on a regular basis. Students exhibit their comprehension and analytic skills through partnerships, cooperative groups and roundtable discussion, which will culminate in class presentations. In keeping with the theme for fourth grade, "land," students will read and write about local geological formations, plants, cityscapes and their surrounding environment. Book clubs will continue, focusing on the theme. Fourth graders will also interact with other grades, connecting the theme of land to themes for other grade levels (e.g. writing a story for second graders about food and land). In fourth grade, the long term writing assignment will be a science report based on a topic relating to land.

Students in fourth grade are in a new stage of reading and learning when they traditionally transition from learning to read (in kindergarten through grade three) to reading to learn (in grade four and beyond). In order to prepare students for this stage, which can be categorized as reading and learning for life, when students begin to acquire and apply a full and complex range of lifelong language and literacy skills, Standards-based instruction will be implemented to developing students' literacy and proficiency in English language arts. From fourth grade on, students will be able to recognize increasingly complex words accurately and automatically in grade-level text and materials ranging from classical literature to online information. They must also develop their vocabulary knowledge and skills in more sophisticated ways, including through their own research and by reading informational texts in fourth-grade content areas. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. ECR K-8 will implement the CCSS, which focus more on informational text,

text-analysis skills for reading comprehension, opinion pieces and informative/explanatory compositions, and collaborative discussions about grade-level texts and topics.

The ECR K-8 curriculum will include a review of the important English language arts skills and concepts from third grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

#### **Fourth Grade Mathematics (Core)**

In fourth grade, the Charter School will adhere to the three areas of focus as determined by the CCSS. Building on third grade mathematical concepts, such as multiplication and division, students will do more advanced multiplication and division. Factors and multiples will play an integral part in developing students' understanding of how numbers are related. They will practice analyzing and interpreting data and patterns. Work with fractions and decimals will increase in complexity. Students will solve problems that relate to measurement and conversion of measurements. Additionally, algebra readiness and geometric concepts will be taught over the course of the year.

Students at ECR K-8, will receive a mathematics education which will provide them with a balanced instructional program which helps students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. The ECR K-8 mathematics curriculum will be Standards-based with basic material and increases in scope and content as the years progress. Fourth grade mathematics, including readiness for algebra, will be part of the foundations built in the early grades. The CCSS are organized by "domains"; the focus for fourth grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. ECRK-8 will implement CCSS that are designed to have a greater focus at each grade and to develop mathematics topics in depth. The mathematics program will include a review of some mathematical concepts and skills from third grade (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

#### **Fourth Grade History-Social Science (Core)**

At ECR K-8, fourth grade students will learn the rich history of California, with its multi cultural diversity, large economy, topographical and geographical variety and changing communities. In keeping with this grade's theme, land, students explore the various regions of California through research, which may include: newspapers, videos, books and Internet sources. As culmination of this project students will create individual road trip itineraries focusing on landmarks in their assigned regions as well as topographical features. Another project in fourth grade will be to research California Missions: Students learn how the Spanish introduced missions in California, including their purpose and the impact on the local native population and the land. The study of California history in the fourth grade students gives students the foundation to learn in depth about their state focusing on the way land impacted its history.

Students will learn the story of California that begins in pre-Columbian times, in the culture of the indigenous peoples and their use of land before the arrival of the first Europeans. The history of California then becomes the story of successive waves of immigrants from the sixteenth

century through modern times to the present. These various groups of immigrants left an indelible mark on California's history socially, economically and politically. To bring California history, geography, and economy to life for students and promote respect and understanding, the ECR K-8 program will emphasize the ethnic, racial, and cultural diversity of California's population while emphasizing the importance of land on the preceding aspects. Fourth-grade students will learn about the daily lives, adventures, accomplishments, cultural traditions, and dynamic energy of the laborers and entrepreneurs who formed the state and shaped its varied landscape, which will emphasize the regional geography of California. Students will analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times—from the earliest era to the present. The curriculum will implement CCSS which include shared readings of narrative and expository texts related to the history which reinforce academic content vocabulary and comprehension skills. Students will also develop a time line, citing significant events and developments that changed the course of California history. Students will learn the content outlined in the Standards and will practice the skills described under the headings "Chronological and Spatial Thinking," "Research, Evidence, and Point of View" and "Historical Interpretation."

#### **Fourth Grade Science (Core)**

With some of the solid foundations in science and developing the ability to work independently, Fourth grade curriculum will implement the fourth-grade science standards that provide opportunities for them to build upon their existing knowledge by formulating their own questions and predictions and conducting investigations.

Grade-four students will learn both the content and process of science. Key elements of the ECR K-8 science program will include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions by using their own experiences or observations. Science instruction at ECR K-8 will also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science learning.

Fourth grade science utilizes the theme of land to shape its driving question, "How does the land support life?" Students will use the surrounding school and local environment to explore this question. Trips to local microclimates and nature preserves will serve as an essential component of the science curriculum. Building on their investigative and observational skills, students will make detailed drawings, notes and collect specimens in their science sketchbooks of the various types of flora and fauna supported by the land. They will investigate differences between land formations and the impact on climate, for example the difference between the San Fernando Valley where the school is located and the other side of the Santa Monica Mountains (i.e. Malibu). Students will also research how animals are impacted by land, changes in the land and various types of topographical features. Furthermore, they will study the impact of humans on animal habitats.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught.



Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk.pdf>. The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Fifth Grade Language Arts (Core)**

In fifth grade, students practice focused reading, which entails reading for long stretches of time, with a focus on comprehension. Students read texts at their own level and continue to keep a reading log, which teachers assess on regular basis. In fifth grade students are introduced to literary concepts such as symbols, character traits, author's message (theme), cause and effect and plot development; these concepts will be applied to both reading and writing. A variety of techniques, including roundtable discussions, paired readings and writers' workshops, will enhance their skills in both reading and writing. The long term writing assignment for fifth grade will be about air quality around the world, which will combine research, multiculturalism and an interdisciplinary partnership with science and social studies.

Students in grade five are at the beginning of an academic stage traditionally described as reading to learn. During this stage, they begin to acquire and apply a full and complex range of lifelong language and literacy skills, skills that enable them to read to learn throughout their education and future careers. At ECR-K-8, deeper analysis of literature and informational text will be a focus of fifth-grade instruction. Standards-based instruction will be implemented to meet these objectives in English language arts. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. The curriculum will align with the CCSS and focus more on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative discussions about grade-level texts and topics. At ECR K -8, the Language Arts program will include a review of the important English language arts skills and concepts from fourth grade (prerequisite skills) and guidance will be provided to ensure success for struggling readers, including English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **Fifth Grade Mathematics (Core)**

Fifth grade mathematics instruction will focus on the three primary areas delineated by the CCSS. Through various types of assessments, including internal and standardized, student progress will be regularly measured and monitored. In fifth grade, students will be required to write and interpret numerical expressions as well as continue to represent, analyze and interpret patterns and relationships. Emphasis will be placed on understanding the place value system and working with decimals to the hundredths place. Mathematical computation involving fractions will increase in complexity. Students will convert like measurement units within a given measurement system. Graphing points on the coordinate plane will build in the introduction of geometric concepts in fourth grade. Students will continue to develop their problem solving skills, while developing abstract and quantitative reasoning.

ECR K-8 will implement Standards-based mathematics instruction, which begins with basic material and increases in scope and content as the years progress. The CCSS are organized by

“domains”. The domains for fifth grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. Following the CCSS model, ECR K-8 mathematics program will have a greater focus to develop mathematics topics in depth preparing students for more advanced mathematics in later years.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

### **Fifth Grade History-Social Science (Core)**

The fifth grade curriculum will focus on the theme of Air. In history-social science, this may manifest itself in looking at how pre-Columbian settlements impacted the air quality by recreating their way of life via simulations in conjunction with science experiments. Looking at the air quality in current locations, with a focus on the Los Angeles region, which is the driving question for science, students will use examples of past determinants of air quality in the American Southwest. In order to make global connections and further the theme of Air, fifth graders will look at the air quality of other major cities around the world, including, but not limited to Beijing, World War II era London, Cairo, Mexico City etc. This theme will be further explored throughout history-social science by focusing on the sustainability of pre-Columbian settlements. Excerpts from Charles Mann’s *1491: New Revelations of the Americas Before Columbus* and *1493: Uncovering the New World Columbus Created* will provide recent examples from academic scholarship on the relationship between indigenous populations, explorers and the impact of this interaction.

By in large, fifth grade history-social science focuses on the development of the United States leading up to the Industrial Revolution and the Civil War. These events traditionally have been viewed through the lens of European-Americans. The Charter School aims to provide multiple perspectives for the historical events that shaped the country. This includes paying special attention to the perspectives of indigenous peoples, colonists, free blacks and slaves, women, children and pioneers, in addition to explorers. Students will continue their fourth grade map-making and reading skills to understand how the geopolitical factors influence state and national borders.

As part of the fifth grade curriculum students will learn the location of the current 50 states and the names of their capitals. Students in the fifth grade will also take part in a Geography Bee, with the winners receiving school wide recognition at an end of year celebration.

As outlined in the Common Core State Standards (CCSS), shared readings of narrative and expository text related to the history–social science standards will continue to reinforce academic content vocabulary and comprehension skills.

### **Fifth Grade Science (Core)**

Grade-five students are expected to learn both the content and process of science. Effective science programs reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of a balanced science program include explicit teaching of science content and concepts, identifying students’ prior knowledge, and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations.

In fifth grade science, the driving question “How can we improve air quality in LA?” is derived from the theme, “air.” This question will serve as the guide for multiple units throughout the year. In order to properly answer this question, students will learn about chemistry, compounds and other scientific concepts. Climate and emissions as well as nitrogen and carbon cycles will be integral content areas covered over the course of the year. Helping students understand how the natural cycles and composition of the air interact will be essential to their investigative research. Students will work collaboratively to answer this question by generating ideas, which will lead to a formal culminating experience. For their final project, they might create a product, develop a plan or design an educational program to improve air quality in the Los Angeles Basin.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education will become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at (<http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>). The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

**Sixth through Eighth Grade Curriculum**

Instruction in grades six through eight relies on best practices and a student knowledge acquired in Kindergarten through fifth grade. The scope and sequence of the curriculum draws heavily from the California Department of Education’s standards and CCSS. Mastery of the Common Core State Standards lies at the heart of a rigorous middle school education.

Teachers fully credentialed in their subject areas will teach grades sixth through eighth. There will be one credentialed teacher per classroom at all times. When and if feasible trained aides from local institutions, such as Pierce College, will provide supplemental support in the classroom. Sample instructional materials can be found in Table 8. Input from ECRCHS teachers will help inform the curriculum in the middle school. Articulation between 8<sup>th</sup> and 9<sup>th</sup> grade in particular will help ensure a smoother transition. Working with ECRCHS faculty and using Understanding by Design will help middle school teachers identify and plan for their students’ long term success.

English language arts, English language development, mathematics, history/social science, and science are considered core classes. Visual and performing arts and physical education classes are non-core.

Table 8 contains a list of sample materials to aid instruction for grades six through eight. These represent currently available resources. When the Charter School opens in 2017, the School Director and teachers will review resources to ensure their appropriateness and effectiveness for the students and standards.

Discipline	Textbook	Technology/Software	Other (Supplemental Books)
Math	Houghton Mifflin Harcourt’s Go Math!	Digital learning extensions ixl.com Code.org	Fractals, Googols, and Other Mathematical Tales

ELA	Prentice Hall Literature Common Core Edition	Inspiration VoiceThread	Bad Boy (Walter Dean Myers) Esperanza Rising Wabi: A Hero's Tale
Science	Lab-Aids/SEPUP modules	STELLA modeling software & Inspiration	Cradle to Cradle & The Ecology of Commerce
History/Social Science	U.S. History Textbook and Enhanced Curriculum from Houghton Mifflin Harcourt	Inspiration, VoiceThread; American Library Association portal; Teachinghistory.org	1491 and 1493 by Charles Mann

Table 8: Potential Instructional Materials for 6-8 Core Courses

**Sixth through Eighth Grade English Language Arts (Core)**

At the Charter School, English language arts will be taught through reading and writing workshop. This method allows differentiation, and attempts to meet the needs of learners of all abilities. The workshop teaching model utilizes direct instruction, read alouds, shared readings and individual or table talks (small group conferences) to teach reading and writing skills. This method encourages an atmosphere in which teaching reading and language arts is a student-centered process that gives students, individually and in groups, the freedom to interpret their reading and support their assertions with textual evidence. The supplemental reading will be selected by the students from a list provided by the teacher; the reading list will be developed by the ELA department and each grade will have its own list. Each classroom may select a supplemental book to be read by each small group. For example in a class of thirty-five students there may be seven groups of five students with each group reading a different book. The teacher will monitor and assess progress of students’ comprehension and analysis of the book students are reading in each group. Students will record both their understanding and analysis in their Reader’s Notebooks, which the teacher will also assess periodically. This activity will culminate in students presenting their findings to the class. The workshop structure corresponds to English Language Development (ELD) standards because the workshop model utilizes the collaborative, interpretive and productive modes of communication identified in the ELD standards.

Additionally, as writers, students will produce personal narratives, fictional accounts, persuasive and expository essays and responses to literature. Grammar, spelling and mechanics of writing will be integrated into ELA instruction. In response to student needs, teachers will instruct the whole class on the foregoing topics.

**Reading Workshop**

ECR K- 8 will encourage those who love to read and change the minds of those who are less interested in reading. To a great extent letting students choose their reading material, reading across the curriculum and reading books, as opposed to excerpts, opens the minds of once reluctant readers (Guthrie and Davis, 2003). Additionally, the Charter school will implement Sustained Silent Reading (SSR), a reading time as part of Advisory. The Charter School will strive to teach skills and strategies instead of focusing only on certain books. Students will be able to use these skills and strategies across genres, disciplines and ability levels. Students choose books based on their interests and reading level, as determined by assessments from The Reading and Writing Project at Columbia Teachers College (<http://readingandwritingproject.org>). Students are given time to read independently in class, including SSR, which occurs every other day in middle school, and are required to read a minimum of at least 20 minutes per evening (<http://readingandwritingproject.org/about/research-base>). By allowing students to choose their books based on interest and ability, students are more

engaged, read more often and improve their skills (Guthrie and Davis, 2003). While students have a great deal of choice regarding what they read, they read from the approved list and discuss their choice with the teacher to ensure appropriateness. In keeping with the Common Core Standards, students are required to read a variety of genres across fiction and informational text.

Read alouds model fluent reading, expose students to a wide variety of texts and practice reading skills and strategies. Modeling fluent reading is especially beneficial for struggling readers (Beers, 2003). As the teacher reads, she pauses to share her thinking. She may also directly teach a skill or strategy she is using to understand the plot line, predict the outcome of the story etc. Students in turn, apply the same strategy, by stopping and recording it in their notebooks or sharing with their reading partner. Through the read aloud, the students and teacher have not only a common text to discuss but also use read alouds as an effective way to expose struggling readers to higher-level texts.

Both the Common Core reading and writing standards are addressed in the notebook, as students are required to respond to and write about their reading and cite textual evidence to support their answers. As stated earlier, notebooks are used for students to practice their skills, but also as a way for the teacher to assess the student. In the reader's notebooks, students demonstrate their understanding of Common Core standards such as analyzing plot and theme, evaluating arguments and identifying an author's point of view. All assertions are supported by specific textual evidence and may be expanded and revised in classroom workshops for responses to reading.

### **Writing Workshop**

At the Charter school, students will be encouraged to be creative and the English Language Arts program will be structured to be an avenue for them to express their creativity. Writing workshop is a teaching model developed out of Columbia University's Teachers College. The objective of writing workshop is for students to become fluent and articulate writers through the following process: draft, share, edit and publish (final draft) their writing. All students will participate in the writing workshop to improve and hone their writing skills. Writing workshop will be a regular feature of classroom activity, which will contribute to students' balanced literacy: development of both whole language instruction and phonics instruction (Spiegel, 1998).

Research demonstrates that writing workshop is a highly effective format for teaching the writing process that is structured, yet provides the students a great deal of freedom regarding the topic, genre, tone, organization and ideas (Atwell 2002). While students will have the opportunity to exercise creative freedom, the teacher guides their choices in terms of content, structure and appropriateness. Additionally, Common Core State Standards will be the framework for English Language Arts curricular development of the Charter School. This format also allows the teacher to deliver differentiated instruction as it incorporates various groupings, student teacher conferences, sharing, assessments – both formative and summative – and direct instruction.

The writer's notebook remains a significant component of students' writing experience, because students use this as a tool to record their ideas and thoughts while expressing them in writing without fear of criticism. This notebook gives the students a sense of security to write when their



ideas are still not quite articulated and they may write through this stage of confusion without being judged as being wrong (Lane, 1993).

### **Conferencing, Intervention, and Enrichment**

As discussed earlier, reading and writing workshop lends itself to differentiated instruction through student choice, reading level assessments, the writing process and individual conferences. Teachers will assess whether or not a student needs intervention in reading and writing and will also provide enrichment for those who would benefit from exposure to higher level reading and writing.

### **Sixth through Eighth Grade Mathematics (Core)**

The ECR K-8 mathematics program will follow the Charter School's constructivist, student-centered philosophy. Teachers will utilize cooperative learning groups, manipulatives and hands-on learning, minds-on strategies. In the classroom students will use textbooks, teacher-created materials and on-line support to bolster the learning experience. One of the most common forms of teaching mathematical concepts at ECR K-8 will be through project-based learning ("PBL"). With a push for deeper learning, teaching and assessment of 21<sup>st</sup> century skills, both PBL and STEAM help schools target rigorous learning and problem solving (Miller, 2014). Problem-based learning, as used in the mathematics classroom, includes projects that are complex and based on challenging questions or problems.

Research confirms that connecting mathematics instruction to real life experiences is critical to students' learning and retaining knowledge (Putnam, 1992). Giving students the opportunity to shape their projects and provide hands-on, real-world experiences is a fundamental to ECR K-8's educational philosophy. With teacher guidance, students in grades 6-8 will shape projects that align with the annual themes and mathematical concepts covered throughout the year, as described below. Being student-driven, these projects will take into account their backgrounds and interests, placing them squarely in the constructivist paradigm. Furthermore, as Banks et al (2007) detail, students come to class with a range of knowledge and experiences from their lives. Integrating this knowledge will be vital in motivating students and leading to their success.

Throughout the year, math educators monitor students' mastery of concepts and overall growth. Working collaboratively in departments and in cross-curricular teams, teachers integrate activities that employ technology and the themes from 6<sup>th</sup> (diversity), 7<sup>th</sup> (systems) and 8<sup>th</sup> (energy) grades. The block schedule at the Charter School provides opportunities to engage students with in depth explorations, cross-curricular projects and time to work independently and collaboratively without concern of running out of time. Class discussions will also be a major component of combined math/science periods. Support for students requiring extra help in math will be available through the afternoon homework help, in school study hall and advisory program, which will improve math literacy and build on students' math confidence. In order to assess student growth, pretests will be administered prior to each unit. The results will be used to create academic enrichments for students. Mathematics taught at ECR K-8 will be aligned with the Common Core State Standards (CCSS).

Sixth grade mathematics will follow the four areas of emphasis as determined by the California Department of Education. Students will build upon mathematical concepts, reasoning and number sense developed in kindergarten through fifth grade. All students, will take a pre-test to

determine their level of understanding and accordingly a plan will be devised for their mathematical education. In sixth grade, students use reasoning about multiplication and division to solve ratio and rate problems about quantities. Working with ratios and fractions, students will interact with physical representations (manipulatives) and authentic examples. One way that this will manifest itself is through a currency exchange project. Building on the sixth grade theme of diversity, students will develop a foreign exchange, where they will convert different types of currency based on fluctuating exchange rates, a real-world embodiment of ratios. Furthermore, this will connect with the history/social-science curriculum by exposing students to various cultures and currencies.

Tying in to the school's overall sustainability initiative, many of the rate problems will look at examples of how electric cars charge and the rates at which they do so. Drawing on data generated by ECRCHS's electric vehicle supply equipment (i.e. charging stations), students will analyze the rate at which different types of electric cars charge, research types of electric and internal combustion engine vehicles to determine their mileage per energy consumed. Students will also explore the rates of energy use in various countries, further delving into the theme of diversity.

Students extend their prior knowledge of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. This will be integrated into the curriculum as part of the currency exchange "program." Variables become a more significant part of the curriculum, as students use them in mathematical expressions. In conjunction with learning about graphic organizers in Advisory, students construct and analyze data tables, to describe relationships between quantities. Additionally, the ability to think statistically will play an increasing role in middle school curriculum. This includes comprehension of terms like mean, median, average and variability. Facility with geometry represents the final strand in sixth grade math. Students will further develop their reasoning vis-à-vis relationships among shapes to determine area, surface area, and volume.

The CCSS and CDE identify four areas that will serve as the foundation for the course of study in seventh grade mathematics. Students will focus on ratios and proportional relationships. They will analyze proportional relationships and use them to solve real-world and mathematical problems. Building on their sixth grade work with fractions, they will perform computations with rational numbers, use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.

With the foundation for geometric understanding developed in sixth grade, students will draw, construct and describe geometrical figures and describe the relationships between them. As part of their statistics and probability work, they will be required to use random sampling to draw inferences about a population. This skill will be important in their work with systems, the seventh grade theme. In particular, when students look at open and closed systems and determine the carrying capacity for said systems. By combining science and math, students will be given the opportunity to draw informal comparative inferences about two populations and to investigate chance processes and develop, use, and evaluate probability models. This real world approach will help students apply understanding of their mathematical practices and provide opportunities to make sense of problems and persevere in solving them. In order to do so,

students must be able to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use mathematics to model systems and solutions, and to use appropriate tools strategically. Again, the combination with science will lead to the need to attend to precision.

As with sixth and seventh grade, eighth grade mathematics will follow the three areas of curricular focus as determined by the CDE and the CCSS. At the Charter School, Algebra I will be offered during eighth grade, with the expectation that students enter high school and take geometry. ECR K-8 will use the same textbook as ECRCHS, which is currently McDougal Littell Algebra 1, but will be reevaluated as Common Core aligned texts become available. Those students who receive a grade of “C” or better in Algebra 1AB, will receive high school graduation credit for mathematics. To this end, students will use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students will also use a linear equation to describe the association between two quantities in bivariate data. For example, drawing on data relating to energy, the theme in eighth grade, students will consider energy use on campus and compared to the days of the week or months of the year.

As in all grades in the middle school program, eighth graders make sense of problems and persevere in solving them, reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning.

### **Sixth through Eighth Grade History/Social Science**

In History-Social Science at ECR K-8, students learn through a hands-on, minds-on instruction that is both project-based and inquiry-based. “Traditional pedagogy prepares students to meet the challenges of a world that no longer exists. It makes little sense to have students read their textbook chapter and memorize facts that can be found instantaneously” (Wineburg, n.p., 2013). Instead, ECR K-8 will provide the critical thinking skills required to analyze and evaluate facts. A new approach, akin to the project-based instruction proposed at the Charter School, is needed to teach students in a post rote memorization world. Research has demonstrated “the application of problem-based active learning model affects students’ conceptual development positively and keeps their misconceptions at the lowest level” (Akınoğlu & Tandoğan, p. 71, 2006).

History/social-science at ECR K-8 is not taught with one particular textbook. Rather, students learn by exploring a variety of secondary texts and primary source documents, including Charles Mann’s twin explorations of the Americas before and after Columbus – *1491: New Revelations of the Americas Before Columbus* and *1493: Uncovering the New World Columbus Created*, which students were introduced to in fifth grade. (For a list of potential resources, see Table 8.) Tally and Goldenberg (2005) found that “When students have structured opportunities to construct meaning from primary materials, and critically examine those meanings, they feel more invested in the results” (p. 16). Students will work on higher order thinking, a hallmark of CCSS. They will be required to interact with the texts and analyze a range of scenarios, including events and cultures. Simulations and role-playing will be a hallmark of the Charter School’s middle school history-social science curriculum. Instead of merely learning about historical events and figures, students will engage in and experience these occurrences in order to experience “deep learning” and immerse themselves in the content. This approach aligns with the sixth and



seventh grade themes – diversity and systems. By looking at a range of groups and systems, including political, social and cultural, students will develop their understanding of the interaction of various factors on the human condition. Taking a systems approach and looking at diversity provides students with skills prescribed by CCSS. Becoming critical thinkers who can ask probing questions is essential to students and their long term success.

ECR K-8 social studies teachers will follow the Common Core philosophy in creating the curriculum. Students will be required to demonstrate their mastery of content knowledge through higher order thinking skills. Using an updated version of Bloom’s Taxonomy (see Figure 6) that aligns more closely with CCSS, students will be asked to take a critical perspective when considering historical events. Instead of memorizing facts and dates, students will analyze and evaluate, creating new scenarios for considering historical events.

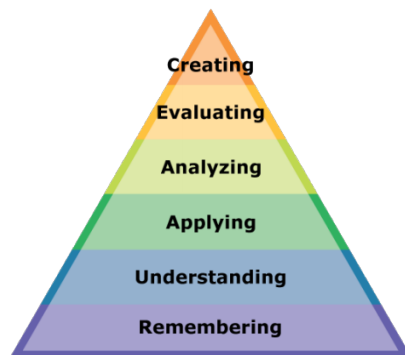


Figure 6: Updated Version of Bloom’s Taxonomy

This six level taxonomy ranges from lower order to higher order thinking skills. This does not preclude students from memorizing important information, such as dates and names of important actors, but it shifts the focus from recall to comprehension and analysis. Connecting real world examples and professions that draw from history-social science – including law, historians, social workers and peace officers – to the content of history-social science will help broaden students’ understanding of the role the discipline and skills play in everyday life.

In eighth grade, the theme is energy. Through this lens, the Charter School will teach about resources, distribution and access. These issues all relate directly to social science and understanding the connection between energy and social systems.

The ECR K-8 history-social science education provides opportunities to support struggling students while handing high performing students opportunities to lead; this structure will be regularly evaluated with the teacher giving everyone an opportunity to lead in various capacities. Furthermore, with guidance from the teacher, these groups will work through their own potential issues of group dynamics and engage in the process of collaborative peace making. The skills learned in advisory will be important to the process of working together. Making this transparent and bringing it to students’ attention help students see the connections between the various subjects and the value of what they learn in one area, plus its applicability to others.

Assessment in history-social studies will run the gamut from projects to formal tests and quizzes. Performances and simulation will also be part of the students’ grade in these classes. These graded assignments will cover content knowledge and higher-order thinking skills, with many

integrating the two. Frequent formative assessments will work to ensure that students' content knowledge does not fall below the expectation and will lead to the creation of differentiated instruction for those who require assistance or more challenging assignments.

As per CDE's standards, students will learn to differentiate between fact and opinion in historical documents and ask questions that historical research can answer. As part of this, they will need to determine salience, discern whether evidence is verifiable, assess credibility of sources and draw sound conclusions. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students will analyze the geographic, political, economic, religious, and social structures of the early civilizations as detailed by CDE. These prescribed areas are supported in the Charter School's sixth grade theme, diversity. Understanding the origins of various cultures helps to support students' conception of and engender compassion for those that come from different backgrounds, a key component of the education at ECR K-8.

In seventh grade, students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire; the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages; China in the Middle Ages; sub-Saharan civilizations of Ghana and Mali in Medieval Africa; Medieval Europe; Meso-American and Andean civilizations; and analyze the origins, accomplishments, and geographic diffusion of the Renaissance. Studying these civilizations will provide a reference for students as they focus on the social and political systems created during these times. Furthermore, students will analyze modern day political and social systems to understand their roots in ancient civilizations. This approach to history/social-science supports the theme for seventh grade, systems.

In eighth grade history/social-science, United States history from the Constitution to WWI will be the primary focus. Using the CDE standards as a starting point, students in grade eight focus on "ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war." As with other disciplines and grade levels at the Charter School, history/social-science will use the lens of energy, the theme for eighth grade, to consider the impact, development and expansion of the United States domestically and abroad. Looking at the shift in resource consumption, paying special attention to energy helps provide a frame of reference for the curriculum. Students will undertake science experiments tied to the historical transition in energy (from wood in the mid-19<sup>th</sup> century, to coal at the dawn of the 20<sup>th</sup> century, to oil and natural gas through the 20<sup>th</sup> century and into today). These experiments, which look at the energy content of these fuels, will inform their discussion and understanding of these issues from economic, scientific and social perspectives. This approach aims to help students make connections between the rise of industrialization, transformation of the American economy and the changing social and political conditions in the United States. Additionally, students draw on the preceding year's theme, Systems, to help them understand the causes and ramifications of policies dating back to this era.

### **Sixth through Eighth Grade Science**

Inquiry-based, hands-on experiences best represent the process of the scientific endeavor. The dichotomy between "learning about science" and "doing science" has been at the heart of science education in middle and high school. Finding the balance between learning the facts and foundation of science, while providing students with hands-on, minds-on experiences represents

the challenge that the Charter school will attempt to address. ECR K-8 will engage students to become scientifically and ecologically literate. The latter will be a function of the thematic approach, while the former will align with and be driven by CCSS.

A 1995 report titled “Critical Issue: Providing Hands-On, Minds-On, and Authentic Learning Experiences in Science” from North Central Regional Educational Laboratory laid out “[a] new vision of science learning ... one that calls for instructional strategies far different from most traditional conceptualizations. The new paradigm for science learning emphasizes engagement and meaning in ways that are not consistent with past practices.... This constructivist teaching and learning models calls for learning that is:

- **Hands-On:** Students are actually allowed to perform science as they construct meaning and acquire understanding.
- **Minds-On:** Activities focus on core concepts, allowing students to develop thinking processes and encouraging them to question and seek answers that enhance their knowledge and thereby they acquire an understanding of the physical universe in which they live.
- **Authentic:** Students are presented with problem-solving activities that incorporate authentic, real-life questions and issues in a format that encourages collaborative effort, dialogue with informed expert sources, and generalization to broader ideas and application.

This approach to teaching and learning enables students to participate fully in a learning community where the teacher is not the only source of knowledge and information. It encourages full involvement in a community of learners that includes other students, parents, teachers, and outside experts. Technology becomes a tool, supporting the learning process as students seek new knowledge and understanding” (Christensen, n.p., 1995).

The Next Generation Science Standards state “scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design” (n.p.). This approach guides the middle school science program at the Charter School. Combining engineering and inquiry, two essential skills and knowledge areas, provide students at the Charter School with authentic learning experiences. In conjunction with the annual themes – diversity, systems and energy – inquiry and engineering frame the middle school science experience at ECR K-8. The National Academy Press (1996) defines scientific inquiry as “the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world” (p. 23). The Science as Inquiry Standard in the National Academy Press’s *National Science Education Standards* includes the abilities necessary to do scientific inquiry and understanding about scientific inquiry.

A meta-analysis looking at 138 studies “indicate a clear, positive trend favoring inquiry-based instructional practices, particularly instruction that emphasizes student active thinking and drawing conclusions from data. Teaching strategies that actively engage students in the learning process through scientific investigations [i.e. inquiry] are more likely to increase conceptual understanding than are strategies that rely on more passive techniques” (Minner, Levy and Century, p. 474, 2009).

Table 9 provides an example of potential projects in the middle school science curriculum.

Grade Level	Theme	Project	Description
6	Diversity	PSA/ Presentation	Students choose an aspect of biodiversity (specific ecosystem, an issue or cause of biodiversity loss, a project to improve biodiversity, etc.) and create materials (website, presentation, podcast, lesson plan, etc.) to inform public or younger students about the issue
7	Systems	Engineering	Students will design and engineer an Aquaponics system that demonstrates an understanding of and inputs and outputs, waste, nutrient recycling, food production and biochemistry
8	Energy	Video	Students choose either an energy form (Mechanical, Electrical, Chemical, Nuclear, Thermal or Radiant) or source of energy (Renewable, Non-renewable, Solar, Coal, Oil, Gas, Nuclear Fusion, etc.) and create a 2-4 minute instructional video that will introduce the concepts to students in the elementary school

Table 9: Sampling of Middle School Science Projects Aligned to Annual Themes

Student-led projects place the responsibility on student’s shoulders, while allowing the teacher to serve as a mentor and guide. By facilitating the knowledge acquisition process, teachers do not tell students the answers to questions, but help them discover and learn how to find out answers for themselves. Gooding and Metz (2011) point out that this process supports constructivist learning.

The ECR K-8 science education will promote the school’s focus on the CCSS by incorporating meaningful expository reading and writing in the curriculum. Students read about current science research, selected by the teacher to fit their reading level, and respond to in the context of their study of science process skills. Learning about the process of science in this manner allows students to become more science literate, able to think about critically and respond to issues of science they will encounter as adults (American Association for the Advancement of Science, 1993). Writing comprises an important role in science. Being able to explain scientific principles and phenomena in writing demonstrates a student’s comprehension. For those students who struggle with writing, support from in-school study hall and after-school homework help may provide extra assistance.

Creating a learner-centered educational experience in the Charter School engenders a sense of differentiation from the inception of the program. Students choose materials that align with their interests, giving them a sense of ownership over the work and to progress at their own pace. Research suggests that hands-on science classes help level the playing field for those students struggling in reading and writing since there is less of a need to master these skills in order to complete lab-based experiences (Guthrie & Davis, 2003).

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE page at <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebook2014.pdf>. The publication contains

specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Visual and Performing Arts (Embedded into Core Classes)**

Until ECR K-8 is fully enrolled, the elective program will be embedded in throughout the core curriculum. As the instructional program is project based, many of the traditional elective offerings, such as performing and visual arts and technical arts, will be integrated into the core classes. For instance, in the science and math block, students will construct an aquaponics system. "A Typical Day for a Student in Grades 6-8" (p. 90) addresses the way in which technical arts will be integrated into project based learning. This will involve the technical arts in an applied manner. Similarly, in social studies and English, there will be opportunities for students to write and perform original pieces about their topics. Once it is fully enrolled and staffed, the charter school envisions offering a foreign language elective in the middle school curriculum.

At ECR K-8, the arts will be embedded into the core curriculum. Since the education methodology will be project-based, there will be frequent opportunities to allow students to express their mastery of subject matter artistically. Research has demonstrated the importance of integrating the arts in language arts classes (Albers, 1997). To this end, students in language arts are frequently encouraged to represent what they are reading visually, or to incorporate art into their writing. This is especially beneficial to struggling readers and writers. Such students can often demonstrate comprehension of a high level text by drawing and explaining a picture about it, even as they are not yet able to formulate such thoughts in written form (Hibbing & Rankin-Erikson, 2003).

In science visual arts will also be integrated at ECR K-8. Wiegand (1985) found that scientific and artistic inquiry naturally complement each other. Moreover, it has been shown that students retain more science content knowledge when the artistic merit of illustrations, sketches, drawings, and models done in class are a factor in their assessment (Jakobson & Wickman, 2008). To achieve this, students in science will routinely sketch out cells, body systems, models of the Earth, atoms, and more. Such projects will not only integrate art but also be used as a tool to help students understand the content.

Performing arts can also be effectively integrated into core curricular areas. Research shows, for example, that the deliberate integration of performing arts and social studies can enhance teaching and learning in both areas (Taylor, 2008). As such, debates, mock trials, and historical simulations will be a part of the social studies and Language Arts curricula in all grades; students "acting out" what they are learning as opposed to simply reading about it.

In language arts, teachers will use "reader's theater" as one strategy for increasing oral fluency and comprehension. This strategy, in which "the oral interpretation of literature [is] presented by readers who bring forth the full expression of the literature through their oral reading," (Kelleher, 1997, p.6) has been shown to increase fluency, comprehension, and literature appreciation in all students, and especially those with special needs (Doherty & Coggeshall, 2008). In addition to the benefits for the students performing the reader's theater, students will have culminating projects in which they perform a scene from a novel or a play they have just finished reading. Such artistic expression will expose the literary works to struggling readers providing an

opportunity to interact with text, even if only as an observer, which may be above their reading level.

**Health and Physical Education (Non-Core)**

Health education at ECR K-8 will be taught primarily in the Physical education, science and advisory classes. For example, integrating health as part of the seventh grade science course is a natural fit. In seventh grade, students learn about systems, their bodies and ways to keep themselves healthy, including such topics as healthy eating, exercise and tobacco, alcohol and drug avoidance. Students in the seventh grade maintain a personal health diary, which includes their food intake and exercise. Students bring their completed logs, and create a set of personal goals for a healthy lifestyle, personalizing their health instruction. This is also a continuation of students keeping track of their nutrition and calorie consumption. Advisory classes will also address the importance of a healthy lifestyle from various aspects including physical health, social/emotional well-being and maintaining a balance between school, family, social life and focus on future goals.

Physical education will be part of all students’ program. Exceeding state law, all middle school students will have 550 minutes of P.E. every ten days. Physical education classes will be centered on but not limited to: cardiovascular health, developing, endurance, flexibility. Team sports will be a feature in PE to teach students teamwork and interpersonal responsibility.

ECR K-8 will utilize the Presidential Youth Fitness including FITNESSGRAM® in the seventh grade. Research shows that students who do not meet the minimum requirements for this assessment score lower in language arts and mathematics standardized tests (Roberts et. al., 2010).

**Advisory**

As discussed in “A Typical Day for a Student in Grades 6-8” (p. 90), students will be enrolled in an advisory class. Studies indicate that students gain a great deal from an advisory program. ECR K-8 will provide professional development to create a meaningful advisory program. Advisory will focus on the following:

1. Health (physical, social and emotional)
2. Study skills (contextualized in the curriculum and reviewed in Advisory)
3. Community service/social responsibility
4. Conflict resolution
5. High School preparedness

**Academic Calendar and Schedules**

The proposed academic calendar for 2017-2018 is available in Table 10. There are 159 full instructional days, twenty (20) Early Dismissal days, five (5) Pupil Free days and zero (0) Minimum days. A full accounting of the instructional minutes can be found in Table 15.

Month	Event
AUGUST	7 <sup>th</sup> and 8 <sup>th</sup> : Pupil Free Days 9 <sup>th</sup> : First Day of Instruction: (Wednesday) 15 <sup>th</sup> : Early Dismissal @1:45PM (Tuesday)



	29th: Early Dismissal @ 1:45PM (Tuesday)
SEPTEMBER	1st : No school - Admissions Day (Friday) 4th: No school - Labor Day (Monday) 12th: Early Dismissal @ 1:45PM (Tuesday) 14th: Back to School Night 6:00pm - 8:00pm 15th: Early Dismissal @ 1:45pm 26th: Early Dismissal @ 1:45PM (Tuesday) 21st – 22nd: No school - Rosh Hashanah (Thursday and Friday)
OCTOBER	10th: Early Dismissal @ 1:45PM (Tuesday) 16 <sup>th</sup> : Pupil Free Day (Professional Development Workshop) 24th: Early Dismissal @ 1:45PM (Tuesday)
NOVEMBER	7th: Early Dismissal @ 1:45PM (Tuesday) 10th: No school - Veterans’ Day (Friday) 20th-24th: No school - Thanksgiving Holiday 28th: Early Dismissal @ 1:45PM (Tuesday)
DECEMBER	12th: Early Dismissal @ 1:45PM (Tuesday) 18th – Jan. 5th: No school - Winter Break
JANUARY	8th: SECOND SEMESTER STARTS (Monday) 9th: Early Dismissal @ 1:45PM (Tuesday) 15th: No school - Martin Luther King Day (Monday) 23rd: Early Dismissal @ 1:45PM (Tuesday)
FEBRUARY	6th: Early Dismissal @ 1:45PM (Tuesday) 19th: No school - Presidents’ Day (Monday) 20th: Early Dismissal @ 1:45PM (Tuesday)
MARCH	6th: Early Dismissal @ 1:45PM (Tuesday) 9 <sup>th</sup> : Pupil Free Day (Professional Development Workshop) 20th: Early Dismissal @ 1:45PM (Tuesday)
APRIL	2nd – 6th: No school - Spring Break 9th: No school - Cesar Chavez Day (Monday) 17th: Early Dismissal @ 1:45PM (Tuesday)
MAY	1st: Early Dismissal @ 1:45PM (Tuesday) 4th: Pupil Free Day (Professional Development Workshop) 15th: Early Dismissal @ 1:45PM (Tuesday) 28th: No school - Memorial Day (Monday) 29th: Early Dismissal @ 1:45PM (Tuesday)
JUNE	6th: Last Day of Instruction (Wednesday) 6th: Graduation @ 6pm (Wednesday)

Table 10: Proposed Academic Calendar for 2017-2018 School Year

Kindergarteners and first graders maintain a schedule (Table 11a) unique and appropriate to their development: with physical activity and breaks throughout the day to keep them focused, engaged and properly energized. Second graders follow their own schedule (Table 11b), as their curriculum revolves around the theme of food and includes daily lunch preparations. Third, fourth and fifth graders have a number of similarities, with a few age-appropriate modifications. Students in third grade have a SSR prior to lunch (Table 11c), while fourth and fifth grade have the same schedule (Table 11d), with SSR after lunch. All students in kindergarten through fifth grade have 20 minutes of afternoon physical education in addition to morning and post-lunch recess. During this time, they will participate in programs such as the 100 Mile Club.

Kindergarten and First Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:30-9:45	75
Morning Recess	9:45-10	-

Outdoor Explore	10-10:30	30
Class Time	10:30-11:30	60
Lunch	11:30-11:50	-
Recess	11:50-12:15	-
Class Time	12:15-1:20	65
Afternoon PE	1:20-1:40	20
Wrap Up	1:40-2:30	50
		300 Total

Table 11a: Proposed Kindergarten and First Grade Daily Schedule

Second Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:30-10	90
Morning Recess	10-10:15	-
Class Time	10:15-11	45
Lunch Prep	11-11:30	30
SSR	11:30-11:50	20
Lunch	11:50-12:10	-
Recess	12:10-12:35	-
Class Time	12:35-1:20	45
Afternoon PE	1:20-1:40	20
Class Time/Wrap Up	1:40-2:30	50
		300 Total

Table 11b: Proposed Second Grade Daily Schedule

Third Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	105
Morning Recess	10-10:15	-
Class Time	10:15-11	45
Outdoor Explore	11-11:30	30
SSR	11:30-11:50	20
Lunch	11:50-12:10	-
Recess	12:10-12:35	-
Class Time	12:35-1:40	65
Afternoon PE	1:40-2:00	20
Class Time/Wrap Up	2:00-2:45	45
		330 Total

Table 11c: Proposed Third Grade Daily Schedule

Fourth and Fifth Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	105
Morning Recess	10-10:15	-
Class Time	10:15-11:15	60
Outdoor Explore	11:15-11:50	35



Recess	11:50-12:10	-
Lunch	12:10-12:35	-
SSR	12:35-1:00	25
Class Time	1:00-1:40	40
Afternoon PE	1:40-2:00	20
Class Time/Wrap Up	2:00-2:45	45
		330 Total

Table 11d: Proposed Fourth and Fifth Grade Daily Schedule

Students in grades six through eight will have core academic classes, Science, Math, Social Studies, and English. Additionally, they will have PE every day and Advisory/SSR every other day. Study hall and computer lab will fill the class periods opposite Advisory/SSR (see Table 12). Furthermore, Math and Science will meet as a block on Day 1, Day 3 and Day 5, as will English and Social Studies. All periods will rotate throughout a six day schedule so classes meet at various times throughout the day and students do not repeatedly miss the same class due to shortened days (i.e. professional development days). For instance, in Table 12, students have Math on “Day 1” first period as a block with science, then second period on “Day 2.” This pattern repeats on “Day 3” and “Day 4,” meeting as a block on the odd day and as a single class on “Day 4.” “Day 5” and “Day 6” also follow this pattern, with students taking Math during sixth period on “Day 6,” with the cycle starting over again with “Day 1” the next school day. See Table 13 for an example of how the rotating schedule overlaps with the calendar.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:05-9	<b>Math + Science (115 min.)</b>	Advisory/SSR (55 min.)	PE (55 min.)	History/Social-Science (55 min.)	<b>English + History/Science (115 min.)</b>	Science (55 min.)
9:05-10		Math (55 min.)	Study Hall (55 min.)	PE (55 min.)		English (55 min.)
Nutrition						
10:20-11:15	<b>English + History/Social-Science (115 min.)</b>	Science (55 min.)	<b>Math + Science (115 min.)</b>	Advisory/SSR (55 min.)	PE (55 min.)	History/Social-Science (55 min.)
11:20-12:15		English (55 min.)		Math (55 min.)	Study Hall (55 min.)	PE (55 min.)
Lunch						
1-1:55	PE (55 min.)	History/Social-Science (55 min.)	<b>English + History/Social-Science (115 min.)</b>	Science (55 min.)	<b>Math + Science (115 min.)</b>	Advisory/SSR (55 min.)
2-2:55	LAB (55 min.)			PE (55 min.)		English (55 min.)
Total	340 minutes	330 minutes	340 minutes	330 minutes	340 minutes	330 minutes

Table 12: Sample Schedule for Middle School Students Grades Six through Eight; **bold typeface represents block scheduling**; instructional minutes in parentheses within each cell

Monday	Tuesday	Wednesday	Thursday	Friday
Professional Development	Pupil Free Day	8/9: Day 1	8/10: Day 2	8/11: Day 3
8/14: Day 4	8/15: Day 5 Early Dismissal	8/16: Day 6	8/17: Day 1	8/18: Day 2
8/21: Day 3	8/22: Day 4	8/23: Day 5	8/24: Day 6	8/25: Day 1
8/28: Day 2	8/29: Day 3	8/30: Day 4	8/31: Day 5	9/1: No School

	Early Dismissal			CA Admission Day
9/4: No School Labor Day	9/5: Day 6	9/6: Day 1	9/7: Day 2	9/8: Day 3
9/11: Day 4	9/12: Day 5 Early Dismissal	9/13: Day 6	9/14: Day 1	9/15: Day 2
9/18: Day 3	9/19: Day 4	9/20: Day 5	9/21: No School Rosh Hashanah	9/22: No School Rosh Hashanah
9/25: Day 6	9/26: Day 1 Early Dismissal	9/27: Day 2	9/28: Day 3	9/29: Day 4

Table 13: Middle School Calendar for August and September 2017

### Early Dismissal Day Schedules

Kindergarten and First Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:30-9:45	75
Nutrition	9:45-10	-
Outdoor Explore	10-10:30	30
Class Time	10:30-11:20	50
Lunch	11:20-11:40	-
Recess	11:40-12:05	-
Class Time	12:05-1:00	55
Afternoon Recess	1:00-1:15	-
Wrap Up	1:15-1:45	30
		<b>240 Total</b>

Table 14a: Kindergarten and First Grade Early Dismissal Schedule

Second Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	75
Nutrition	10-10:15	-
Class Time	10:15-11:10	55
Lunch Prep	11:10-11:40	30
Lunch	11:40-12:00	-
Recess	12:00-12:25	-
Class Time/Wrap Up	12:25-1:45	80
		<b>240 Total</b>

Table 14b: Second Grade Early Dismissal Schedule

Third, Fourth and Fifth Grades		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	75
Nutrition	10-10:15	-
Class Time	10:15-11:20	65
SSR	11:20-11:40	20
Lunch	11:40-12:00	-
Recess	12:00-12:25	-
Class Time/Wrap Up	12:25-1:45	80

240 Total

Table 14c: Third, Fourth and Fifth Grade Early Dismissal Schedule

**Early Dismissal for Middle School (6<sup>th</sup> – 8<sup>th</sup>)**

Period	Time	Instructional Minutes
1 <sup>st</sup> (Math)	8:05-8:48	43
2 <sup>nd</sup> (Science)	8:53-9:36	43
3 <sup>rd</sup> (PE)	9:41-10:24	43
Nutrition	10:24-10:39	-
4 <sup>th</sup> (English)	10:44-11:27	43
5 <sup>th</sup> (Advisory/SSR)	11:32-12:15	43
Lunch	12:15-12:57	-
6 <sup>th</sup> (PE)	1:02-1:45	43
		258 Total

Table 14d: Sample Middle School Early Dismissal Schedule (Grades 6<sup>th</sup> through 8<sup>th</sup>)

**Instructional Days and Minutes Calculator:**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
K	Select Y/N	159	300	20	240	0	0	0	0	179	36000	52500	16500
1	Select Y/N	159	300	20	240	0	0	0	0	179	50400	52500	2100
2	Select Y/N	159	300	20	240	0	0	0	0	179	50400	52500	2100
3	Select Y/N	159	330	20	240	0	0	0	0	179	50400	57270	6870
4	Select Y/N	159	330	20	240	0	0	0	0	179	54000	57270	3270
5	Select Y/N	159	330	20	240	0	0	0	0	179	54000	57270	3270
6	Select Y/N	159	335	20	258	0	0	0	0	179	54000	58425	4425
7	Select Y/N	159	335	20	258	0	0	0	0	179	54000	58425	4425
8	Select Y/N	159	335	20	258	0	0	0	0	179	54000	58425	4425

Table 15: Number of Instructional Minutes per Grade Level

**Professional Development**

**Teacher Recruitment**

ECR K-8 seeks to recruit teachers who demonstrate a commitment to the Charter School’s mission. In our recruitment process the Charter School will seek teachers who have shown commitment and dedication to innovative teaching (i.e. place-based, problem-based, collaborative and learner-centered).

ECRA will post positions to non-profit job boards (such as idealist.org), schools of education, environmental education centers, education job boards (such as edjoin.com), conferences (e.g., California Charter Schools Association) and advertise through diversity job fairs, recruiters and the National Education Association, as well as the California Teacher Recruitment Program and via El Camino Real Alliance’s ECR K-8 and ECRCHS websites.

ECR K-8 seeks to recruit a diverse, fully credentialed certificated staff with a commitment to constructivist theory of education, project based learning, data driven instruction and who values a collaborative teaching environment.

### **Ongoing Professional Development**

Professional development (“PD”) will occur through ongoing seminars, workshops, speakers, and in-house opportunities such as grade level teacher meetings, vertical teaming, spiraling curriculum and articulation between ECR K-8’s elementary and middle school programs. The School Director will be in charge of curriculum coordination and professional development to help align the curricular goals, mission, and common core standards while integrating sustainability and STEAM. Individual coaching, mentoring and feedback will be provided to support teachers in the classroom. Table 10 contains a list of pupil free days and early dismissal days for professional development. In Table 13, the Monday and Tuesday before students begin are designated for professional development that includes the faculty from the Charter School and ECR K-8 at Highlander working collaboratively. Additionally, there are 3 pupil free days throughout the school year (October 16, March 9 and May 4) dedicated to ongoing professional development (“PD”). Guskey (2000) lists three “defining characteristics” of PD: it is intentional, ongoing, and systemic. With this in mind, the Charter School will engage in long term support for its teachers; providing opportunities for vertical teaming, in depth PD experiences that allow for teachers to revisit previous ideas and time to develop their curriculum and integrate lessons from the PD. ECR K-8 teachers will also work with ECRCHS faculty to ensure a smooth transition for students matriculating into the high school from the Charter School.

Professional Development is most effective when there is attention to depth and not breadth. At ECR K-8, one curricular area will be emphasized at a time. For example, the first semester may be dedicated to Reading and Writing Workshops Across the Curriculum, followed by Innovative Math, then Project Based Learning Across Grade Levels. On Buy Back days during summer break, along with school business and mandatory compliance training, ECR K-8 will launch the focus of the Professional Development for the year. Teachers will collaborate to develop year-long curricular plans, review research on curricular development and study/analyze data of their new classes.

The work initiated in the summer (Buy Back Days) will continue throughout the year especially on early dismissal days and pupil-free days. In order to stay current and build our knowledge on curricular areas and child development, teachers will participate in professional book clubs. Experts in the field (such as those from local schools of education) will help ECR K-8 evaluate/analyze student data to effectively inform instruction and reflect on continuity across grade levels. Professional Development will focus on closing the achievement gap and increase the effectiveness of instruction.

Topics will include the following but will not be limited to:

- Time management
- Classroom management
- Responsible student behavior
- Appropriate, non-punitive discipline
- Culturally responsive teaching (Ladson-Billings, 1995)
- Collaborative planning and teaching

- Literacy across the curriculum
- Assessment
- Current educational research and pedagogy
- Aligning curriculum with CCSS and NGSS
- Data driven instruction and implementation of formative assessment
- Integrating sustainability, place-based and project-based education
- Understanding by Design as a planning tool
- Inquiry driven lesson planning
- Parent partnerships for academic success
- Differentiated instructional methodologies
- Using current events to support curriculum

A significant part of professional development at the Charter School will include creating curriculum that focuses on creating units/projects centered on group work. PD will also allow teachers to generate units focused on integrating STEAM, language arts, and foreign language into the course of study. By working collaboratively across disciplines and grade levels, the Charter School aims to foster an atmosphere of cooperative learning, which will serve as a model for how classrooms will operate.

## **Meeting the Needs of All Students**

At ECR K-8, the education of all students will be the number one aim. All students will be served, regardless of their learning style. To that end, the Charter School will utilize ECRA's infrastructure to identify and assess students' abilities and needs prior to beginning of the school year. This assessment will take place either on campus or at ECRCHS. The goal of these assessments will be to determine the students' diverse needs and serve them accordingly. Furthermore, these assessments, many of which are currently in place at ECRCHS, will ensure that all subgroups are identified and subsequently served to guarantee their success at ECR K-8 and beyond.

By employing an inclusive approach to education, ECR K-8 strives for equitability. When feasible, EL students can teach peers reflexively vis-à-vis content knowledge in his/her preferred language, building the classroom's shared knowledge base. The Charter School will create peer groups to help EL students progress in Vygotskian zones of proximal development ("interaction with peers [serve] as an effective way of developing skills and strategies" (McLeod, 2012) with teachers using cooperative learning methods). Differentiation plays an integral role in meeting the needs of diverse learners. Formal and formative assessments will shape instruction for EL, in addition to both low-achieving and high-achieving students.

As noted in Table 16 below, an hour of homework help will be offered everyday and staffed by credentialed teachers. As shown in Table 12, the daily schedule has one "nonacademic" period per day. For example, Advisory/SSR or Study Hall. These periods will provide teachers an opportunity to work one-on-one with students in need of extra support.

### **ENGLISH LEARNERS**

The Charter School will meet all applicable legal requirements for English Learners as it pertains

to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication between parents, students, and counselors regarding ELs and the rights of students and parents. The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Those indicating a primary home language other than English will be interviewed by the Middle School academic guidance counselor, who will serve as the English Learner ("EL") coordinator for all EL students. The EL coordinator will administer the standard assessment in order to identify students as EL. The Charter School will utilize the LAUSD EL Master Plan as the guide for the program. All ELs will meet at least twice per school year with the coordinator to review their progress and coordinate a plan for success. For younger students, parents, the classroom teacher and the EL coordinator will work together to establish a set of benchmarks relevant for each student and their individualized language acquisition needs. Interventions will depend on the student's language skills in their native language, as well as their English comprehension. When feasible, students will have an older "mentor" student from the middle school, or in the middle school, they will work with a peer to improve their English language acquisition. Peer to peer learning represents a key component of the Charter School's approach to learning. EL students will work with peers and professionals alike to improve their proficiency, while offering their home language knowledge as an example of cultural diversity.

As described under the heading "Instructional Design," throughout the educational program at ECR K-8, the instruction will be differentiated to address the needs of English Language Learners, emphasizing the three areas designated by CDE: listening and speaking, reading and writing. The following programs will be implemented to move EL students toward proficiency: differentiated instruction for language learner, CCSS-aligned curriculum, multicultural approaches to learning (literature by Latino and other minority authors; word problems in math with a diversity of settings, history/social-science examples looking at different cultural exemplars), peer support, parents as partners, after school homework help staffed by teachers and Saturday school (dependent on LCAP funding). For middle school students there will be study hall throughout the week, regularly assigned computer lab time and the advisory program all support EL students by providing more time and one-on-one opportunities to work with students.

Additionally, ECR K-8 will provide teacher training specifically on techniques aimed to shepherd EL students toward proficiency. If more than 21 students are classified as EL, there will be an English Language Advisory Committee ("ELAC").

### **CELDT Testing**

All students who indicate that their home language is one other than English will be California English Language Development Test ("CELDT") (or its successor exam) tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.



The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing. If students perform below expectations as determined by the student's individual goals, which will have been predetermined, the EL coordinator will meet with the student, parent and advisor to develop a plan to improve fluency. The level of support will depend on the band within which each student performs. Support for this process will come from ECRA's qualified personnel.

A student is considered Proficient on the CELDT only when he or she earns a performance level of 3 (Intermediate) or above in *every* domain and also a 4 (Early Advanced) or above Overall. Only then should an EL student be considered for reclassification. K-1 students, however, only have to meet this criterion for Listening, Speaking, and Overall in order to score Proficient. Please note that 3 (Intermediate) Overall can, in some cases, allow a student to score proficient, but only when additional measures (e.g., alternate assessments) support proficiency, and also when the score is in the upper range of 3 (Intermediate).

A student in grades K-1 who scored a 3 (Intermediate) in Listening, a 4 (Early Advanced) in Speaking, a 1 (Beginning) in Reading, a 1 (Beginning) in Writing and a 4 (Early Advanced) Overall would be considered Proficient on the CELDT because of the scores for the Reading and Writing domains have no impact on CELDT students until they reach grade 2. Thus the student only has to earn a 3 or higher in Listening and in Speaking, as well as a 4 or higher overall, in order to be considered proficient on the CELDT. Please note that different criteria impacted K-1 students prior to 2009-2010.

For students classified as Long Term English Learners (LTELs), the Charter School will provide a pullout program with experts in the field. This program will be supported by LCAP funding.

### **Reclassification Procedures**

Drawing upon LAUSD's English Learner Master Plan (2012), the following guidelines provide an overview on the process of reclassifying English Learners (ELs). As laid out in the Master Plan, "mastery of standard, academic English is an issue of access, equity, and social justice." Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance 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 demonstrate to others that 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.

- The Student Oral Language Observation Matrix may also be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **Strategies for English Learner Instruction and Intervention**

EL instruction will focus on a number of ways to ensure students' needs are met front and center. These include one-on-one tutoring, language assistance, proper identification of learning needs and alternative approaches to instruction. When applicable, multilingual instruction will be made available. Saturday school (dependent on LCAP funding), differentiated instruction, after school homework help, study hall during the day for middle school students – where a teacher available to help EL students and during “class time” as differentiated instruction elementary grades – and peer tutoring all represent other instructional methods for EL students. Intervention will be provided when student performance falls below predetermined thresholds.

Saturday school will provide extra instruction for EL students who need support and extra assistance to achieve fluency and be reclassified, the goal of EL instruction. This program depends on funding from the LCAP formula. In the event this program cannot be funded, differentiated instruction, in school study halls and after school homework help will provide the extra instruction necessary to help students attain fluency.

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School will evaluate the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress, including teacher observations and recommendation.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Providing teacher training on research-based effective instructional strategies and materials
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Gifted and Talented Student and Students Achieving Above Grade Level**

Support systems for academically high-achieving students begin with identifying these populations. A combination of teacher reporting, test scores, academic benchmarks and developmentally appropriate milestones will be used to assess whether a student is deemed academically high achieving. Parents will be invited to orientation meetings to gifted and talented education (“GATE”) and be advised of enrichment opportunities, including higher-level academic opportunities. They will be notified electronically and/or via notices sent home with students. The school website will also have information for parents regarding various enrichment programs, such as internships at local businesses, hospitals, art studios, ECRA’s proposed science center, etc.



Faculty members will work to provide these students with opportunities to challenge themselves within the constructs of the school program. High achieving students requiring enrichment will have opportunities to challenge themselves using a range of computer based programs. This will include websites that provide extensions on lessons, more in depth explanations, further articles and information on topics, material requiring a higher reading level and additional problem sets. Differentiated instruction will enable teachers to create assignments that are not only meaningful to each student, but ensure that high-achievers receive a workload commensurate with their abilities. Opportunities to present to the class and demonstrate mastery through teaching concepts will also be available. Progress will be monitored through the traditional report cards, both formal and informal teacher-counselor communication and summative assessments. Teachers will supplement the curriculum where appropriate to stimulate high-achieving students. Keeping tabs on the emotional needs of these students will be a priority, as high-achieving students could demonstrate frustration and stress as a result of not being challenged and feeling bored.

### **Students Achieving Below Grade Level**

Support systems for academically low-achieving students begin with identifying at risk populations. A combination of teacher reporting, test scores, academic benchmarks, and developmentally appropriate milestones will be used to assess whether a student is deemed academically low achieving. For example, if students are more than one grade level below in academic achievement, as determined by the aforementioned assessments, this will trigger an evaluation. The evaluation will assess students for reading ability, number sense, verbal ability and visual and auditory processing among other learning needs. With the assistance of ECRA's expertise, the Charter School will determine the proper monitoring and potential intervention.

The School Director will maintain responsibility for acting as the liaison between the Charter School, student, and parents or guardians. Faculty members will work to provide these students with the necessary supports to succeed, which may include one-on-one tutoring, language assistance, proper identification of learning needs and alternative approaches to instruction. The School Director will be responsible for coordinating services with the classroom teacher and relevant parties to promote the student's academic success.

Elementary school students will benefit from self-contained classrooms, access to aides, technology for differentiation and small class sizes in grades K through 3, as well as smaller classes in fourth and fifth grade compared to surrounding schools. ECR K-8 is projecting a maximum of 30 students per classroom in these grades, as compared to a reported 38 students in fourth and fifth grade at Pomelo Elementary in West Hills. As part of their academic program, middle school students at the Charter School have advisory, in-school study hall and after school homework help, which provide several opportunities for remediation for academically low-achieving students. Furthermore, as Rose (2009) points out "Successful remedial programs set high standards, are focused on inquiry and problem solving in a substantial curriculum, utilize a pedagogy that is supportive and interactive, draw on a variety of techniques and approaches, and are in line with student goals" (p. 131), which aligns directly with the Charter School's approach.

Building a partnership with parents and devising a plan will be a critical part of the School Director's job as the liaison between home and school. Part of the plan will consist of parent

orientation meetings; in addition to 5, 10, 15 and 20 week report cards, weekly progress reports generated from the online grade management system and signed off by all core academic teachers will be sent to parents to both monitor and support low-achieving students. Narrative comment sections will be filled out by each teacher to provide feedback for students and parents as part of the progress reports. Parents will be invited to meet with their students' teachers for additional information, counseling and support to help their children succeed.

Ensuring the emotional well being of these students will be key in order to prevent further downward pressure on their performance. SSTs will be made available to low-achieving students. The SST will include the student's homeroom teacher (K-5<sup>th</sup> grade) or their advisor (6<sup>th</sup>-8<sup>th</sup> grade). Aforementioned progress reports will be available for students to pick up from their homeroom teacher or advisor and/or electronically. The composition of these teams will depend on the student's needs. If outside tutoring should become necessary, the School Director will coordinate efforts to identify a suitable match for the student, including, but not limited to students from ECRCHS.

### **Socio-Economically Disadvantaged/Low Income Students**

Support systems for students from socioeconomically disadvantaged situations begin with identifying at risk populations. These students will be identified as qualifying for Free and Reduced Lunch and those families who request support based on their need. These students will have a member of the faculty/staff assigned to them, acting as the liaison/mentor between the Charter School, student, and parents or guardians who will work to provide these students with the necessary tools to succeed, which may include access to meals, school materials and technology. Furthermore, the emotional and physical needs of these students will be met through the advisory program, physical education and meals. In these settings, students will discuss study skills, coping mechanisms, academic concerns, peer issues and expectations. For socioeconomically disadvantaged students, advisors will provide extra support, in coordination with other members of the Student Support Teams ("SST"), modeled after those at ECRCHS. Ensuring the mental health and physical well being of the most vulnerable falls on the SST to provide families with the necessary assistance in times of need. In order to accomplish this goal, the Charter School will establish a two-way communication plan for each socioeconomically disadvantaged family that ensures a constant flow of information to support each child in their academic and social pursuits.

The middle school guidance counselor will oversee the support system for socioeconomically disadvantaged students and will be responsible for coordinating services with the classroom teacher, administrator in charge of academics, Food Services and any other relevant parties to promote the student's health, well-being and academic success. All these individuals may serve on the SST should it be determined that the student needs each of their services. Additionally, school psychologists from ECRA will be made available on a rotating basis.

Teachers and the guidance counselor, along with other members of the SST, will monitor the progress of socioeconomically disadvantaged students through their scores on standardized tests, coursework and teacher evaluations. Pre- and post-tests will be used as assessment tools to determine the growth of each student. Teacher observation about student socialization and peer-interaction will play an important role in monitoring their progress.

**Students with Disabilities**

The Charter School will implement a collaborative model vis-à-vis special and regular education teachers. Special education teachers will, when appropriate, work in regular classrooms to provide additional support for students with disabilities.

**Standard English Learners**

Students that indicate English as their home language on the Home Language Survey and are not identified as socioeconomically disadvantaged, will be initially grouped as “Standard English Learners” and participate in the educational program. Teachers will provide instruction and meet the needs of this subgroup through assessments – both formative and summative – and recommend for intervention for any need that a student may have. For example, should the student fall behind in their academic pursuits, supports for low-achieving students will be mobilized.

**Foster Youth**

According to LAUSD’s Foster Youth Achievement Program, “[t]here are approximately 8,278 LAUSD students residing in foster care,” with more than 1,100 located in the Charter School’s Educational Service Center. These students will be identified through school admission records, communications (email and phone calls to guardians) and contact with social workers noted on said records. Providing a solid support system for foster youth, giving them a steady and stable experience, is one important step to allow these students to focus on their education. With the resources available to the Charter School through its association with ECRA, ECR K-8 will be able to provide psychological support for Foster Youth who may be dealing “with the emotional impact of being removed from their homes and [having been] separated from their families” (FYAP Executive Summary, p. 1, 2015). Because many of the stressors on these students often lead to lower academic achievement, the Charter School will strive to enact a program responsive to the unique needs of these students. ECRA’s support staff will provide baseline testing to ensure students receive appropriate support and placement in programs that will promote their success. The students’ progress will be monitored through report cards at regular intervals (5, 10, 15 and 20 weeks) and relevant testing to ascertain their academic level. Working with the foster families, the School Director, the middle school’s guidance counselor, the student and teacher, the Charter School will devise a plan to:

- Increase attendance rates
- Improve performance on standardized tests
- Increase graduation rates
- Reduce chronic absenteeism
- Reduce number of suspensions
- Reduce dropout rates

**A Typical Day for a K-5 Student**

Campus will open at 7am for early care and youth services. Breakfast for all students will be served at 7:45 am. A staggered start to school, with classes starting at 8:30 for Kindergarten; 8:25 for first and second grade; and 8:15 for grades third through fifth will help to mitigate traffic and progressively lengthen the instructional day. The first portion of the day (8:30-9:45 for Kindergarten and first grade, 8:30-10:00 for second grade and 8:15-10:00 for third through fifth, followed by nutrition) will include homeroom time, where students and the teacher meet to discuss the day, upcoming events and expectations, and other relevant topics. Students will have

a break for morning recess for 15 minutes followed by guided exploration, depending on availability of the outdoor space and weather, between nutrition and lunch. This will include nature studies, experimentation, and structured time for scientific inquiry in the outdoors using the campus as a teaching tool. Students will reconvene indoors for group work after their time outside, followed by lunch and recess. After lunch, students will come together inside and work collaboratively with the teacher’s guidance, where they will have a class discussion, debrief, and clean up. A staggered afternoon recess will take place for all grades to ensure adequate outdoor and play time. The school day ends at 2:30pm for kindergarteners, first and second graders, and 2:45 for third through fifth grade. Due to the interdisciplinary nature of the instruction, math, science, language arts, art, and physical education will be intertwined.

For families that require extended daycare options, the Charter School will have an after school care program that will include enrichment and homework help. See Table 16 for examples of the types of programming that will be offered after school. Unique to the Charter Schools’ offerings are courses at the proposed Science Center on the former Platt Ranch Elementary campus adjacent to ECRCHS. A fully vetted, outside provider, such as the YMCA or Enrichment Educational Experiences, will run onsite, afterschool programs.

Location	Monday	Tuesday	Wednesday	Thursday	Friday
Highlander and Oso	Computer Camp	Foreign Language	Math Made Easy	Tech Club	Visual and Performing Arts
Highlander and Oso	Martial Arts	Softball/ Baseball	Soccer	Running Club	Kids Fit
Highlander and Oso	HW Help	HW Help	HW Help	HW Help	HW Help
Proposed Platt Ranch Science Center	Gardening Class	Robotics Club	Engineering Club	Cooking Class	Science Adventures

Table 16: After school activities for sixth through eighth grade students at ECR K-8, Including ECRA’s Proposed Science Center at Platt Ranch

The following narratives provide a glimpse of a typical day at ECR K-8:

**Kindergarten: Community Curricular Theme**

The typical kindergarten school day begins with coordinated drop off and greeting by an adult - either the student’s teacher or the School Director. Children will “sign in” by writing their name on the daily sheet. Along with practicing writing their names, this process aims to give them a sense of ownership in their daily routine. At 8:30, the teacher will gather the children on the rug and say good morning to each student, addressing them by name. They will work on number sense and social studies concepts by discussing the day of the week, the temperature in their community, and the day’s schedule. In kindergarten, the year’s theme -- “community” -- relates to all aspects of the curriculum. A volunteer, referred to as a “visiting expert” from the community will introduce the class to their community and bring examples of their cultural heritage to the students. A student who has the weekly job of introducing the visiting expert will stand in front of the class and provide his/her classmates with the person’s name.

Classroom jobs are an important part of the kindergarten community, helping to model how the larger community works. Another student, who has the librarian job for the day, selects the book as directed by the teacher. On this day, the students will listen to the teacher read *Who's in a Family?* by Robert Skutch and illustrated by Laura Nienhaus. Students then engage in an activity where they draw and label members of their family. At 10am the teacher leads students outside for recess, followed by outdoor learning time. Students look for evidence of families or communities in the schoolyard. They are encouraged to look for both plants and animals. When the teacher brings them back to the classroom, they share their observations as part of the science component of their lesson. The teacher introduces tools they can use to help them observe, a magnifying glass, a camera, and a sketchbook. Students are provided with free playtime and encourage exploring the tools, but also allowed to read, build, create art projects, and engage in imaginative play.

As children finish up and clean up for lunch, they work together as a community to straighten up. Lunch (at 11:30) and outside time (11:50-12:15) allow students an opportunity to stretch their legs and roam the playground. At 12:15 they put away balls, toys, and bikes, help pick up the lunch area and come inside. With less than an hour to go in the day, the teacher leads the group in a recap of the day, including discussion of why they clean up, the expectations and preview of the next day, an opportunity to ask questions and shape the upcoming lessons. Students share one observation, new piece of knowledge, or insight they had during the day as the teacher collects and collates the feedback for inclusion in their narrative assessment.

Twenty minutes of PE in the afternoon from 1:20-1:40 helps break up the afternoon and provides the students with a physical outlet. Structured physical activities such as The 100 Mile Club®, which gives students and staff a tangible, achievable goal for physical exercise, would be implemented during this time. Upon completion of recess, children return to class and prepare the room for the next day, making sure that they understand the homework for the evening. Tonight's homework includes reading a book with a parent, asking a family member who is in their community, and creating a drawing of their room to share the next day in a discussion of personal space. Students will be dismissed at 2:30pm.

### **First Grade: Water Curricular Theme**

In first grade, the teacher greets each student as they enter the classroom promptly at 8:30. Everyone returns the greeting to their teacher and meets their teacher's gaze directly and confidently. Building on kindergarten, where students have roles that rotate on a regular basis, in first grade, the responsibility and expectations increase. Students have added tasks, including sweeping and cleaning the whiteboards. As part of these job responsibilities, students learn about cleaning materials and methods, focusing on toxic-free - water based - and low-cost options.

Water is the theme for first grade. In science, it manifests itself in learning the water cycle and the states of matter through the lens of water. Once students sit down with the teacher, the water theme is evident. With the historic, long-term drought in California, students talk about how they used water and where they find water in their daily interactions. Students measure water, learn about its properties, read stories about it, learn about how it is used, and why it is important. During the morning instructional time, everyone shares poems they've written the previous day about water. Students expand their vocabulary by using descriptive words. Additionally, they are encouraged to add vocabulary from their home languages that describe water. As part of the



process, students provide constructive criticism to each other and ask questions about the poems. When terms come up that the students do not know, the teacher writes them on the board. Later, students add these words to their homemade dictionaries.

When the teacher dismisses students for nutrition, they are reminded to take their reusable water bottles with them, because hydration is vital to human health. Students document the number of times they fill up and drink from their water bottles throughout the day. In their notebooks, they will graph this information to monitor their water consumption. Additionally, students track their water usage at home and share this information with classmates every Friday. Out on the playground, students are responsible for keeping their water bottles with them, teaching them to take care of their belongings and to reduce and reuse. Plastic water bottles will not be available on campus. For those students and families who cannot afford reusable bottles, the Charter School will provide them. As students explore the campus, much in the same way as they had as kindergartners, they observe how insects interact with water on campus. When the teacher calls them back into the classroom, they draw examples of what they saw and describe the interactions they observed between insects and water. Next, the teacher brings the students back to together and read about how Native American tribes in the area interacted with water.

After lunch, they come back and start working on their Chumash water baskets. Students work together to design, construct, and store water in their baskets over the next few weeks. They start with reviewing various designs, exploring the materials used to create these baskets, and making initial observations and sketches in their notebooks. This project drives home the difficulty in transporting water, its importance in the everyday existence of pre-Columbian America, and encourages them to think about their own relationship with water.

They join the kindergartners in afternoon PE for 20 minutes, participating in The 100 Mile Club®, adding miles one at a time until they accumulate 100. For first graders, this physical endeavor is used in their math lessons looking at topics like place values and number sense. Students end the day with a relaxation exercise where the teacher leads them through a guided imagery experience. With their eyes closed, lying on the ground, the teacher provides sensory (auditory) examples of water flowing and reads a story of a riparian retreat from Project Aquatic Wild. Students help straighten up the classroom and sweep up the floors prior to dismissal. Their homework for the night includes reading with their parent/guardian and creating a drawing showing them interacting with water.

### **Second Grade: Food Curricular Theme**

In second grade, students work on the school garden throughout the year. They were introduced to it the previous year when learning about water, but during second grade, it serves as a major focus. On any given day, students will measure various aspects of the garden, take pictures, draw plants, take detailed notes, and make observations about the garden. There will be a section for them to experiment as well. For example, estimating the amount of water required to grow various types of edible plants. Students could use water colored by food coloring to color code the amount of water used for different plants. Students would keep a science log and graphically illustrate their findings: both these activities would be age and grade appropriate.

On a typical day, students enter the classroom and, like kindergarten and first grade before them, the teacher greets them. The expectation exists that they look the teacher in the eye and say good

morning. By second grade students no longer gather on the floor to start the day. Situated at their own desks, they take out their homework from the night before and place it on their desk. They maintain a daily log of the food they eat at school, including nutritional information and calories in each item. According research from Schaefer and Ching (2015), “over time [students] began to make more sustainable changes (i.e., participating more in PE). Thus, health tracking in diverse youth may be feasible for teaching healthy behaviors if combined with educational curricula” (p. 902). On a large sheet of graph paper, student responses to the morning question -- did you eat breakfast -- are plotted. Research shows (Schaefer & Ching, 2015) this kind of activity will encourage healthy eating habits and might very well positively influence students and their families. One of the year-long projects may be a class cookbook in which students collect recipes made with fresh ingredients. The cookbook will contain price of ingredients, time to prepare and cook each dish. The students may also include family recipes. This combination of health, science, culture and math represents the Charter School’s approach to education. Integrating multiple disciplines lay at the heart of our educational philosophy. By providing connecting content, we provide students with various ways to understand content is related. This integration continues throughout the elementary grades and into middle school.

As part of the discussion, the teacher asks students where their lunch comes from, what it is it made of, and the ingredients. Several examples of breakfast food packaging from different cultures are passed around and students write down their observations – country of origin, ingredients, calories, etc. Students are then prompted to share their observations with their neighbor in a Think-Pair-Share activity. While students are pairing up, the teacher sets up easels around the room for students to share their observations on large boards, where students practice writing and drawing pictorial representations of their thoughts. All this talk of food leads into snack and recess time. At 10:00, after kindergarten and first grade wrap up their snack, 2<sup>nd</sup> graders step outside to eat and play.

Following up on the morning’s discussion of foods from various cultures, students are taken to the school kitchen after washing up from recess. They sit in the cafeteria as the lunch provider talks to them about ingredients used in other types of food. Examples are provided and the students are given the opportunity to try a few samples. They write down each type of food in their notebook and describe the taste, texture, and aromas of each. If they choose not to taste the food, they are encouraged to use other senses to experience the food. Lastly, students also write down words from other languages that are used in the presentation. On this day, beans and rice are highlighted, *arroz y frijoles*.

When the students return to class, the teacher asks what other cultures use rice. In the discussion, the teacher shows images of rice fields and paddies. With the connection between rice and water, students are encouraged to recall from first grade some of the information that they have accumulated about water. The teacher highlights systems in which fish are raised in combination with rice. Seventh graders come down to talk to the students about systems, their curricular theme, and about the aquaponics system at ECRA’s proposed Science Center on the Platt Ranch campus. Both classes are scheduled for a field trip to the Science Center the next day, with the 7<sup>th</sup> graders demonstrating how the system works.

Lunchtime ensues and students file back out to the cafeteria and covered eating area. Second graders are responsible for monitoring food waste in the lower grades as part of their curriculum

and community role. The food waste becomes part of the compost program, which the sixth grade students are involved with as part of their (bio) diversity theme and seventh graders through their systems perspective. Free play after lunch represents an essential component of their physical activity. At 12:35pm, students come back to the classroom for a post lunch story. The teacher reads to the students from *Edible Schoolyard* by Alice Waters. With all the discussion about people and food, students head outside with their notebooks for a look at what other animals eat on the schoolyard. Based on Project Learning Tree's "Are Vacant Lots Vacant?" second graders will explore what animals eat for 20 minutes, combining exercise, science and outdoor time.

While outside, students put down their materials at 1:20 and join in The 100 Mile Club® for 20 minutes of afternoon PE, working toward their goal of accumulating 100 miles of distance walked and run. As the day comes to a close, the teacher reconvenes class and reviews the day with students, and assigns homework – an extension of the afternoon activity, looking for examples of what animals in and around students' homes eat, keeping track of their food intake, and 20 minutes of reading with a parent or guardian. Students pick up the room, sweep and straighten up before being dismissed.

### **Third Grade: People Curricular Theme**

In third grade, the theme for the year is people. On this day, students are preparing for the "Famous Californian" presentations. For the past three weeks, they have been researching, creating costumes, and rehearsing their speeches for their "living museum" of historically significant Californians. Working in pairs, or individually, students choose a famous Californian to research and "inhabit" during the annual event open to all members of the Charter School community. Taking place in the multipurpose room, this event gives students the opportunity to practice their public speaking, learn about people that helped shape California in a positive manner and represent a wide range of the cultures that have influenced the state, from Chinese immigrants to native Americans, innovators to explorers and politicians to scientists. As students trickle in from the playground in the morning, they put their belongings in their cubbies and greet the teacher. In third grade, the expectation evolves so that students take the ownership of greeting adults with a strong sense of self and confidence. They place their homework, multiplication practice, in the proper bin for the teacher to check. To provide quick feedback and for the purposes of formative assessment, these assignments are reviewed by the teacher and students who are struggling are noted to ensure that they receive extra assistance. Likewise, students who demonstrate mastery receive more challenging assignments. This all takes place during nutrition and recess, as well as sustained silent reading, the first 15 minutes after recess.

Throughout the morning, students work in pairs to refine their presentations. They each have feedback forms to provide a carefully tailored critique of their classmates' presentation. Students rotate through 4 presentations and then the groups switch. As part of the narrative that each teacher writes, she/he moves from pair to pair, taking notes on their attention level, volume, eye contact, and preparedness. Students are required to create, and encouraged to use note cards for their presentations. The notecards, intended to help students distill the most important information for their presentations, will be collected by the teacher and assessed based on the rubric students were given at the beginning of the event. Once all groups are finished practicing their presentations, feedback is shared with each other and students have an opportunity to refine their work.



Students follow up the presentation work with 20 minutes of SSR at 11:30 and then lunch at 11:50 and 25 minutes of recess. At 12:35, students are expected to line up and use the restroom, wash up, and drink water. Washing up outside is part of the routine and a key component of maintaining health of the human body, a central content theme in third grade. In the afternoon, students receive their math homework back that was handed in that morning. Students are grouped into pods with four students based on their performance; each group has a strong student, one who struggled and at least one who performs well on most occasions. These heterogeneous groups represent the preferred method of small group instruction to create an atmosphere of teamwork, peer tutoring, and developing leadership skills amongst students, while demonstrating that students should first and foremost feel comfortable asking one another for help. This arrangement is used in other settings too, with students who struggle in one discipline taking leading roles in those instances. For those who encounter difficulty across the board, regular meetings between the student and teacher aim to improve their understanding of the material and shepherd them toward mastery and leadership opportunities.

Students work in these groups on a series of math puzzles that integrate real world, sustainability issues and fractions, division, multiplication, and percentages. Problem sets will include a mix of arithmetic as well to provide students with practice. A brief afternoon PE for students to get up and exercise for 20 minutes acts as an interlude at 1:40. Students return to their classroom at 2:00 to finish the day, beginning with foreign language acquisition. As part of the foreign language extension, EL students translate the previous week's vocabulary terms into their home language. For homework, they create a T-chart for the rest of the class that shows the term in English and the students' home languages to help teach their classmates a few terms in another language. The intention of this exercise is twofold, (1) to position EL students as teachers and (2) to introduce all other students to other languages. All students continue work on their homework packets, which include reading logs, math problems, social studies, and assorted other assignments.

When students stay after school for homework help they collect their belongings and head to the appropriate teacher's classroom. Communication between the guidance counselor and the teacher in charge of homework help ensures a productive use of the hour. Depending on the size of the group, homework help may include one-on-one time with the teacher, small group instruction, parent helpers or peer tutoring. After the hour, if parents or guardians are unable to pick up their child, the student signs in to the after school care program until they are picked up.

#### **Fourth Grade: Land Curricular Theme**

By the time students reach fourth grade, the expectations and responsibilities increase. Fourth grade students take an active role in helping to monitor the school grounds for cleanliness. This attention to the physical space dovetails with the focus in third grade on land, the thematic strand for the year. Students begin the school day by putting their belongings away in their cubbies, retrieving homework, pencil, notebooks, and instructional materials. Students start the day with a review of the previous week's vocabulary terms. The terms are a mix of English, Science, Math, Social Studies which all center on land. Students pair up to create a mini-dialogue that integrates 10 of the 15 words. Groups will then switch their scripts with another group who proofreads it and makes notes. After the original dialogues are handed back, students practice with their partner, before performing in front of the class. Students in the audience take notes, including writing down words that are unfamiliar in addition to vocabulary terms that have been learned

previously. Once all groups have presented, the teacher leads a discussion about the terms. As part of the classroom debrief, the teacher shares 1-3 sentences from each group that best demonstrate the usage and understanding of the terms. These are displayed on the board and/or on paper on the wall and reviewed as a whole class.

Nutrition begins at 10:00 and lasts until 10:15. In the preceding days they researched, selected, and sketched a California landscape (marine, desert, mountainous, agricultural, urban, rural, natural, artificial, etc.). Today, students are working with paints (watercolor or tempera-- student choice based on their vision for the painting). For the next 30 minutes, students work diligently as the teacher circulates through providing feedback, assistance, and answers to student queries. At 11:20, the teacher signals that it is time to clean up and place student works on the drying racks. Students will resume working on the project the following week. After clean up, students engage in 15 minutes of Sustained Silent Reading (SSR). Books on the theme of land are available if students so choose. Once SSR ends, students retrieve their art supplies to begin the next phase of their landscape paintings.

For the remainder of the morning, students head to the cafeteria to help serve kindergarten and first grade classes. One day every week, the fourth graders volunteer their time in the cafeteria. This interaction with the students in lower grades is part of their community building in the curriculum. Fourth graders work with the second graders (who, as mentioned earlier, are responsible for “monitoring food waste in the lower grades as part of their curriculum”) to recycle and compost as much of the food waste as possible.

Fourth graders eat lunch starting at 12:10. They are dismissed after they straighten up their workspace and pick up around the room. At lunch, they have 20 minutes dedicated to eating and an additional 25 minutes to play. When students return from lunch and their playground time, they sit down in their classroom and listen to the teacher read them a story about the area in which they live. This story leads into their upcoming project, which the teacher introduces. Over the next few weeks, students will “develop” a plot of land, where they must allocate resources for food production, residential, commercial/education, entertainment, transportation, and assorted other activities. In their groups, students are given a plot of land that they have to divide among the various groups in a “sustainable” fashion. In this initial planning session, students read through the instructions, decide on roles, and create an outline of their plan. Afternoon PE breaks up the planning time and gives students an opportunity to “stretch their legs” and get some structured exercise. They return to refocus and wrap up their planning before cleaning up for the day.

Homework includes differentiated math problems for various groups of students depending on their previous night’s homework and the teacher’s informal formative assessment during the group work. Throughout the day, the teacher collects vocabulary terms on the board. These words come from the lesson and various activities. Students add these terms to their personal dictionary and use them in context to demonstrate understanding. The teacher collects the dictionaries each Friday to provide feedback and return them to students on Monday. Online practice is available through Spelling City. Additionally, students are required to practice with their parents, which is part of their homework packet. For those that do not have access to the Internet, the school library is available for their use. Teacher generated games will be made available to students for practice.

### **Fifth Grade: Air Curricular Theme**

As the highest grade level students in the elementary school at ECR K-8, fifth graders have additional responsibilities to ensure that the schoolyard is picked up and looked after in general. Twice a week, the fifth graders help with morning kindergarten drop off. This aspect represents the fifth graders as leaders and “community helpers,” while reinforcing the theme of community in the kindergarten curriculum. The linking of various aged students aims to strengthen the younger kids’ notion of community and the older students’ sense of leadership.

Upon entering their classroom, the fifth graders check on their long-term science project, a study of the various measures of air quality in the school. Since the early stages of the school year, they have tracked indoor temperature, levels of carbon dioxide in the classroom, humidity readings and more qualitative measures. Students walk through the building using their eyes, nose and common sense to identify potential problems, looking at general cleanliness in each of the areas they inspect. All of these notes are kept in their indoor air quality journal. At the end of each month, they graph the numerical data to visually represent the trends in the school. As part of this exercise, they present their findings to ECRA’s director of sustainability. Additionally, students report this data to the larger community through a webpage and social media channels that they have developed over the course of the school year. Honing their message and writing for a public audience represent two important goals of the language arts curriculum. In order to create longitudinal and long term data, students build on previous years and students’ work. This enterprise reflects similar studies, like carbon dioxide in the atmosphere, which students learn about over the course of the year and ties in to the yearlong theme.

After lunch, students find their math group and take out their math notebook. On the board, the teacher provides a series of warm up problems for students to solve together, and then a second set for individual work. Much like in previous grades, the teacher spends a few moments checking student work and making notes on their progress, understanding, and noting who needs extra assistance. Once the warm-up questions are completed, student volunteers come to the board to answer the questions and show their work. The questions deal with volume, area, mass and other crosscutting concepts, a keystone of Next Generation Science Standards (“NGSS”). By using examples that they interact with in math and science, students start to see connections and how they can apply their knowledge to real world problems. This integrated approach to STEAM pervades the curriculum and serves as a natural fit for NGSS and CCSS. During the last portion of the day, fifth graders reverse roles from their morning and take on the position of neophyte.

From 1:40 to 2:00, students head outside for afternoon PE and participate in the 100 Mile Club®. On this day, in order to prepare the fifth graders for the transition to sixth grade, they spend the remainder of their time dispersed among various classes in the middle school to get insight into the rhythm and expectations of middle school. Fifth graders are paired with a middle school student and they shadow them for a portion of the afternoon. The fifth grade teacher circulates during this time, focusing on students that have been identified as at risk and in need of extra support. At 2:40 students exit the middle school classes and reconvene in their 5<sup>th</sup> grade class. Students copy down homework, take notes, clean up their space and check their assignment books for accuracy and clarity. Tonight’s homework consists of 30 minutes of reading, which can include reading aloud to a parent, guardian, sibling, pet or friend and a review of the week’s math problems – including reworking problems they previously answered incorrectly.

## A Typical Day for a 6<sup>th</sup>-8<sup>th</sup> Grade Student

In the 6<sup>th</sup> through 8<sup>th</sup> grades, classes begin at 8:05am. The students have a modified block schedule (see Table 12 p. 68-9), which allow them a transition between the K-5 and high school arrangements, and support project based learning and interdisciplinary approaches to learning that undergird the educational philosophy of the Charter School. The schedule rotates so core courses meet during various periods throughout the day and no one class has students solely first period or at the end of the day when attention spans are diminished. Two-hour blocks of dual subject instruction (English and Social Studies paired together and Science and Math paired with each other) will meet three out of six days. Additionally, the daily schedule will not be tied to calendar days so that classes falling on Mondays or Fridays are not disproportionately affected by school closings.

Another integral aspect of the sixth through eighth grade experience at ECR K-8 is Advisory, which addresses the needs of all students. While students experience homeroom in the K-5 section of the Charter School due to the nature of the self-contained classroom, advisory in the sixth through eighth grades offers students an opportunity to learn about a range of topics, such as health (including physical, social and emotional), community service, study and interpersonal skills, conflict resolution, time management and high school preparedness. Advisory meets every other day (see Table 12 for a sample middle school schedule) to ensure a regular, consistent relationship between advisor and advisee. Inherent in the advisory structure are homeroom style functionalities – daily bulletin announcements and other forms of school to student communication. However, the aim of “advisory programs [is to] deliberately establish a connection between teacher and students...Research studies demonstrate the effectiveness of middle grades advisory programs” (CDE, Advisory programs (homeroom), n.d.). For at risk students in particular, they create a sense of belonging and accountability. “One study found that the majority of students felt that advisory groups strengthened the bond between teachers and students. Another survey of seventh graders found that students in advisory programs reported higher levels of satisfaction with student-teacher and peer relationships than did students not enrolled in advisory programs” (CDE, [Advisory programs \(homeroom\)](#), n.d.). An important aspect of the advisory program is to ensure that subgroups of students are supported. The advisor can provide one-on-one mentoring to students that require extra academic or social support systems. Additionally, advisory serves as a way for students to access peer help with the guidance of the advisor.

Each day of the week, a different activity will be offered after school (see Table 16 for the daily calendar). These include foreign language options, arts and homework help, with classroom teachers staffing the latter. Students in grades three through eight will be able to sign up for enrichment opportunities at the proposed Platt Ranch Science Center. Refer back to Table 16 for details.

ECRA has proposed a "shuttle" system to ferry students between campuses for various events. One option, should the shuttle system take root, is to provide after school enrichment for ECR K-8 students at the proposed Science Center on Platt Ranch. Students would have after school activities at the science center. Classes would include a range of enrichment options, including

but not limited to cooking classes, "mad science" camp, gardening, robotics and engineering club.

### **Sixth Grade: Diversity Curricular Theme**

The theme of sixth grade is diversity. This manifests itself in a number of ways. In social studies, multiculturalism and human geography help reflect the range of humanity. In studying different cultures, students are exposed to how other people think, see the world and live on a daily basis. Using the block period, the social studies and English teachers have designed a workshop for students to experience, which exposes them to the literature and/or poetry of various countries. On this day, students are studying the Bolivian poet Adela Zamudio and her works. They learn terms in Spanish and about women in Bolivia. After reading her poems, students are taken through an exercise where they learn to construct poems in Zamudio's style and concerns relevant to her time and life. Students then practice reading their poems aloud while the audience fills out feedback forms that look at such factors as eye contact, enunciation, volume, posture and pace. Forms will be anonymous and turned into the teacher who will review them and conference with each student (while the rest of the students are occupied in independent activities) during the following class period.

As the class breaks for nutrition, students have a chance to have a snack after their English-Social Studies block, before they head out to physical education and change into their PE uniform. Today in PE, students are working on their flexibility, balance, core strength and breathing as part of their unit on yoga. Students begin the period with a 15-minute cardiovascular workout, including jogging, calisthenics and light plyometric exercises. The physical education teacher takes the students through a 25-minute rotation of poses, stretching and balance. After PE, students change back into their school clothes, and they head to fourth period for a study hall in the computer lab. Here, students are encouraged to work on homework or long-term assignments. The science teacher proctors the study hall for fourth period on this day, serving as a resource for students who may have questions. High achieving students requiring enrichment, those who need extra help or students who have been identified as at risk will use this time to challenge themselves or receive extra instruction or practice on skills using a range of computer based programs. Once their session ends, students are dismissed to lunch.

On this day, periods five and six are combined for a math and science block. For the first portion of class, students spend the period in the school garden. As part of the diversity theme, students make sketches of the garden, including the various types of plants and food growing in the garden. They start by taking pictures and measuring the plot, looking at density and the types of food growing in the garden. With all of their measurements and information, students head to the computer lab and research the caloric and nutritional value of each type of food planted in the garden. Working in pairs, they create graphs to reflect the energy content of each food, calculate how much food the garden can produce and look up recipes that incorporate the foods growing in the garden. Students are then given a worksheet to calculate the recipes for the entire class, all sixth graders, all middle school, the entire school and a challenge question of figuring out how to adjust the recipes in order to feed the entire city, state, country and world. All students have a writing prompt to complete individually. The prompt poses the question of whether a variety of food types are important for a sustainable community and why. Students have the remainder of the class period to finish the writing assignment. When complete, they post their responses on the class blog. Students who finish early are assigned three posts to which they must respond.



For homework, the teacher assigns a short video about biodiversity in wetlands with guided notes for students to fill out in preparation for their field trip to the Ballona Wetlands the following week. Students staying after school have a range of choices, including an enrichment activity (such as computer camp, foreign language or visual and performing arts), athletic options (soccer, martial arts or running club) or heading over to the proposed Platt Ranch Science Center on ECRA's shuttle for gardening, robotics or engineering club, depending on the day.

### **Seventh Grade: Systems Curricular Theme**

Systems of all nature, and systems thinking in general, are the theme in seventh grade. Students learn about positive and negative feedback loops, look at how choices made by characters in literature are impacted by systems and are themselves part of feedback loops. On this day, students have an English-Social Studies block in the morning. They work collaboratively to create a concept map/feedback loop for factors that led to World War I. They begin by reading an excerpt on the war. As a class, they start by listing the major factions involved in the war, events that lead up to the war, and consequences of those events. With the master list on the board, students break into pairs and begin to sketch out the relationships and interactions between the various elements. Students use their understanding of the history, themes, timeline, ideology and conflicts that arose prior to the war. After they have sketched their initial attempts on paper – and received feedback from the teachers as they circulate – students receive a computer from the roaming cart and start to work on modeling software (STELLA from isee systems) that enables them to show relationships and interaction between the state and non-state actors, external forces (such as technology, resources and healthcare) and political pressures. Working with a rubric to assess their progress, students must refer back to the rubric prior to submitting their work. If they finish before the end of the period, the teachers have them switch with another group and critique the other group's model prior to dismissal for nutrition.

In PE, students complete station workouts. On the field, the PE teacher sets up a series of activities for the students. As part of their exercise, they collect data about their heart rate and respiration. In their science and math blocks, that afternoon they use this information and create graphs to demonstrate the impact of exercise on their biological systems. After PE, students head to the computer lab where students plug their data into a spreadsheet and generate the data tables and graphs that they will insert into their webpage or presentation program (i.e. PowerPoint, Keynote or Google Presentations). The collaboration between the PE and science teachers lies at the heart of the Charter School's pedagogical philosophy. Through coordinating curricula, vertical teaming and common planning time, teachers have the opportunity to enhance students' experiences and make learning more meaningful.

After lunch, seventh graders go over to talk to the second graders about the aquaponics system that resides at ECRA's proposed Science Center on the Platt Ranch campus. Both classes are scheduled for a field trip to the Science Center the next day and the 7<sup>th</sup> graders give the younger students a brief overview of how the system works, including a video they previously recorded, edited and produced for the Charter School's website. Both the second and seventh grade teachers assess the presentation using a rubric created by the faculty and administration that covers a range of skills and ideas students are expected to cover during presentations. The seventh graders return to their classroom and continue working on their projects from PE.

Students will use this time to take photographs and upload them into the presentations, learning how to do so in the process of creating their presentations. Embedding technology skills into the curriculum gives students an opportunity to practice the skills and apply them in context. This approach represents the way in which ECR K-8 integrates technology and a range of complementary skills. Creating data tables, generating graphs and interpreting the results helps tie the math and science components. Hand drawn graphs will complement computer generated ones, giving students experience with both forms of data representation.

In their presentations, students will focus on the body systems and how they interact with one another. This idea of interconnected systems lay at the heart of seventh grade curriculum. By the end of the school year, the goal is to have students recognize, diagram and explain systems, including the feedback loops and delays. Exposing students to system thinking principles through readings, videos and use of modeling software will further the aim of providing students with the tools to see the systems in which they live and operate.

### **Eighth Grade: Energy Curricular Theme**

By eighth grade, students are preparing for the transition to high school. Students at ECR K-8 will take two trips to ECRCHS during the school year to visit the high school and attend classes, events and either nutrition or lunch. These visiting days allow ECR K-8 students with a glimpse of the culture and campus in high school. In Advisory/Sustained Silent Reading (“SSR”), today’s first period class, students are watching the latest episode of El Camino Reality, the video news show produced by ECRCHS’s journalism class. High School students record, edit and script El Camino Reality, which provides a glance at issues on campus and life around the school. The advisor leads a discussion and helps answer questions that arise after watching the show. This time offers advisors the opportunity to address concerns that ECR K-8 students may have about transitioning to high school. Advisors have a series of discussion prompts developed by the students that put the episode together. For the remainder of the time, students have SSR. Teachers have a range of materials related to the 8<sup>th</sup> grade theme – energy – including old National Geographic, Scientific American and Wired magazines. Advisors help students take notes on their reading, an important skill, so they can use what they read in other classes.

After Advisory/SSR, students head to math class. In eighth grade, math students have the option of enrolling in Algebra or a standard math class. Depending on the post-test from seventh grade and the pretest in the fall, students will be programmed into either of the two math classes. Those that choose Algebra will enroll in geometry when they matriculate into high school should their grades meet the expectations put forth by ECRCHS. Today, students in both math classes are solving single variable problems from data generated by the school, including the solar array on the roof; the waste and recycling bill; and the water, gas and electric bills. Students are given a series of word problems with real world data and looking at energy and conservation. Word problems focus on energy reduction and consumption.

After nutrition, students have science. Students are in the midst of designing, conducting experiments, and refining their wind turbines. Working in groups of 2, 3 or 4, students collect data about the performance of their wind turbine; the angle, quantity, composition and length of the blades. They record all data in tables, using multiple trials. With 15 minutes left in the class, the teacher has students clean up and reconvene for a brief discussion of how their projects are going. Each group has a dedicated spokesperson that summarizes the group’s progress and

provides a brief explanation of what they did that day and what their next steps are in the process. Student driven inquiry and a learner-centered environment represents the ECR K-8 approach to teaching and learning, as this class exemplifies.

Following Science, students travel to their English class. In English students construct poems and short fiction that centered on the theme of movement. Students are free to choose the inspiration – dancing, various forms of transportation, an animal on the prowl, a crawling baby – for their pieces that relates to the day’s theme, which ties in to the eighth grade theme. Students are encouraged to engage in the creative process, but also are required to construct a brief explanation of their short story or poem. This expository writing component of the process reflects a central tenet of Common Core State Standards. As with other disciplines, teachers provide students with rubrics and help them use these guides in an attempt to improve their writing. For homework, students are required to post their poems and short stories on the class blog and comment on two other students’ work, with guiding questions supplied by the teacher that aims to focus their criticism and feedback.

Continuing with the theme of energy, Social Studies offers students an opportunity to explore how different countries’ policies toward energy have evolved. Small groups of students, coordinated with the Science teacher to ensure that the groupings are varied, adopt a country or state and research the mix of energy sources, the economic and political ramifications of that energy source, and social impact. Using simulations available online (like [Energyville.com/energyville](http://Energyville.com/energyville), with guided notes provided by the teacher), students collect information about the impact of various energy sources on society. Collaborating with the seventh grade teachers, the eighth grade Social Studies instructor connects the project to systems and draws upon the students’ experience and knowledge from the previous year. Groups work to develop a comprehensive energy strategy that they will formalize in a written proposal, along with a presentation that they will make at their “Energy Summit,” which serves as the summative assessment for the project. Along the way, the teacher has formative assessments to determine student understanding. These range from short quizzes, written reflections, “Anticipation Guides” and class discussions.

In PE, students have a “game day” where they get to vote on the day’s activity from a set of team sports – such as kickball, soccer, basketball and flag football. Students are randomly separated into teams by the teacher and given 30 seconds to decide on a team name and positions or line up. Game day provides a break from the PE curriculum while providing students a chance to indicate their interest; develop their teamwork, communication and cooperation skills; and experience a cognitive break from the academic rigors of the school day. The PE teacher takes notes on this process and tracks student involvement and progress over the course of the school year.

**Element 2: Measurable Pupil Outcomes and  
Element 3: Method by which Pupil Progress Toward Outcomes will be  
Measured**



*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

See “Table 3: Student Outcomes Aligned With the Eight State Priorities” in Element 1 for “Annual Goals,” “Specific Annual Actions,” “Measurable Outcomes” and “Other Student Outcomes.”

**Measuring Pupil Outcomes: Summative Assessment Performance Targets**

**Performance Targets Aligned to State Priorities**

See “Table 3: Student Outcomes Aligned with the Eight State Priorities” in Element 1 for performance targets (pupil outcomes), for all pupils and for each subgroup of pupils. All state priorities address the school wide population. In particular, State Priority #2 “Implementation of State Content and Performance Standards,” State Priority #4, “English Learner Adequate Progress Rate” and “English Learner Reclassification Rate” specifically address the needs significant subgroups.

The Charter School affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report Card (“SARC”).

**Other Performance Targets**

Table 17 provides the innovative components of the Charter School’s program with goals, assessment tools and annual outcomes.

Innovative Components in the Program	Goal	Assessment Tool (Means to be used to measure levels of performance)	Specific Annual Targets or Outcomes
Project Based Learning	Critical and creative thinkers and problem solvers	Hands-on, real-world projects graded by rubric designed to reflect student comprehension of material	Students complete at least one project per discipline per year (middle school) and 3 projects per year in elementary grades
STEAM	Preparing students for 21 <sup>st</sup> century careers, opportunities and challenges	Age-appropriate, teacher generated assessment (verbal, written, etc.); Constructing/engineering projects (See above)	Implement engineering/art principles in the completion of one of the projects above
Sustainability	Preparing students to think systemically and conserve resources for future generations	Concept maps and systems modeling software to demonstrate understanding of interrelationships	Reduce environmental impact by conserving resources (water, energy, waste, etc.)
Multiculturalism	Awareness and appreciation of global society	Student presentations on cultures from around the world (using teacher and student generated rubric)	Increase awareness of different cultures to foster tolerance and inclusion
Cooperative/Collaborative Learning (peer-to-peer)	Ability to work in groups toward a common goal	Teacher and peer assessment of collaborative work (quantitative scale and qualitative comments)	Improved cohesiveness of student groups in working collaboratively on projects
Place Based Education	Appreciation of the local environment and to place their learning in a real-world, meaningful context	Assessment requiring identification of local content (landmarks, flora, fauna, etc.)	Increase understanding of the local environment as relates to the curriculum
Environment as an Integrating Context (EIC)	Create an educational plan that uses the environment to teach a range of disciplines	Performance on standardized tests	Greater understanding of academic concepts through real-world environmental issues

Table 17: Innovative Components of the Charter School’s Programs

**Measuring Pupil Progress toward Outcomes: Formative Assessment**

Table 18 includes an outline of formative assessment tools and techniques to be employed at the Charter School. Formative assessment plays an integral role in education, specifically as students work toward mastery of state standards. Both classroom teachers and ECRA’s testing coordinator will monitor student progress. These assessments will serve as the tool that faculty employ to achieve this monitoring. Through such practices as putting daily objectives and

relevant state standards on the board, teachers will ensure that students consistently refer back to the goal for the day and work toward mastery. Formative assessment “permit[s] the teacher to grasp the students’ perceptions, understand where the students are in the ‘developmental corridor’ from informal to formal thinking, and design instruction accordingly” (Bransford et al, p. 24, 2000). Research shows formative assessment assists both students and teachers in the monitoring of progress.

Assessment	Frequency	Connection to Education Program/Goals	Person Responsible
Standardized tests (including, but not limited to SBAC (Smarter Balanced Assessment Consortium))	Annually as required by the state	To measure proficiency To help identify students in need of possible intervention	Testing Coordinator at ECRA
Grade Level Summative Assessment	Semester and/or year end assessment of student progress	Teacher created assessment to determine student progress on enacted curriculum and whether they are at or beyond grade level	Grade level faculty/Administration
Pre- and Post-Assessments	As applicable for units requiring prior skills (i.e. thematic, periodic table, historical timeline)	To indicate growth across a unit, project or course of study	Grade level faculty/Administration
Formative Assessments (including formal and informal assessments)	Daily/regular (i.e. homework, reading check, classwork, pop quizzes, etc.)	Tools for teachers to determine student progress within a unit, project or course of study	Grade level faculty/Administration
Summative Assessments (including authentic assessments)	End of unit/project  (anticipated: every 5 weeks on average)	Unit, project and course of study assessments to determine if students achieved desired outcome in terms of learning	Grade level faculty/Administration

Table 18: Types and Use of Assessment Data

## Data Analysis and Reporting

### Use of Assessment Data

Test scores, department grades (for 7-8) and teacher assessments will serve as the basis for department chairs and the School Director to report back to teachers on trends in student performance. This data will be used in conjunction with research on how people learn (Bransford

et al, 2000) and pedagogical best practices (Zemelman et al, 2005). Together, teachers, department chairs, and the School Director will look at ways to revise and improve instruction and curriculum where necessary. To ensure that students receive the most appropriate skills and knowledge through a learner-centered approach, department chairs and the School Director will share responsibilities of regularly checking lesson plans and curriculum maps, in addition to random visits to classrooms for the purposes of determining how well instruction aligns with the lesson plans and curriculum maps.

Data will inform and drive instruction. Table 18 contains a range of assessments that will further help the Charter School attain this goal. Data includes performance on standardized test scores, on teacher or departmentally generated assessments (including but not limited to informal and formal; formative and summative; homework, essays, quizzes, tests, classwork, projects and presentations) and teacher observation based on developmentally appropriate milestones. This use of data will be integral to continual improvement of the Charter School's educational program and operations. Furthermore, data will help address the needs of various subgroups by indicating their performance and areas for growth.

All data and results will be made available to the parents and the community at large. Individual test scores will be sent home. The Charter School's API (or equivalent measure) and other pertinent data will be posted on the school's web portal. Parents will be encouraged to support their student's development based on the data.

Standardized Assessments: Students in grades 3–8 will receive full-length tests for both English language arts/literacy and mathematics, with approximately seven to eight hours of total testing time for each student, which will follow the CDE guidelines. The California Standards Test (CST) for fifth and eighth grade will be administered at the appropriated times as prescribed by CDE.

## **Grading, Progress Reporting, and Promotion/Retention**

The grading policy will entail narrative reports for kindergarten through second grade. From third through fifth grade there will be a combination of narrative and letter grades. In the middle school, grades will be primarily in terms of letter grades, but there will be a brief narrative associated with each course.

Progress reports will be generated at the five and fifteen week periods. Report cards will be sent home electronically – unless parents indicate otherwise – at 10- and 20-week periods, the latter representing the cumulative semester grades. Beginning in the fourth grade, parents will be able to track missing assignments via an online management system, such as Aeries. Test grades will also be made available starting in the fourth grade for parents to check. In sixth grade, all student grades will also be posted online. In this scenario students will be encouraged to keep up with their grades and progress, with the intent of developing a sense of agency and responsibility. Parents will also have access to this information to stay informed and to work with their children and teachers alike.

Promotion and retention policies and procedures will follow LAUSD's protocol.

## **ELEMENT 4 – GOVERNANCE**

***“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)***

### **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and ECR K-8 Charter Petition

section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**



Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **Governance Structure**

### **Non Profit Public Benefit Corporation**

ECR K-8 will be a directly funded independent charter school and will be operated by El Camino Real Alliance ("ECRA"), a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

ECRA's Articles of Incorporation, Corporate Bylaws and Conflict of Interest Code are provided in Tab 7.

### **Organizational Chart**



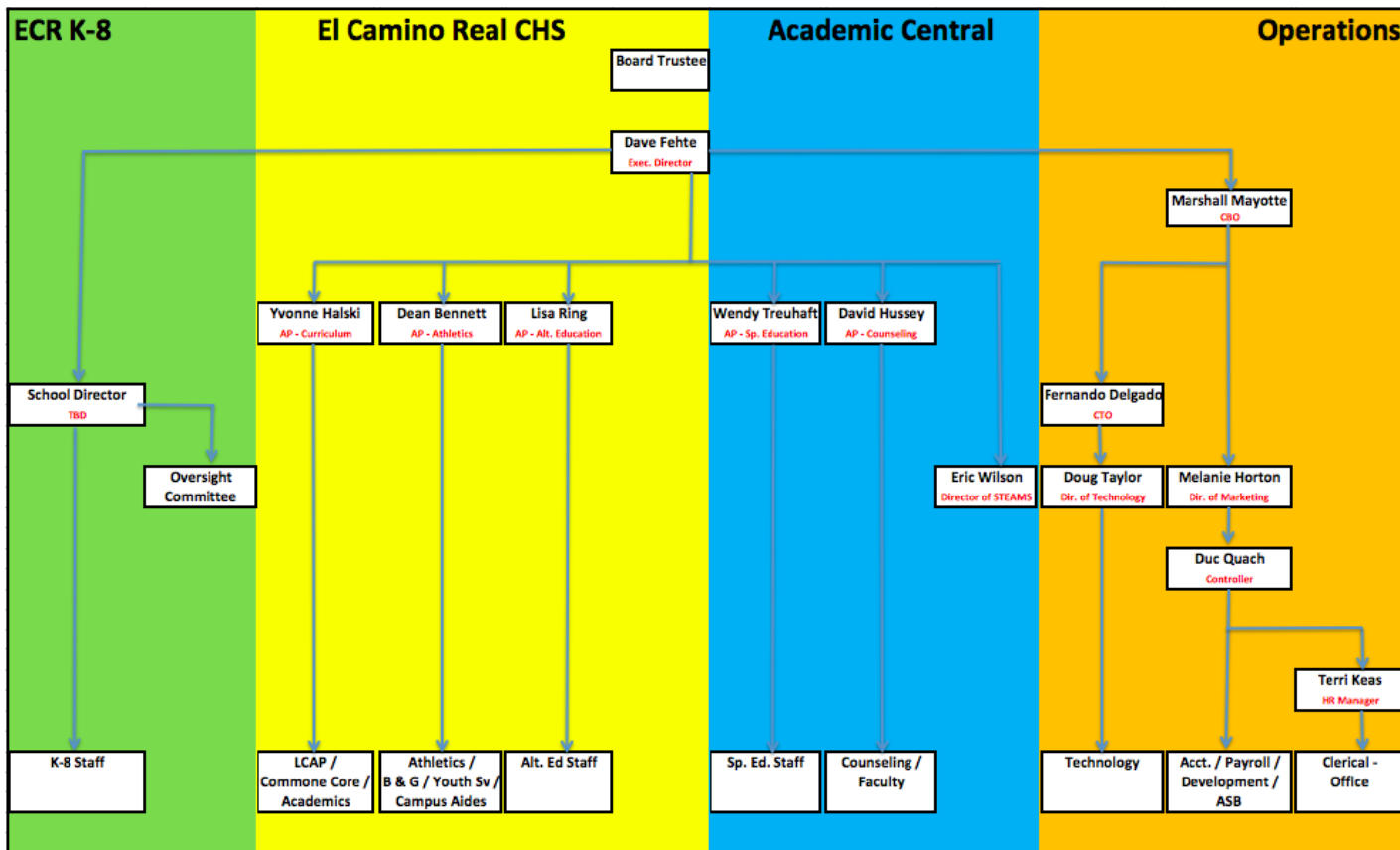


Figure 7: ECRA Organizational Chart

**The Charter School Director**

The Charter School Director will be the leader of the Charter School. The Charter School Director will ensure that the curriculum is implemented in order to maximize the students’ learning experiences. The Charter School Director will report directly to ECRA Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Charter School Director and/or his/her designee shall perform assigned tasks as directed by the ECRA Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to ECRA’s Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal; with final approval from ED
- Ensure compliance with all applicable state and federal laws and help secure local grants;

- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or ECRA's Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the SARC;
- Present independent fiscal audit to ECRA's Board of Directors and after review by the Board of Directors present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider.

## **Governing Board Composition and Member Selection**

### **Board of Directors**

The Charter School will be governed by ECRA's corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board, which currently oversees El Camino Real Charter High School, will also function as the Board of Directors for El Camino Real K-8 Charter Schools.

The Board shall have no less than five (5) and no more than nine (9) directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors. ECRA's Board of

Directors follows “Robert's Rules of Order” in conducting meetings. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum.

Each director shall hold office unless otherwise removed from office in accordance with the By-laws for three (3) years and until a successor director has been appointed or elected as required by the position as described below.

The Board of Directors shall be composed of the following stakeholders: At least two (2) community representatives<sup>2</sup> elected by the Board; at least one (1) parent representative elected amongst the parent body (one vote per family); two to three (2 – 3) representatives elected by all teachers; and one (1) representative elected by all classified employees. The By-laws state that the Board President will appoint a committee to designate qualified candidates for election to the Board at least 30 days before the date of any election of Board members. Table 19 provides the names, roles and terms for the current Board of Directors.

Name	Role	Category	Term Expiration
Odus Cladwell	Member	Teacher	June 2016
Jeffry Falgien	President	Community	June 2017
Jackie Keene	Treasurer	Parent	June 2017
Donna “Obie” Slamon	Secretary	Community	June 2016
Peter Vastenhold	Member	Teacher	June 2016
Jonathan Wasser	Member	Teacher	June 2017

Table 19: Composition of ECRA’s Board of Directors

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. A resume for each Board member is available in Tab 7. Professional development opportunities, such as attending workshops through the California Charter School Association (“CCSA”), will be made available to the Board. The Executive Director shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of Directors.

## **Governance Procedures and Operations**

### **Board Meetings and Duties**

The Board of Directors of the Charter School will meet regularly in the El Camino Real Charter High School Principal’s Conference Room, at least once a month (except during the summer) and in accordance with the Brown Act. Should the need arise for a larger venue the Board shall

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<sup>2</sup> “Community Members” will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Board may choose to select a current Charter School parent to serve in the Community Member capacity in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.

meet in ECRCHS's library. The Board determines the frequency of the meetings according to the need of the school and availability of members to attend. The Board members and/or administration can call special meetings when the need arises. Seventy-two hours prior to the meeting, agendas are posted on the doors of the meeting place and on ECRCHS's website.

The Board of Directors is fully responsible for the operation and fiscal affairs of El Camino Real Charter High School and the El Camino Real K-8 Charter Schools. The Board's duties will include but not limited be to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director and CBO of ECRA;
- Approve major contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School including effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report, if any;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

## **Stakeholder Involvement**

### **Committees**

ECR K-8 will have a site specific (i.e. one group representing the needs and concerns of ECR K-8 at Oso) Oversight Committee that will be elected from a pool of interested stake-holders (including, but not limited to teachers, administrators, other school personnel, parents and pupils) and will be elected for a term to be determined by ECRA's Board of Directors at the initial meeting.

The Oversight Committee will have the duties of reviewing all policies and decisions made by or voted upon by the Governing Board to ensure the decisions conform to the guidelines and policies outlined within the charter and to ensure that subsequent policies established are legally and lawfully established for this charter. This committee will report to the School Director and is solely advisory in nature.

Any additional committees will be established as needed, and will be approved by ECRA's Board. These may include, but may not be limited to; Curriculum Committee, Testing and Performance, Sustainability, Hiring, Finance/Budget, Employment, Staff Discipline, Review, and Grievance, Technology, Student Affairs, Athletics, Operations, Community Relations and Media, and any committees that may be deemed necessary to the operation of ECR K-8 as approved and authorized. Various stakeholders, including teachers, administrators, other school personnel, parents and pupils will be eligible to serve on these committees.

### **Parent Advisory Council**

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of our program. Additionally, developing an active Parent Teacher Association (PTA) will be integral in supporting teachers in the classroom through fundraising and providing volunteers to work with students.

### **Parent Involvement in Governance**

In addition to maintaining a parent representative on the Board and parent participation on the Parent Advisory Council, parents will be strongly encouraged to contribute volunteer time to the Charter School. Each site will have a Parent Teacher Student Association ("PTSA"). The Director/Principal shall maintain a comprehensive list of volunteer opportunities including but

not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; translation services; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 annual hours of participation.

In addition, parent organizations such as the PTSA and Friends of ECR will have access to school facilities through informational meetings, campus tours, orientation, Coffee with the Director Program, and various community meetings that may come up from time to time.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

***“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)***

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Employees Positions and Qualifications**

The Charter School will be comprised of the following employees:

- Teachers (Certificated)
- School Director
- Special Education Teacher (Certificated)
- Special Education Aide (Instructional Support Staff)
- Custodial (Classified)
- Clerical (Classified)
- Guidance Counselor (Certificated)
- Nurse (Certificated)
- Psychologist (Certificated)

### **A. Teachers**

Teachers for core classes must hold a California teaching certificate, permit, CLAD/BCLAD certification or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(1). Core courses include English language arts, mathematics, science, and social studies. Additionally, there will be one guidance counselor for the Charter School. Duties for this position will include serving as the EL Coordinator and academic counselor for middle school grades (6-8).



In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities.

ECR K-8 core teachers shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Accordingly, a teacher of core academic subjects must have:

- Bachelor’s degree;
- Appropriate California teaching credential for teaching in kindergarten through eighth grade;
- Demonstrated core academic subject matter competence.

In addition, teachers who desire a position with ECR K-8 must:

- Be willing to work collaboratively with parents in the classroom and community;
- Show enthusiasm for collaboration with other teachers at the school;
- Be willing to participate in professional development opportunities and to engage in continuous reflection on the goals and methods of education at ECR K-8;
- Strive toward implementing ECR K-8 mission and vision;
- Be skilled at or be willing to be trained in the current and future teaching practices used at ECR K-8.
- Be knowledgeable about educational psychology and developmentally appropriate practices.
- Be willing to serve on a committee (e.g. Curriculum, Testing and Performance, Sustainability, Hiring, Finance/Budget, Employment, Staff Discipline, Review, and Grievance, Technology, Student Affairs, Athletics, Operations, Community Relations and Media)
- Be certified in First Aid and CPR (ECR K-8 will provide training to all faculty and staff free of charge to meet this goal)
- Must staff study halls and provide one-on-one and small group assistance during study hall and after school homework help
- Must be willing to serve as an advisor, specifically in the sixth through eighth grades

## **B. Charter School Director**

The Charter School Director serves as the educational leader of the Charter School. The Charter School Director shall be responsible for direction of the instructional program, evaluation of staff, operation of the school facility, participation in school activities, community leadership and collaboration with staff as well as other relevant duties assigned.

The Director of ECR K-8 may hold an appropriate Administrative Services Credential authorizing service as a Director. An advanced degree in education is desirable and training and experience in the broad aspects of school administration, instructional strategies and curriculum

development would be necessary. A minimum of five (5) years of teaching experience including K-8 is required. Priority will be given to candidates with substantive experience across the K-8 spectrum. Additionally, administrative experience is desirable. An applicant without a current Administrative Services Credential may be considered if the applicant provides evidence of five or more years of public school administrative experience.

The School Director shall perform assigned tasks as directed by the Executive Director and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Communicate and report school matters to the Executive Director;
- Participate in and develop professional development workshops as needed;
- Participate and provide input the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Trustees and/or the District;
- Oversee that appropriate evaluation techniques are used for both students and staff;
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;

### **C. Executive Director**

The Charter School Executive Director serves as the educational leader and chief executive of ECRA. The Executive Director shall be responsible for the direction of the Charter School within ECRA, relationships with the stakeholders (e.g. community, parents, students, staff, contributors, district oversight office, etc.) and lead the organization's development efforts.

The Executive Director shall perform assigned tasks as directed by the ECRA Board of Trustees and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Communicate and report to the ECRA Board of Trustees;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;

- Oversee implementation of policies established by the Board of Trustees;
- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Trustees and/or the District;
- Oversee up-to-date financial records;
- Oversee that appropriate evaluation techniques are used for both students and staff;
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Present independent fiscal audit to the ECRA Board of Trustees and after review by the Board of Trustees present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;

**D. Office Manager**

Under the supervision of the Principal, the Office Manager performs a wide variety of secretarial and clerical duties including:

- Screens office visitors and telephone calls for routing to the proper areas;
- Answers questions regarding classes, activities or programs;
- Refers people to other sources for information;
- Schedules appointments for school administrator;
- Types materials of a confidential nature such as letters, reports, bulletins, announcements, memorandums, and other documents;
- Composes letters dealing with routine school activities independently or from oral instruction;
- Receives, opens and routes mail;
- Helps make arrangements for and coordinates school and community activities;
- Maintains active teacher correspondence, student cumulative files and other records;
- Prepares, compiles and maintains accurate and complete records and reports;
- Operates office machines and computer software;
- Coordinates arrangements for substitute teachers who are assigned to the schools;
- Assigns and plans the work of student helpers, and may assign work to other clerical assistants including office volunteers;
- Requisitions and issues supplies, keeps records for budget controls and types purchase orders when necessary;

The position would require at least two years of office experience as an administrative assistant

or office manager.

All other non-instructional personnel will be considered based upon their expertise and ability specific to the position.

**E. Central Office Academics**

Due to its relationship with ECRA, the Charter School will have access to the knowledge, expertise and infrastructure available. This includes, but is not limited to the Director of Sustainability and STEAM Initiatives, assistant principals, National Board Certified Teachers (“NBCT”), Special Education assistance, and English Language Acquisition personnel.

**F. Central Office Business**

Due to its relationship with ECRA, the Charter School will have access to the knowledge, expertise and infrastructure available. This includes, but is not limited to the clerical staff, Chief Technology Officer, Director of Facilities, Controller, Chief Business Officer and Director of Marketing.

## **ELEMENT 6 – HEALTH AND SAFETY**

***“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)***

### **HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California

Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file. All students must be immunized as dictated by California state laws and regulations.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. ECR K-8 will use the LAUSD OEHS School Safety Plans (Volumes 1-3). A full draft will be provided to the District for review at least 30 days prior to operation.

The following is a continued summary of the health and safety policies of the Charter School:

#### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

#### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

#### **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

#### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free workplace.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

### **Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct



of this nature is considered very serious and will be addressed in accordance with the Charter School’s comprehensive complaint policy, which follows.

Note: The Custodian of Records at the Charter School will be Terri Keas, ECRA’s current Employee Benefit Manager.

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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 school program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition programs.

Compliance Officer: The Charter School Director will receive and direct the investigation of complaints, maintain records of complaints and subsequent related actions, and ensure the Charter School’s compliance with the law.

Notifications: The Charter School shall annually provide written notification of the school’s complaint procedures to students, parents/guardians, employees, the Governing Board, appropriate private school officials or representatives, and other interested parties.

Filing of Complaint: A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the day when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

Mediation: Within three 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.

#### Written Decision

1. Option1: Unless extended by written agreement with the complainant, the □ compliance officer shall prepare and send to the complainant a written report of the school’s investigation and decision within 60 days of the school’s receipt of the complaint.
2. Option2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the school’s investigation and decision. If the complainant is dissatisfied with the compliance officer’s decision, he/she may, within five days, file his/her complaint in writing with the Board. The board may consider the matter at its next regular Board meeting or at a special Board meeting. The Board may decide not to hear the complaint, in which case the compliance officer’s decision shall be

final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the schools initial receipt of the complaint or within a period that has been specified in a written agreement with the complainant.

The school's decision shall be in writing and sent to the complainant. The decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

Appeals to the California Department of Education □ If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision. The written appeal may be sent to:

California Department of Education Office of Equal Opportunity 1430 N Street Suite 4206  
Sacramento, California 95814

Civil Law Remedies: A complainant may pursue available civil law remedies outside of the Charter School'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 discrimination complaints arising under state law, however, a complainant must wait until 60 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 the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## **ELEMENT 7 – RACIAL AND ETHNIC BALANCE**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher

- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Means to Achieve Racial and Ethnic Balance**

In order to achieve racial and ethnic balance – 70/30 or 60/40 – which reflects that of LAUSD, ECR K-8 will use the following means: taking out advertisements in newspapers such as La Opinión, San Fernando Valley Business Journal, The Daily News, The Los Angeles Times, and The Acorn; radio stations such as 670AM KIRN, 90.3 Radio Nueva Vida, and KNX 1070; supermarkets including, but not limited to Ralph’s, Jons, Pavilions, Haggen, Whole Foods, Sprouts and Trader Joes; preschools such as Woodland Hills Private School, Pinecrest, Montessori Schools, Temple Aliyah, Creative Children Preschool, Boulevard Preschool and Canoga Park Preschool. The Charter School will have orientation and introductory meetings on new campuses and on existing campuses. ECR K-8 will host town hall meetings in various neighborhoods, such as: Reseda, Winnetka, Woodland Hills, Canoga Park, West Hills,

Chatsworth, Topanga, Warner Center and Calabasas. ECR K-8 will obtain demographic data from the census in order to promote diversity. Word of mouth publicity will be an important method to publicize the Charter School. Furthermore, social media will be utilized to reach a wider audience.

Community engagement will be a vital component to achieve racial and ethnic balance. Fliers will be distributed at early childhood centers, previously mentioned supermarkets and community centers, including but not limited to churches, mosques, gurdawaras and temples of various denominations. Town hall meetings will be held at the aforementioned community centers, neighborhoods and at ECRCHS among other locations. There will be website and marquee announcements (in multiple languages, such as Spanish and Farsi) announcing meeting sessions and furthering a school culture of acceptance (by making community aware of our mission vision and beliefs).

The surrounding neighborhoods have a large population of school-aged children from which to draw. Table 20 (Los Angeles Times, 2015a; Los Angeles Times, 2015b; Los Angeles Times, 2015c) reflects the potential pool of students according to demographic data from the Los Angeles Times:

Neighborhood	Ages		Total number of students
	10 years of age or less	11-18 years old	
Canoga Park	10,336	5,747	16,083
West Hills	5,806	4,259	10,065
Woodland Hills	7,178	4,821	11,999
Totals	23,320	14,827	38,147

Table 20: Demographic Data for Neighborhoods in and around the Oso Elementary Campus

## **ELEMENT 8 – ADMISSION REQUIREMENTS**

***“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)***

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **Admission Requirements**

### **Overview**

ECR K-8 will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or

assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

## **Student Recruitment**

The Charter School will reach out to communities with high proportions of socio-economically disadvantaged students, using the same means indicated in Element 7 (i.e. community outreach, town hall meetings, etc.). Furthermore, the Charter School will employ the following methods to recruit students with a history of low academic performance, socio-economically disadvantaged students and students with disabilities: contact PTA at various elementary schools throughout the western San Fernando Valley (e.g. Canoga Park, Winnetka, Reseda, West Hills and Woodland Hills), meet with administrators at local elementary schools and discuss ways to pass information along to students and families of fifth graders. ECR K-8 will not discriminate against students with a history of low academic performance, those who hail from socio-economically disadvantaged home lives or students with disabilities.

## **Lottery Preferences and Procedures**

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Beginning in Year 2, admission preferences in the event of a public random drawing shall be given to the following students in the following order:

1. Existing students
2. 1500 foot radius around Oso Elementary School
3. Former Attendance Boundary of Oso Elementary School
4. Siblings of students enrolled in an ECRA charter school
5. Children of ECRA employees, not to exceed 10%



6. Other applicants

- a. Students who reside in the following zip codes: 91303, 91304, 91306 and 91335 receive 3:1 preference
- b. Students who are within the District and are eligible to receive Free or Reduced Price Meals receive 3:1 preference
- c. All other District residents 2:1
- d. All other applicants 1:1

These preferences provide students in the immediate area with a “neighborhood” school where they can walk to campus and take part in their community. Having siblings of students currently enrolled in ECRA schools and for students of ECRA employees help ensure buy-in and pride in the educational community. For students in zip codes mentioned, they comprise more than 30% of students enrolled at ECRCHS and providing them with the skills and knowledge required to flourish at ECRCHS would represent a realistic opportunity to succeed. The same thinking applies to FRPM students, namely, by providing them with the skills to excel at ECRCHS, they will stand on equal footing with those students who reside within ECRCHS’s attendance boundary.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School’s discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall have the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Families do not have to be present to participate in the lottery drawing.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year. An uninterested third party will conduct said lottery. Students whose names are drawn in the lottery will be notified through email, phone calls and letters to the address on file. After all families have been notified, not to exceed one month after the lottery drawing, the charter school will begin the enrollment process. The enrollment period will last approximately one month.

If spots remain open as a result of families not having enrolled during this time, the Charter School will begin to notify students from the wait list. The Charter School will notify families as

their number on the wait list rises to the top. Communication will take the form of email, phone calls and letters to the address on file. Families will be given a reasonable length of time (not to exceed one month) to respond. Should there be no response from these families, students will be placed back at the end of the wait list.

## ELEMENT 9 – FINANCIAL AUDITS

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)***

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### **Independent Financial Audits**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

ECRA will select a Board approved, independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

ECRA’s CBO will be responsible for working with the auditor and ensuring that the annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the ECRA Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURE**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Discipline Foundation Policy**

The Charter School espouses a policy of positive reinforcement, intervention and social and emotional support to elicit positive behavior from students. All measures will be taken to find alternatives to suspension, especially when behavior issues are related to low academic achievement and attendance related concerns through intervention. The guidance counselor, middle school advisory and parental communication will help prevent suspensions and other disciplinary actions. Professional development for faculty and staff will include strategies to encourage responsible student behavior and make punitive measures unnecessary.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the



noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments meet legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. 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 the 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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

## **Grounds for Suspension and Expulsion of Students**

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

### **Enumerated Offenses**

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

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

- for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess

the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation and transmission originated on or off the 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:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and



without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four

ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Charter School Director or the Charter School Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Charter School Director or designee.

The conference may be omitted if the Charter School Director 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 a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials 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.

### **3. 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 Charter School Director or Charter School Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the

Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

### **In-School Suspension**

When applicable, in-school suspensions will be implemented. The Charter School believes that having students complete their work in a constructive setting with a certificated teacher (when available) and not be subjected to academic loss is preferable to students being suspended from school and missing academic work. In-school suspension will be authorized and implemented as the primary disciplinary response. The School Director or the School Director's designee will initiate in-school suspensions. These will take place in an appropriate location (i.e. guidance counselor's office, School Director's office, or other designated location).

### **Expulsion Procedure**

#### **Authority to Expel**

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Charter School Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any 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 the Charter School's Board, which will make the final determination.

#### **Expulsion 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 Charter School Director or designee determines that the student 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 FERPA) unless the student makes a written request for a public hearing three (3) days prior to the 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 or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School 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 that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the

testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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. This record will be made available to any and all parties involved in the proceeding.

## **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

## **Written Notice to Expel**

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

## **Disciplinary Records**

The Charter School shall maintain records of all student suspensions, expulsions and proceedings thereof at the Charter School. Such records shall be made available to the authorizer and parents/students upon request.

## **Right to Appeal**

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

## **Expelled Pupils/Alternative Education**

Pupils 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. The Charter School shall 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. Rehabilitation, reinstatement and readmission to the Charter School will be considered by the Administrative Panel responsible for the initial expulsion.

### **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

#### 1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

#### 2. 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 IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### 3. 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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.



If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School 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.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School 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 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;  
or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School 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 Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

## **ELEMENT 11 – RETIREMENT SYSTEMS**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

### **Mandatory Benefits for all Full-time Staff Members**

The Charter School will provide mandatory benefits in accordance to the law. These include:

- Workers’ Compensation Insurance (to be provided by an A-rated Company)
- Unemployment Insurance
- Medicare
- Social Security if applicable

The Charter School shall continue participation in each retirement system under the auspices of ECRA for the duration of the Charter School’s existence. ECRA’s Operations division (see Organizational Chart, Figure 7 in Element 4) will maintain responsibility for ensuring the appropriate arrangements for all retirement systems.

### **CalSTRS**

All full-time, certificated employees of the Charter School will participate in STRS. Full time is defined for certificated as number of hours per working day, which is 6 hours. Employees will contribute the required employee percentage and the Charter School will contribute the employer’s portion. All withholdings from employees and from the Charter School 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.

### **CalPERS**

All non-certificated, full time employees of ECR K-8 will participate in the Public Employees’ Retirement System (“PERS”) and social security. Employees and ECR K-8 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. ECR K-8 is requiring full time status for PERS contributions.

### **Social Security**

All part time employees will participate in social security.

### **PARS**

If eligible and economically feasible, ECRCHS will participate in the Public Agency Retirement System (“PARS”) for non-PERS/STRS eligible part-time employees.

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

No student may be required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## ELEMENT 14 – DISPUTE RESOLUTION

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

El Camino Real K-8 Charter School at Oso  
c/o Charter School Director  
5724 Oso Ave.  
Woodland Hills, CA 91367

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.



- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
  
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)*

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

## **ELEMENT 16 – CLOSURE PROCEDURES**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)*

### **REVOCAION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if

applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:



1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which CharterSchool will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## Additional Provisions

### **FACILITIES**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.



2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

**Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*



Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to

licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When

30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

### **Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

### **Budget and Financial Reporting**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).*

The budget, in Tab 8, contains the following:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

**Facilities**

*Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).*

The campus for the Charter School will be located at the former site of Oso Elementary School at 5724 Oso Avenue, Woodland Hills, CA 91367. ECRA representatives have met with several vendors, firms, and architects that provide low cost, prefabricated school buildings that qualify for LEED/CHPS certification, provide high indoor air quality, abundant natural light, architecturally appealing facilities, and K-8 appropriate buildings.

These include two presentations:

- American Modular Systems and their Gen 7 line of Zero Net Energy buildings
- Swift Lee Office and their Zero Net Energy (“ZNE”) design that won LAUSD’s competition for a componentized facility

And two tours:

- Project Frog’s K-8 building in Santa Ana (El Sol Charter)
- Growth Point Structures’ installation at Oak Park High School, also a Zero Net Energy building

Additionally, two architecture firms – WLC Architects, Inc. and Berliner and Associates – presented options for new facilities to a group of ECRA’s academic and business office personnel. Berliner and Associates also provided information on renovating buildings currently on site. Furthermore, the lead petitioner has also spoken to an architect with Cunningham Group Architecture, Inc.

Members of ECRA will continue to review potential solutions, including, but not limited to, visiting other facilities, such as the project under construction in Yuba City that employs Swift Lee’s ZNE facility.

**Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

### **Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Charter School will secure administrative services including, but not limited to, financial management, personnel, and instructional program development either through ECRA, its own staff and/or through an appropriately qualified third-party contractor.

## **IMPACT ON CHARTER AUTHORIZER**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

The Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **Conclusion**

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2017 through June 30, 2022 with a planning year running from July 1, 2016 to June 30, 2017.



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## Assurances and Affirmations

El Camino Real K-8 Charter School at Oso (also referred to herein as “ECR K-8” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray

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within each element or section. The language contained in this charter is to be deemed complete and shall control in the event that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum or the provisions of any addendum hereto.

## **Element 1 – The Educational Program**

*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

## **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

## **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

## **TRANSITIONAL KINDERGARTEN**



Charter School shall comply with all applicable requirements regarding transitional kindergarten.

### **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

### **ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.



## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes

nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- **Norm day**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires the District to develop an integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools will provide the District with data necessary to populate MiSiS, as required by the MCD, beginning August 1, 2014. In the event that the District elects to customize MiSiS for charter school use,

and upon appropriate training for charter school staff, charter schools will be provided the option to implement MiSiS as a primary or supplemental student information system.

**Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Element 4 – Governance**

*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)*

**GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

## **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)*

## **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

## **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Element 6 – Health and Safety Procedures**



***“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)***

## **HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon



request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the

Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

## **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Element 8 – Admission Requirements**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## Element 9 – Annual Financial Audits

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## Element 10 – Suspension and Expulsion Procedures

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and

School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions

for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the

governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

[NOTE: No District Required Language is being provided for inclusion in this element.]

## **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

## **Element 13 – Rights of District Employees**

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## **Element 14 – Mandatory Dispute Resolution**



***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)***

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

El Camino Real K-8 Charter School at Oso  
c/o Charter School Director  
5724 Oso Ave  
Woodland Hills, CA 91367  
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
  
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

### **Element 15 – Exclusive Public School Employer**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)*

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

### **Element 16 – Charter School Closure Procedures**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of

Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related

procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each

grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available



for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
3. Make final federal tax payments (employee taxes, etc.)
4. File its final withholding tax return (Treasury Form 165).
5. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the

conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
  
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
  
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (iii)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  
  - (iv)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
  
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  
  - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real

property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.



5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own



expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and

assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

# Cover Sheet

## El Camino Real K-8 Charter School at Highlander petition

**Section:** III. Financial  
**Item:** H. El Camino Real K-8 Charter School at Highlander petition  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Board Resolution - Highlander 080815 (JAR).docx  
El Camino Real K-8 Charter School at Highlander Petition.docx

**EL CAMINO REAL ALLIANCE  
BOARD OF DIRECTORS RESOLUTION**

August 12, 2015

WHEREAS, the Board of Directors (“Board”) of El Camino Real Alliance (“ECRA”) finds it in the best interests of the Corporation and in furtherance of its exempt educational and charitable purposes to submit an independent charter petition to the Los Angeles Unified School District for a new elementary charter school, El Camino Real K-8 Charter School at Highlander, to be operated by ECRA:

THEREFORE, BE IT RESOLVED, that the Board of ECRA authorizes submission of the independent charter petition for El Camino Real K-8 Charter School at Highlander (the “Charter School”) to be operated by ECRA;

RESOLVED, FURTHER, that ECRA identifies the Lead Petitioner for the Charter School to be Eric Wilson;

RESOLVED, FURTHER, that ECRA identifies the School Administrator for the Charter School to be TBD;

RESOLVED, FURTHER, that ECRA identifies the Executive Director for the Charter School to be David Fehte;

RESOLVED, FURTHER, that ECRA identifies the Onsite Financial Manager for the Charter School to be Marshall Mayotte.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting secretary of El Camino Real Alliance, a California nonprofit public benefit corporation, and that the foregoing resolutions were adopted by the Board of Directors on August 12, 2015.

Executed on August 12, 2015 at Los Angeles, California.

---

[fill in name], Board Secretary



**EL CAMINO REAL K-8 CHARTER SCHOOL  
at HIGHLANDER**

**Charter Petition  
Submitted August 17, 2015**

**Submitted to the Los Angeles Unified School District**

**For the term July 1, 2017 through June 30, 2022**

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## Assurances and Affirmations

El Camino Real K-8 Charter School at Highlander (also referred to herein as “ECR K-8” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
- El Camino Real Alliance shall be deemed the exclusive public school employer of the employees of ECR K-8 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray within each element or section. The language contained in this charter is to be deemed complete and shall control in the event that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum or the provisions of any addendum hereto.

## **Introduction and Background**

### **Introduction**

El Camino Real Alliance (“ECRA”), the Charter Management Organization (“CMO”) that operates El Camino Real Charter High School (“ECRCHS”) and proposes to operate ECR K-8, is seeking to open one kindergarten through eighth grade school on the former site of Highlander Elementary School in West Hills, CA. This petition is exclusively intended for the latter campus. ECRA believes that educating students represents a journey from kindergarten through high school, and beyond. The goal is to provide a top-flight education for all students and to prepare them for an ever-changing world: beginning with a kindergarten through eighth grade education, and then on to an ECRA high school or another high school. Such an education would allow for the greatest continuity and impact on students’ lives. ECRA will conduct a national search during the proposed planning year (2016-2017) to identify the School Director to lead the K-8 portion of the educational journey.

### **Background of ECRCHS and El Camino Real Charter Alliance**

El Camino Real Charter High School is a conversion charter high school. Founded in 1969, El Camino Real High School operated under the auspices of the Los Angeles Unified School District for its first 42 years. In the 2010-11 school year, the faculty voted overwhelmingly to convert to an independent charter school. The charter became effective on July 1, 2011.

Serving nearly 3,800 students, ECRCHS contains numerous “Academies,” or small learning communities. Among these are the following: an alternative school which is the only one operated by a high school in the LAUSD community; Advancement Via Individual Determination (“AVID”), a program dedicated to closing the achievement gap; and Humanitas, a college preparatory interdisciplinary course connecting English, history, science and the arts.

ECRCHS’ overall graduation rate in 2013-14 was 94%, and 92% of those students went on to attend a two-year or four-year college.

ECRCHS subsumed operation of Miguel Leonis Continuing Education School into its organizational structure in order to better serve all of its students. As the scope of ECRCHS expanded, the CMO evolved to become the “El Camino Real Alliance” in order to reflect the goal: working with other schools to serve a greater number of students.

### **ECRCHS Accomplishments**

ECRA’s flagship campus, ECRCHS, is a proud, seven-time National Academic Decathlon Champion (1998, 2001, 2004, 2005, 2007, 2010, 2014). The athletics programs have won numerous City Championships, including the 2014 Boys cross-country team and 2013-14 Boys basketball squad. The Girls basketball program is a former state champion and both Boys and Girls soccer teams have won the Southern California Regional Championship. ECRCHS is home to award winning programs, such as, journalism, robotics and drama. The music department has also performed well at various competitions in locales such as Carnegie Hall, the Los Angeles Music Center and throughout the state.

In addition to these extracurricular programs, a strong Advanced Placement curriculum exists. ECRCHS offers 26 AP courses, and encourages its students to challenge themselves. Last year, 770 students took 1,431 AP exams, and the passing rate (score of 3 or higher) exceeded 75%. ECRCHS also offers very diverse elective courses, such as, graphic design, video game design, journalism, culinary arts and wood shop, to name just a few.

### **Petitioner Team**

**Eric Wilson, PhD:** Director of Sustainability and STEAM Initiatives for ECRA

Prior to his association with ECRCHS, Dr. Wilson's primary and secondary education work experience has almost exclusively been in the K-8 realm. Dr. Wilson graduated from LAUSD's Lanai Road Elementary, Portola Junior High School, and Birmingham High School before matriculating at Emory University in Atlanta, GA where he earned a B.S. in Anthropology and Human Biology, while also completing the requirements for a B.A. in Art History. After working at an international school in Austria, he returned to the United States to work in a kindergarten classroom. He then taught outdoor education in both Massachusetts and San Bernardino County through the Orange County Outdoor Science School with 5<sup>th</sup> and 6<sup>th</sup> graders. After this experience, Dr. Wilson attended New York University and completed his Masters of Arts in Teaching with a focus on science education. For four years, he taught 8<sup>th</sup> grade Earth Science and a course entitled Science and Sustainability at an independent school in St. Louis, MO. Afterwards, Dr. Wilson served as the elementary school technology coordinator at a K-8 school in Denver, CO, before matriculating into a doctoral program at the University of Colorado, Denver. He earned a PhD in science education from the university's School of Education and Human Development. His dissertation focused on the intersection of facilities as teaching tools, educating for sustainability, and professional development.

**Shukla Sarkar:** Mrs. Sarkar served as the founding President of El Camino Real Charter High School's Board of Directors, from the original charter in 2011 to 2014. A greatly distinguished member of the El Camino Real English Department from 1985 to 2011, Mrs. Sarkar taught AP English Language and Composition for over ten years, achieving a 100% passing rate several years (teaching more than one AP class).

Mrs. Sarkar holds a BA and MA in English and MS in Administration. She is a National Board Certified teacher and holds California and New York Teaching Credentials, a California Preliminary Administrative Services Credential and an SB 1969 SDAIE Certificate. Mrs. Sarkar served as Instructional/Literacy Coach, assisted with the charter school conversion, represented the faculty on the School Based Management Committee and was an Academic Decathlon Assistant Coach.

### **Advisors:**

**Doug Coleman:** Academic Guidance Counselor at El Camino Real Charter High School  
Mr. Coleman taught 4th and 5th grade in the Las Virgenes Unified School District for ten years. In addition to being a classroom teacher, he was the Gifted Coordinator and the Outdoor Education Coordinator for Sumac Elementary. Currently he serves as an academic counselor at ECRCHS, where he has been for the past twelve years.



**Masha Gardner:** Former Principal, Pomelo Community Charter

Ms. Gardner has been in the field of education for over 38 years. A product of LAUSD, she went on to UC Berkeley for her B.A. in Humanities followed by USC for her Teaching Credential. She earned a Master's degree and Administrative Credential from the University of LaVerne. Ms. Gardner taught all elementary grades for LAUSD and for the past 29 years has been in administration in both private and public schools. For the past 12 years, Ms. Gardner served as the principal at Pomelo Community Charter, a California Distinguished School and LAUSD affiliated charter.

**Melanie Horton:** Director of Marketing for ECRA

Ms. Horton oversees marketing and communication strategy and manages the community outreach process for proposed new school sites. Before joining ECRA, Melanie held the position of Head of Research at Prudential Real Estate Investors Latin America, where she oversaw the publication of economic research reports, communicated regional updates to global institutional investors, and created marketing materials for new investment strategies. Prior to this, Melanie served as a Fulbright Scholar to Mexico, where she focused on sustainable business development and corporate social responsibility. Melanie also spent time as an English teacher in Spain. Melanie holds a Bachelor of Science in Finance and Spanish from Canisius College, a Certificate in Business from Instituto Tecnológico Autónomo de México, and a MBA in Marketing from UCLA Anderson. She is currently pursuing a Master of Arts in Latin American Studies at UCLA.

**Marshall Mayotte:** Chief Business Officer for ECRA

Marshall has worked at ECRCHS as a consultant or employee since 2011. He first started working with charter schools in 2006 at ExED. There he oversaw five charter schools and assisted with the successful conversions of three public schools. Prior to 2006, he worked as a controller, tax consultant, case writer and business owner. He is a Certified Financial Planner and a Certified Public Accountant with a Master of Business Administration from UCLA Anderson School of Management, a Master of Business Taxation from USC Leventhal School of Accounting, and a Bachelor of Arts in Business-Economics and a Minor in Accounting from University of California, Los Angeles.

**Lisa Ring:** Assistant Principal at El Camino Real Charter High School

Ms. Ring's responsibilities include: the Alternative Education school, English Language Learners, Title I, and Discipline. Lisa was a teacher for 18 years before becoming an Administrator. Prior to coming to ECRCHS, she was the Principal of Thoreau Continuation High School. She has earned several awards from the Board of Education for working with student groups across the District, an award for Achievement in Education from the Optimist Club, and a Model School award from the state for academic success and innovative school design. While on a gymnast's scholarship at California State University of Northridge, Lisa earned her B.A. in Kinesiology, and later her M. A. in Educational Leadership also from CSUN.

**Wendy Treuhaft:** Assistant Principal at El Camino Real Charter High School

Ms. Treuhaft served six years as a second grade teacher and literacy coach in LAUSD. She has been with ECRCHS for 10 years. In her time with the school she has been a teacher, dean, and assistant principal. As an AP Wendy oversees the special education department. She has a Bachelor's Degree in History from California State University Northridge, a Master's Degree in



Teaching from Grand Canyon University and is currently enrolled in the University of Southern California's Organizational Change and Leadership doctoral program.

## **ELEMENT 1 – EDUCATIONAL PROGRAM**

*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

### **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

## **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

## **ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the

District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

The usual file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (**Including Charter Schools**)

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (**Including Charter Schools**)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires the District to develop an integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools will provide the District with data necessary to populate MiSiS, as required by the MCD, beginning August 1, 2014. In the event that the District elects to customize MiSiS for charter school use, and upon appropriate training for charter school staff, charter schools will be provided the option to implement MiSiS as a primary or supplemental student information system.

## **General Information**

- The contact person for ECR K-8 is Eric Wilson.
- The contact address for ECR K-8 is 5440 Valley Circle Blvd. Woodland Hills, CA 91367.
- The contact phone number for ECR K-8 is 818.595.7500.
- The proposed address of ECR K-8 is the former Highlander Elementary School (23834 Highlander Avenue West Hills, CA 91307), which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 3 and Educational Service Center North.
- The grade configuration of Charter School is Kindergarten through 8<sup>th</sup> grade.
- The number of students in the first year will be approximately 180.
- The grade level(s) of the students in the first year will be K, 1, and 6.
- The scheduled opening date of Charter School can be as early as Fall 2017, depending upon facilities negotiations with the District.
- The admission requirement includes residency in California.
- The enrollment capacity is 525, with the understanding that annual fluctuations could result in a 10% overage. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for the Charter School will be: a modified block for grades 6, 7, and 8 and with the lower grades (K-5) following a typical, self-contained elementary school schedule
- The term of this charter shall be from July 1, 2017 to June 30, 2022, with a planning year of 2016-2017.

## **Community Need for Proposed Charter School**

Approximately 47% of ECRCHS students reside in the school’s former attendance boundary and are residents of Woodland Hills. The remaining 53% enter the school through the lottery and reside in 64 different zip codes. Four of the five zip codes most represented – 91303 (Figure 1), 91304 (Figure 2), 91306 and 91335 – are in Canoga Park and Reseda. Together they comprise 31.6% of ECRCHS’s student population. ECRA proposes that this balance remain in place at the K-8 level so that all students who would otherwise attempt to enter ECRCHS through the lottery system receive a similar K-8 education as their peers who reside in the attendance boundary.

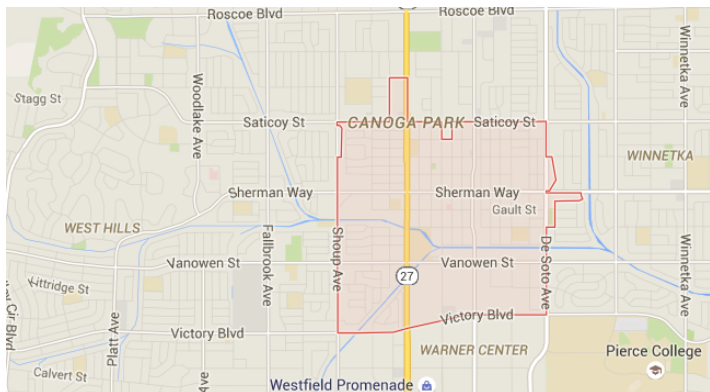


Figure 1: 91303 Zip Code Map

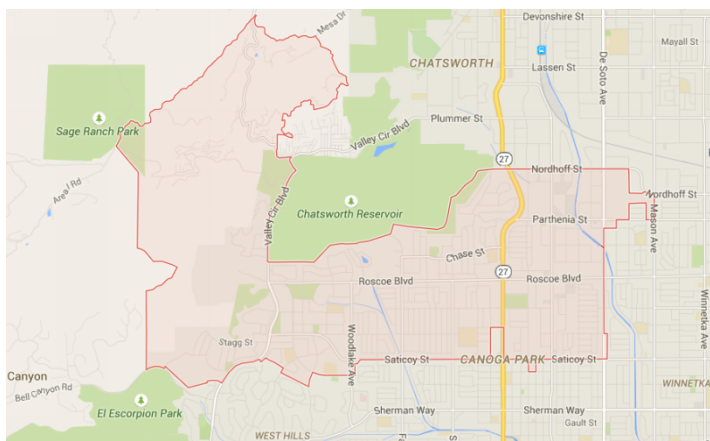


Figure 2: 91304 Zip Code Map

As noted in the data in the Surrounding Schools Table, three elementary and middle schools within the two-mile radius of the campus are currently categorized as “Service and Support” or “Watch” under the School Performance Framework (SPF). There is one reputable elementary school offering in the neighborhood surrounding Highlander (see Figure 3), but the only middle school - George Ellery Hale Charter Academy - is currently categorized as Service and Support.

While we recognize that there are quality elementary and middle schools in these neighborhoods, the data also shows that some of these schools are underperforming. Upon hearing of ECRA’s proposed plans to develop two new schools at these locations, parents in the community have approached ECRA with concerns regarding academic underperformance. In fact, ECRA’s decision to place a K-8 school at Highlander, which originally had been designated for athletic facilities, came in response to several conversations with parents regarding their concern over the lack of middle school options in the neighborhood. ECRA recognizes that most of these schools have a deep-rooted history in the community, and it is not ECRA’s intention to jeopardize their enrollment. For that reason, ECRA intends to cap the total enrollment at 525 students. It is not the Charter School’s intent to offer Transitional Kindergarten during the initial charter term. However, once the Charter School is completely staffed and populated, the Charter School will revisit the feasibility of offering a robust Transitional Kindergarten program. Meanwhile, our highly differentiated kindergarten and early grades instruction, with its intense focus on literacy development, is designed to meet the needs of all students, including significant subgroups.



ECR K-8 will serve the intent of the Charter School Act by educating all students and working diligently to close the achievement gap for pupils who are identified as low achieving. The Charter School will encourage and support the implementation of different and innovative teaching methods, specifically constructivist, project-based and student-centered approaches to learning. These philosophical beliefs along with an engaging curriculum will encourage differentiated instruction, which will lead to proficiency for all students. Additionally, the engaging curriculum will encourage all students to attend school everyday. This plan will be effective only with partnerships with parents and community members. ECR K-8 will actively pursue connections with these groups.

Teachers will have numerous opportunities to shape the curriculum, hone their craft and impact the educational experience of their students. The Charter School is firmly based on the belief that the teachers’ energy and insights serve as integral aspects of the students’ experience. By integrating sustainability into the curriculum, the Charter School will expand the range of options available to parents and students within the public school system. Because ECR K-8 believes that all students deserve the highest quality education, the Charter School will aim to fulfill LAUSD’s mission, namely, helping “educate all students to their maximum potential.” Furthermore, the Charter School also “believe[s] in the equal worth and dignity of all students.” ECR K-8 will focus on student-centered classrooms, an outgrowth of research on how people learn (Bransford, Brown and Cocking, 2000). ECR K-8 will strive to create a culture of life-long learners – a central goal of establishing a sustainable society. Implementing a rigorous curriculum that connects ideas in a meaningful manner, the Charter School will work to educate all students in a collaborative, healthy and safe environment.

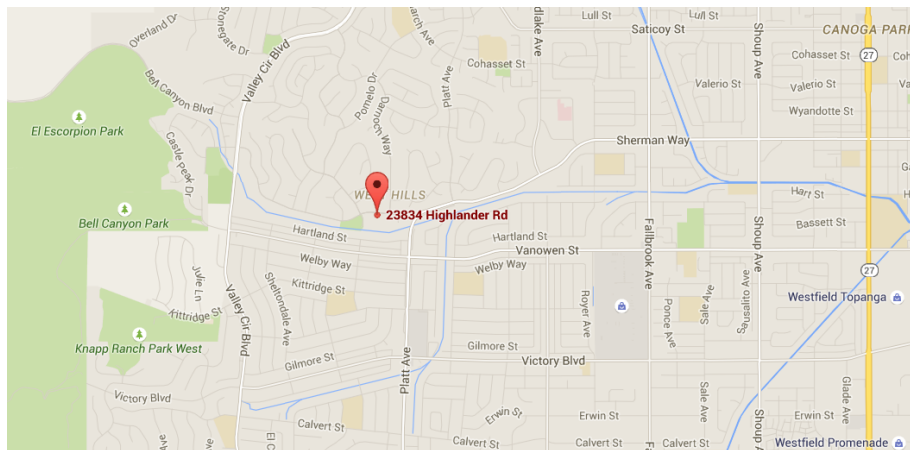


Figure 3: Map of Former Highlander Elementary Campus, 23834 Highlander Road West Hills, CA 91307

The Surrounding Schools Demographic and Performance Data (Tables 1) indicate the anticipated demographic information for the students ECR K-8 anticipates enrolling, as follows:

## Surrounding Schools Demographic and Performance Data

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Address: 23834 Highlander Avenue, Canoga Park														
LAUSD Schools	# of Students [2012-2013]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	[2013] Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	[2011-2013] API 3 Year Average	[2013] API Statewide Rank	[2013] API Similar Schools Rank	[2013-2014] School Performance Framework Classification (SPF)
Academy for Enriched Sciences	216	24%	9%	4%	White 35%	Asian 26%	Latino 25%	952	Yes	Yes	N/A (Unavailable)	10	10	Excelling
Enadia Technology Enriched Charter	225	74%	17%	7%	Latino 61%	White 19%	African American 11%	855	Yes	Yes	851	7	9	Achieving
George Ellery Hale Charter Academy	1891	24%	15%	3%	White 53%	Latino 26%	African American 9%	857	Yes	No	847	8	4	Service & Support
Hamlin Charter Academy	409	48%	10%	20%	Latino 36%	White 32%	African American 13%	865	Yes	Yes	876	8	7	Watch
Haynes Charter For Enriched Studies	264	24%	17%	4%	White 61%	Latino 15%	Asian 15%	909	Yes	Yes	909	9	6	Achieving
Lockhurst Drive Charter Elementary	301	20%	25%	8%	White 58%	Latino 24%	Asian 12%	868	Yes	Yes	864	8	2	Watch
Pomelo Community Charter	619	15%	15%	3%	White 64%	Latino 15%	Asian 11%	876	Yes	Yes	888	8	1	Achieving
Welby Way Elementary Charter	368	15%	5%	2%	White 43%	Asian 35%	Latino 13%	961	Yes	Yes	960	10	5	Achieving
Woodlake Elementary Community Charter	574	21%	15%	7%	White 59%	Latino 19%	Asian 12%	878	Yes	Yes	872	8	2	Achieving
Charter Schools														

El Camino Real Charter High School	3766	20%	9%	3%	White 47%	Latino 27%	Asian 13%	834	Yes	No	823	9	7	Excelling
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Table 1b: Surrounding Schools Demographic and Performance Data for 23834 Highlander Ave Campus

\*Enrollment numbers (column 1) based on SIB reports: <http://notebook.lausd.net/schoolsearch/search.jsp>

\*SPF report data taken from: <http://schoolinfosheet.lausd.net/budgetreports/spfsearch.jsp#searchbit>

\*All other data taken from API: <http://api.cde.ca.gov/Acnt2013/2013GrthAPICo.aspx?cSelect=19,Los,Angeles>

## Student Population to Be Served

### Target Student Population

The Charter School proposes serving a K-8 student population reflective of the ECRCHS population, as this will allow the Charter School to provide a cohesive K-12 educational journey and ensure that all incoming freshmen are equally prepared for the challenges of high school. Currently, incoming freshmen at ECRCHS demonstrate varying levels of academic ability, and ECRA aims to level the playing field by providing all students with equal access to a rigorous K-8 education.

Presently, 19.4% of ECRCHS students participate in the Free and Reduced Price Lunch program, and 2.6% are classified as English Learners. Due to demographic trends the Charter School expects to educate a slightly larger percentage of students who qualify for Free and Reduced Lunch program as compared to the ECRCHS student body. This trend would also contribute to a higher number of EL students. As shown in the Surrounding Schools Table, the demographics of surrounding K-8 schools are quite diverse; the population of English Language Learners ranges from 2% to 34%, while the percentage of students who qualify for Free and Reduced Price Lunch ranges from 15% to 100%.

We anticipate serving a student population reflective of the surrounding communities and the population at ECRCHS, which is comprised of 47% White students, 27% Latino Students, 13% Asian students, and 8% African American students. We will provide the West Hills, Woodland Hills and Canoga Park communities with information about the school in both the English and Spanish languages, and will make bilingual employees available to communicate with local families and address their questions and concerns.

Per community requests, the Charter School proposes that the former attendance boundary be reinstated so that we may offer automatic admission to students living within this area. The Charter School believes this is important because families who live in this neighborhood have been instrumental in cultivating community support for these projects, and have struggled through various challenges that come with living near shuttered school properties. The Charter School also proposes that students who reside outside the boundary apply via lottery, with preference given to those students who live in the 91303, 91304, 91306 and 91335 zip codes, in order to ensure that the K-8 population is reflective of the ECRCHS population, as mentioned above. A full description of requested lottery preferences can be found in the “Public Random Drawing” section in Element 8 of this document.

ECR K-8 will add grade levels throughout its development. The current plan to build out student enrollment is as follows:

Enrollment Roll-Out Plan						
		2017-2018	2018-2019	2019- 2020	2020-2021	2021-2022
Grade Levels	K	24	22	22	22	22
	1	24	24	22	22	22
	2		24	24	22	22
	3			24	24	22
	4				26	26
	5					27
	6	132	128	128	128	128
	7		132	128	128	128
	8			132	128	128
Total		180	330	480	500	525

Table 2: Student Enrollment Roll-Out with One Section at the Elementary Grade Levels (K-5) and 4 Sections in the Middle School Grades (6-8)

ECR K-8 aims to start with the three aforementioned grades in 2017-18 – Kindergarten, first and sixth. In 2018-19, the Charter School will add second and seventh grades, followed by third and eighth in 2019-2020. Fourth grade will be added in 2020-2021, with fifth grade rounding out the school in 2021-2022.

Table 2 indicates the enrollment projections for each of the campuses. Opening a few grade levels per year is a decision based on research and associated with high-performing charter schools according to a report from Pletason and Raymond (2013) at Stanford University’s Center for Research on Educational Outcomes (CREDO). Pletason and Raymond (2013) found opening via “‘slow grow,’ or one grade at a time, was associated with superior performance at most ages and grade spans. Slow grow schools have a first year advantage, which can then be carried forward via the same pattern of stability” (Peltason and Raymond, p. 48, 2013).

## Goals and Philosophy

### Mission and Vision

**Mission:** El Camino Real Alliance charter schools provide a premier, public educational journey. Our comprehensive, student-centered focus brings the world to the individual through academic rigor, experiential learning, sustainable practices, technology, athletics, community engagement and the arts.

ECR K-8’s mission is based on the preceding philosophy.

**ECR K-8 Mission:** ECR K-8 strives to create an interdisciplinary, learner-centered environment focusing on sustainability and STEAM. We shall provide students with a systems view of the world in order to become life long learners capable of addressing global problems, solving them collaboratively while fostering excellence.

**Vision:** ECR K-8 aims to prepare students for a future that considers the three “E”s of sustainability: the environment, economics, and equity. ECR K-8 students will engage their local

community with enthusiasm and as critical thinkers. Science, Technology, Engineering, Art, and Math (“STEAM”) disciplines will provide the content foundation necessary for ECR K-8 graduates to achieve success regardless of the future challenges they encounter. ECR K-8 will employ openness to multicultural views and authentic learning experiences.

The Charter School will fulfill this mission and vision at ECR K-8 by:

- Creating a learner-centered educational experience that focuses on inquiry and project-based learning through a constructivist lens, where students drive the process and faculty members guide their understanding, maturation and development through feedback, discussion and curricular design (e.g. Understanding by Design)
- Focusing on a different theme each year that builds in terms of its abstraction, relationship to sustainability and connection to place and current events while building students’ problem solving skills, including conflict resolution and system thinking
- Providing relevant, hands-on experiences to students with current examples drawn from their lives, the school’s campus and ECRA’s facilities, surrounding neighborhood and wider community via the place-based educational model
- Integrating critical thinking and student leadership and autonomy to create individualized learners who collaborate to complement one another’s strengths and support areas that need improvement.
- Holding students to the highest standard and maintaining expectations, while supporting their needs and encouraging their personal and interpersonal growth through counseling, intervention, curricular and extracurricular offerings
- Promoting literacy, writing skills, numeracy and comprehension across the curriculum so students can access content, formulate and defend a thesis/position and express their ideas clearly in a given discipline
- Allowing faculty the opportunity to collaborate and continually grow via professional development opportunities offered both in-house and outside the Charter School’s purview and creating networks of mentor teachers and peer collaboration.
- Communicating regularly and in frank yet culturally sensitive ways with families and reaching out to them with the goal of integrating them into the Charter School’s culture

### **An Educated Person in the 21st Century**

ECR K-8 believes that the greatest challenges of the 21<sup>st</sup> century pertain to sustainability; including resource consumption, social inequality and economic opportunities. In order to survive and thrive in this future environment, graduates will have to consider multiple angles to solve problems. Beyond thinking critically, they must think creatively and understand the systems – biological, social, economic, physical, etc. – which are in place that lead to problems and solutions. As the world becomes flatter, hotter, more crowded (Friedman, 2008) and more interconnected, an educated person in the 21<sup>st</sup> century needs to have a multicultural perspective in order to work with others. ECR K-8 aims to provide the tools, the skills, and the foundation to launch its students forward as informed citizens capable of critiquing the world while reconstructing it in a way consistent with the three-legged stool of sustainability – economic sustainability, social equity, and environmental sustainability. ECR K-8 will give students a voice and help them understand how to best to wield it to make a positive impact in the 21<sup>st</sup> century.

In order to succeed in the twenty-first century, students will need to pursue their education beyond a secondary level. Regardless of the path they choose – trade school, community college, university, etc. – the skills embedded in ECR K-8’s curriculum will serve them well in their preparation for college and career pathways. While STEAM will be a major area for job growth, see Figure 4 (The Editorial Board, 2013), literacy remains vital to the success of students in all disciplines – whether it is scientific literacy, technological literacy or the ability to read and comprehend poetry. Being technologically savvy and understanding how technology can be leveraged to improve lives represents a key aspect of education and sustainability in the 21<sup>st</sup> century. Students need to know how to manipulate existing technologies and create new ones to solve the world’s issues. Technology – in terms of computers, probes and efficiency – will be integrated throughout the curriculum, as can be seen in the “Typical Day” (p. 81 for K-5 and p. 89 for 6-8) section. Moreover, an understanding of the three-legged stool of sustainability (economic, social equity and environment) will be an essential component of jobs and education in the students’ future.

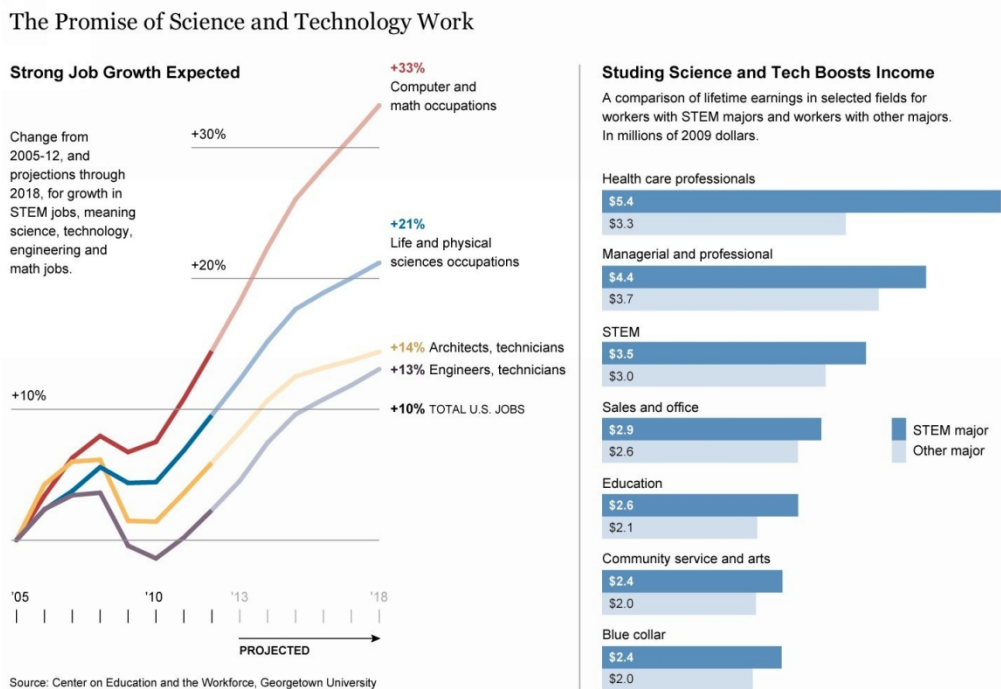


Figure 4: Projected Future Outlook for Careers in STEM-related Field

### How Learning Best Occurs

Similar to other successful charter schools, ECR K-8 would practice inclusive education. This means that children who reflect the demographics of the surrounding region (see Tables 1a and 1b)—including children who develop typically, children with special needs and children who are gifted—all learn side by side. This model addresses the needs of each child in a manner that both enhances his/her strengths and fulfills his/her learning needs. Utilizing this approach meets the needs of students from the target population by providing them with the knowledge, skills, tools, agency, and guidance to perform at and above grade level when they enter high school. Specific plans to attain this goal are discussed throughout Element 1.



ECR K-8 will be a learner-centered and project based institution. Teachers will create units and lessons that focus on student inquiry and interest. These units will be structured based on Understanding by Design (Wiggins and McTighe, 1998). Understanding by Design (“UbD”) begins with clear goals in mind and works backward from those goals to develop a plan. Furthermore, ECR K-8 sees students as partners in developing their learning processes, which is part of helping cultivate a sense of agency and self-determination.

This approach aligns with the Charter School’s targeted student population through its inclusion of multiple learning perspectives, student-centered inquiry based education and multicultural approach.

### **Current Learning Theories**

ECR K-8 will employ a constructivist epistemology, believing that students and teachers co-create knowledge and understanding. To this end, the project based and learner-centered approach will allow formative assessment as part of ECR K-8’s instructional model, as teachers guide students throughout the process. Additionally, the State Education and Environment Roundtable’s Environment as an Integrating Context (“SEER’s EIC”) model will play a prominent role in providing a scaffold upon which students can develop their knowledge and understanding. As shown in the sections, “A Typical Day for a K-5 Student” (p. 81) and “A Typical Day for a 6<sup>th</sup>-8<sup>th</sup> Grade Student” (p. 89), environmental and sustainability concepts are interwoven throughout the curriculum.

EIC has been shown to improve student understanding and performance. A study of 40 schools employing the model “indicates that students learn more effectively within an environment-based context than within a traditional educational framework, instead of traditional compartmentalized approaches [the model] appears to significantly improve student performance in reading, writing, math, science and social studies, and enriches the overall school experience.

“Students exposed to programs using EIC approaches often become enthusiastic, self-motivated learners” (Lieberman and Hoody, 1998, p. 2). In addition to traditional subject-matter knowledge and basic life skills, EIC students gain a wealth of added educational benefits, including: a comprehensive understanding of the world; advanced thinking skills leading to discovery and real-world problem-solving; and, awareness and appreciation of the diversity of viewpoints within a democratic society.

Smith (2004) provides the example of an ecologically focused school that demonstrated a positive impact on student performance. “EMS was the only secondary school in the state of Oregon to receive an exemplary designation by the state's Department of Education. High test scores are simply a secondary benefit of an educational process whose primary purposes involve connecting children more deeply to their community and the world and then encouraging them to play a role in bringing about more justice and less environmental destruction (p. 74).” EMS, Portland Environmental Middle School, focuses on more than ecological awareness. As part of the connection to the trinity of sustainability, social justice also has a home in the curriculum. Smith (2004) goes on to connect “the development of this kind of careful attentiveness to other people and the world . . . with the cultivation of a willingness to address issues related to environmental degradation or social injustice” (p. 81). This relationship has deep roots in the environmental justice movement. Agyeman, Bullard and Evans (2002) argue, “that the issue of



environmental quality is inextricably linked to that of human equality at all scales” (p. 77). This represents another instance where green schools can support the teaching of conservation-based concepts, especially in schools with populations of students coming from neighborhoods subject to environmental degradation. Bullard (1993) posits, “[t]he environmental crisis can simply not be solved without social injustice” (p. 23).

ECR K-8 will ascribe to an interdisciplinary approach to education. Students will experience the academic disciplines seamlessly. ECRA employees will provide support to classroom teachers in the areas of art, foreign language, and STEAM. Teachers will be expected to work collaboratively within the grade level to help students master concepts. Additionally, vertical spiraling of content will take place as a result of integrated meetings with teachers in grade levels above and below, as well as through the use of curricular mapping tools to help ensure breadth and depth of knowledge.

Zemelman, Daniels, and Hyde (2005) distill best practices from a range of academic disciplines into the following three categories: student centered, cognitive and social. Howe (2001) argues, “knowledge...must be seen as actively constructed – as culturally and historically grounded, as laden with moral and political values, and as serving certain interests and purposes” (p. 202). Lecompte and Schensul (2010) argue “reality is a ‘social construction’; that is, what people know and believe to be true about the world is *constructed or created and reinforced and supported* as people interact with one another over time in specific social settings” (p.67). This serves the target population through accessing their personal experiences, prior knowledge and tacit understanding, all of which shape their education. Learners “come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence what they notice about the environment and how they organize and interpret it” (Bransford et al, p. 10, 2000).

Ernst and Monore (2004) use the term environment-based education (EBE) to refer to “formal instructional programs that adopt local environments as the context for a significant share of students’ educational experiences. Its defining characteristics are interdisciplinary learning based on the local environment, project-and issue-based learning experiences, learner-centered instruction, and constructivist approaches” (p. 510).

Orr (2004) insists on a place-based approach to education, arguing for a “deep concept of place as a repository of meaning, history, livelihood, healing, recreation, and sacred memory and as a source of materials, energy, food, and collective action” (p. 163). Louv (2008) stakes a similar claim, namely that children have lost the connection with the outdoors. In order to meet students where they are, using the school’s campus can potentially mend this disconnect.

People learn through doing. Hands-on, minds-on activities provide the experience upon which people build their understanding. Memorization of content knowledge without practical experience does not serve learners well in their attempt to develop understanding. Learners must be given the tools (and shown how to use them) in order to complete the journey from novice to expert. Hands-on, minds-on opportunities enable learners to scaffold content knowledge on a framework of personal and relevant experiences. As Bransford et al (2000) note, “Development is not merely a biologically driven unfolding process, but also an active process that derives essential information from experience” (p. 126). By incorporating this experience, along with the

insights students bring from outside experiences – whether they are cultural, social, or community based, as discussed by Banks et al (2007) – students develop a deeper, richer understanding of what they learn in schools.

Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively integrating rapidly increasing information loads. Having a framework upon which to scaffold new knowledge, preexisting experience, and nascent understanding enables learners to make sense of what they know and what they are learning.

The importance of cultural practices, community life and language patterns vis-à-vis the student’s home environment are integral to ensuring EL students receive a more authentic education. Banks et al (2007) argue students learn more when they are allowed and encouraged to use the variety of language resources available to them (p.22).

The cultural background that learners bring into the educational setting presents a wealth of experiences and opportunities to help build a shared understanding. This lays the foundation for a learner-centered classroom, which gives students autonomy and power in their education. Rushton, Eitelgeorge and Zickafoose (2003) argue, “Children need to be active participants in their learning. Talking, discussing, sharing are critical ingredients for children in their . . . development” (p.14)

When classrooms become learner-centered, curriculum must adapt as the learning environment and classroom structure change. Experiential learning and thematic courses of study represent excellent opportunities to enhance collaborative student work. Rushton et al (2003) sum up the transition from teacher dominated classes by stating, “interactive classrooms reflect a shift in teaching paradigms from teacher-directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research-based approach to learning” (p.13). Problem-solving, thematic curriculum allows greater interdisciplinary work as seen in the examples Rushton et al (2003) refer to in their work.

Bransford et al (2000) tie together the concepts of contextualization and metacognition in their work. “Knowledge-centered environments intersect with learner-centered environments when instruction begins with a concern for students’ initial preconceptions about the subject matter” (p. 136). Armed with a better understanding of how people learn and current learning theory, educators at the Charter School will be able to create effective lessons, units and projects. To this end, one of the Charter School’s major objectives is to have students become lifelong learners. As put forth by Banks et al (2007), “Learning takes place not only in school but also in the multiple contexts and valued practices of everyday lives across the life span” (p. 5). With this in mind, ongoing professional development on topics including constructivism, formative assessment and text analysis will provide teachers with the tools to enable to students to become lifelong learners and effective self-advocates with a high degree of agency.

## **Student Outcomes Aligned With the State Priorities**

### TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Quantification of faculty				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All core teachers will be properly credentialed prior to hiring and appropriately assigned once hired	Only candidates with their certification to teach will be considered for core teaching positions at ECR K-8; credential renewal will be mandatory for continued employment; annual review of credential to ensure compliance	100% of faculty with certification in their subject area	100% of faculty with certification in their subject area	100% of faculty with certification in their subject area	100% of faculty with certification in their subject area	100% of faculty with certification in their subject area

**ACCESS TO INSTRUCTIONAL MATERIALS**  
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Survey of teachers, instructional materials, and curriculum by AP in charge of curriculum and student success rate				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Every student is provided with standards-aligned instructional materials which will support project/place-based learning focused on STEAM and sustainability	The School Director will work with faculty to review the materials they choose. Textbooks will be a reference, but the project-based approach will inform the selection of instructional materials, with preference given to topical, relevant materials; as part of a student centered educational experience, students will be involved in the selection of materials. Curriculum maps will be employed to track content and supporting materials. The School Director will review maps generated by faculty members to ensure quality, consistency, and appropriateness of content. The facilities ultimately will be part of the instructional materials, as per the place-based nature	In conjunction with CCSS materials, teacher/sustainability director created material that will facilitate and promote the year's focus on literacy and writing. 100% of materials will pass review by appropriate authority.	In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. project based instruction) in addition to continued focus on literacy and	In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. place based education) in addition to continued focus on literacy and	In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. educating for sustainability) in addition to continued focus on literacy and	In conjunction with CCSS materials, teacher/sustainability director created content will facilitate and promote that year's particular focus (e.g. experiential education) in addition to continued focus on literacy and

	of the school.		writing. 100% of materials will pass review by appropriate authority.	writing. 100% of materials will pass review by appropriate authority.	writing. 100% of materials will pass review by appropriate authority.	writing. 100% of materials will pass review by appropriate authority.
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**FACILITIES MAINTENANCE  
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Determine percentage of facilities that meet or exceed CHPS/LEED specifications				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Facilities will be healthy indoor environments that will be safe and conducive to learning.	ECRA will generate a Request for Proposals (“RFP”) for companies that offer environmentally friendly, LEED/CHPS compliant schools. Custodians will regularly review and complete maintenance checklists and address all maintenance needs within 14 days.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.	Third party verification of indoor air quality and Energy Star rating for building. Maintenance performed within 14 days of initial service request.

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS  
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Performances on standardized tests				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The curriculum will be aligned with CCSS which will enable all subgroups (including EL) to master academic	The curriculum will be aligned with CCSS. Instruction will be differentiated. Provide academic and linguistic support for all	Higher passing rate than surrounding schools with similar	Statistically significant improvement on standardized tests	Statistically significant improvement on standardized tests	Statistically significant improvement on standardized tests	Statistically significant improvement on standardized tests

knowledge	subgroups, including EL.  Teachers will fill out curriculum maps and lesson plans to be reviewed by the School Director to ensure alignment with state content and performance standards.  Classroom observations by appropriate personnel to determine implementation of program.	demographics.	among significant subgroups	among significant subgroups	among significant subgroups	among significant subgroups
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**PARENT INVOLVEMENT  
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Surveys, attendance at events, and calculating percentage of parents/families involved in various activities				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Maintain a high level of parental involvement for making decisions at the Charter School	<p>ECR K-8 will employ a multimedia approach (including school website, local radio and television stations, social media outlets, telephone, text messages and Robocalls in home languages) to communication with parents in order to elicit input for making decisions at the Charter School.</p> <p>Parental engagement will include involvement through committee appointments, volunteer service on campus such as, community outreach, fundraising, tutoring, chaperoning, etc.</p> <p>The Charter School will hold regular meetings – such as coffee with the principal, brown bag lunch discussions, after school</p>	<p>Active Parent-Teacher Association (“PTA”), 75% parental response rate to surveys regarding school governance/curriculum and parent volunteers in the classroom .</p> <p>Periodic communications (e.g. every two</p>	<p>Active PTA, 75% parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parent volunteers in the classroom .</p> <p>Increased parent</p>	<p>Increased following of parents on the Charter School’s social media outlets.</p> <p>Increased PTA participation. Monthly student-led campus tours for prospective parents.</p> <p>Regular meetings with administration and</p>	<p>Regular meetings with administration and teachers.</p> <p>Active PTA, high parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parental leadership</p>	<p>Regular meetings with administration and teachers.</p> <p>Active PTA, high parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parental leadership</p>

	<p>town hall meetings and evening roundtables – open to families to solicit input.</p>	<p>weeks) in English and in students’ home language about school events, programs and opportunities for parent participation.</p> <p>Regular meetings with administration and teachers.</p>	<p>presence on campus.</p> <p>Regular meetings with administration and teachers.</p>	<p>teachers.</p> <p>Active PTA, high parental response rate to surveys regarding school governance/curriculum, parental representation on decision-making committees and parental leadership on special projects such as fundraising, athletics and community engagement and parent volunteers throughout the school.</p>	<p>on special projects such as fundraising, athletics and community engagement and parent volunteers throughout the school.</p>	<p>on special projects such as fundraising, athletics and community engagement and parent volunteers throughout the school.</p>
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**STATEWIDE ASSESSMENTS**  
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<b>ANNUAL GOALS</b> (Identify schoolwide and subgroup goals as applicable)	<b>SPECIFIC ANNUAL ACTIONS</b>	<b>MEASURABLE OUTCOMES</b>				
		Method for Measuring: Compare scores of similar demographic groups to state averages on standardized tests (such as CAASPP) to determine progress toward outcome.				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Surpass state averages and growth targets for all student subgroups	ECR K-8 will employ programs supported by educational research to engage students to achieve this goal. ECR K-8 will provide academic support through Saturday school, hour-long after school language support and homework help after school. Curriculum will be aligned to CCSS.	Surpass state averages for all student groups (EL, gifted, etc.)	Show statistically significant improvement on standardized tests among significant subgroups	Show statistically significant improvement on standardized tests among significant subgroups	Show statistically significant improvement on standardized tests among significant subgroups	Show statistically significant improvement on standardized tests among significant subgroups
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**ACADEMIC PERFORMANCE INDEX (API)  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Compare API, or equivalent measure, of similar demographic groups to state averages to determine progress toward outcome				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
API score, or equivalent measure, that denotes excellence	Implement an engaging curriculum supported by education research, which teaches students the CCSS.  Teach skills embedded in the CCSS-aligned curriculum that are transferable to assessments that measure student knowledge.	Surpass state average for schools with similar demographics	Increase overall school API, or equivalent measure, including each significant student subgroup	Increase overall school API, or equivalent measure, including each significant student subgroup	Increase overall school API, or equivalent measure, including each significant student subgroup	Increase overall school API, or equivalent measure, including each significant student subgroup

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

**ENGLISH LEARNER ADEQUATE PROGRESS RATE  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**



ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Performance of EL students on CELDT and/or ELPAC; Teacher evaluation of class participation, fluency etc.				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of EL students proficient or progressing toward proficiency	The following programs will move EL students toward proficiency: CCSS-aligned curriculum, multicultural approaches to learning (literature by Latino and other minority authors; word problems in math with a diversity of settings, social studies examples looking at different cultural exemplars), peer support, parents as partners, after school homework help and Saturday school (dependent on LCAP funding). ECR K-8 will provide teacher training specifically on techniques aimed to shepherd EL students toward proficiency.	All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.	All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.	All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.	All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.	All EL students advance at least one CELDT performance level per year.  School's classification rate exceeds district average.

**ENGLISH LEARNER RECLASSIFICATION RATE  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Performance of EL students on CELDT and/or ELPAC as indicator of proficiency				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Move students from EL status to fluent English proficiency by 8th grade	Implementing the following to help EL students reach proficiency: engaging content, multicultural approaches to learning, parents as partners, peer support, after school programs and Saturday school (dependent on LCAP funding).  ECR K-8 will provide	Annual progress of individual students and EL students as a whole toward proficiency	Annual progress of individual students and EL students as a whole toward proficiency	Annual progress of individual students and EL students as a whole toward proficiency	Annual progress of individual students and EL students as a whole toward proficiency	Annual progress of individual students and EL students as a whole toward proficiency

	teacher training specifically on techniques aimed to reclassify EL students.					
AP EXAMINATION PASSAGE RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Attendance rates as a percentage of total school days.				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Highest attendance rates as compared to neighboring schools, not to fall below 95%	Implementation of an engaging, learner-centered curriculum (including outdoor time and STEAM focused extracurricular activities), maintenance of CHPS/LEED compliant buildings with high indoor air quality (“IAQ”), and family outreach/partnerships	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%	Attendance rates compared to schools with similar demographics, not below 95%

CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Quantitative comparison of long term absenteeism at schools with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reduce chronic absenteeism rates below rates of schools with similar demographics, not to exceed 5%	Implementation of an engaging, learner-centered curriculum (including outdoor time and STEAM focused extracurricular activities), maintenance of CHPS/LEED compliant buildings with high IAQ, and family outreach/partnerships; in addition, actively following up cases and building a support network for at risk students	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%	Lowest rates of chronic absenteeism among schools with similar demographics, not to exceed 5%
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Year over year retention of students, retention of students from matriculation through graduation.				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Retention of all students (0% dropout rate) and enrollment in high school	Priority enrollment into ECRA high schools for students graduating in good standing; access to STEM fields and engagement in hands-on learning; personal connection to mentors through the advisory program to prevent situations that lead to dropping out	95% percent or more of enrolled students complete 6 <sup>th</sup> grade and enroll in 7 <sup>th</sup> grade	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level.  All 8 <sup>th</sup>	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level.  All 8 <sup>th</sup>	95% percent or more of enrolled students complete appropriate grade level and are promoted to the next grade level.  All 8 <sup>th</sup>

				graders complete requirements for graduation, receive diploma and enroll in high school.	graders complete requirements for graduation, receive diploma and enroll in high school.	graders complete requirements for graduation, receive diploma and enroll in high school.
<b>GRADUATION RATE [High Schools Only]</b> <b>STATE PRIORITY #5: STUDENT ENGAGEMENT</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: _____				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>STUDENT SUSPENSION RATE</b> <b>STATE PRIORITY #6: SCHOOL CLIMATE</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Quantitative comparison of suspensions at schools with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Lowest suspension rates compared to schools with similar demographics (below 3%)	Implement support programs for at risk students: student advisories with small cohorts to ensure students have access to mentors, creating a safe space for students and providing parent/guardian/family outreach	Rate of suspension compared to schools with similar demographics (below 3%)	Rate of suspension compared to schools with similar demographics (below 3%)	Rate of suspension compared to schools with similar demographics (below 2%)	Rate of suspension compared to schools with similar demographics (below 2%)	Rate of suspension compared to schools with similar demographics (below 1%)
<b>STUDENT EXPULSION RATE</b> <b>STATE PRIORITY #6: SCHOOL CLIMATE</b>						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Quantitative comparison of expulsion at schools with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Lowest expulsion rates compared to schools with similar demographics (below 1%)	Implement support programs for at risk students, student advisories with small cohorts to ensure students have access to mentors, creating a safe space for students and providing parent/guardian/family outreach	Rate of expulsion as compared to schools with similar demographics (below 1%)	Rate of expulsion as compared to schools with similar demographics (below 1%)	Rate of expulsion as compared to schools with similar demographics (below 1%)	Rate of expulsion as compared to schools with similar demographics (below 0.5%)	Rate of expulsion as compared to schools with similar demographics (below 0.5%)
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**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]**  
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Survey of stakeholders to determine their perception of safety and quantitative comparison of crime rates on school grounds and in community compared to schools and neighborhoods with similar demographics				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Involvement/buy-in in the Charter School community	<p>Survey community to assess their perspectives regarding the Charter School.</p> <p>Engage stakeholders in dialogue through town hall meetings to make community aware of our mission, vision and beliefs.</p> <p>Promote events through the website and marquee (in multiple languages).</p> <p>Involve community in safety measures.</p>	90% of students, staff and community members reporting perceived safety at the Charter School and low rates of crimes.	Increased levels of perceived safety and decreased crime rates.	Increased levels of perceived safety and decreased crime rates.	Increased levels of perceived safety and decreased crime rates.	Increased levels of perceived safety and decreased crime rates.

**BROAD COURSE OF STUDY**  
STATE PRIORITY #7

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Observation in classrooms and review of curriculum maps for evidence of content area coverage				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

<p>Integrated approach to broad range of content using STEAM as focal point for curriculum</p>	<p>The School Director will ensure implementation of curricular maps, vertical teaming, working with grade level teams, and departmentally in the 7<sup>th</sup> and 8<sup>th</sup> grades, educators will weave content in with grade level themes. Articulation between the elementary and middle school programs will play an integral part to ensure continual student growth through common planning time, departmental meetings, professional development and vertical teaming.</p>	<p>Kindergarten, first and sixth grade teachers along with academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.</p>	<p>In addition to the existing grades, 2<sup>nd</sup> and 7<sup>th</sup> grade teachers along with academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.</p>	<p>In addition to the existing grades, 3<sup>rd</sup> and 8<sup>th</sup> grade teachers along with academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.</p>	<p>In addition to the existing grades, 4<sup>th</sup> grade teachers along with academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.</p>	<p>In addition to the existing grades, 5<sup>th</sup> grade teachers along with academic personnel create integrated curriculum that covers a broad range of content to which 100% of students have access as reviewed by School Director.</p>
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**[OTHER STUDENT OUTCOMES]  
STATE PRIORITY #8**

<p><b>ANNUAL GOALS</b> (Identify schoolwide and subgroup goals as applicable)</p>	<p><b>SPECIFIC ANNUAL ACTIONS</b></p>	<p><b>MEASURABLE OUTCOMES</b></p>				
		<p>Method for Measuring: Analysis of data generated by standardized tests and Progress Reports</p>				
		<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>	<p>2020-2021</p>	<p>2021-2022</p>
<p>Students performing at or above grade level in academic subjects.</p>	<p>Assess student performance annually (via standardized tests) in order to determine proficiency across curriculum.</p> <p>Review Progress Reports (e.g. 5-, 10-, 15- and 20 week) to determine student progression toward proficiency.</p> <p>Implement CCSS-aligned curriculum and programs such as literacy across the</p>	<p>Students performing at or above grade level on appropriate standardized tests.</p> <p>Students in K and 1 will be emerging</p>	<p>Students performing at or above grade level on appropriate standardized tests.</p> <p>Students in K through 2 will be</p>	<p>Students performing at or above grade level on appropriate standardized tests.</p> <p>Students in K through 2 will be</p>	<p>Students performing at or above grade level on appropriate standardized tests.</p> <p>Students in K through 2 will be</p>	<p>Students performing at or above grade level on appropriate standardized tests.</p> <p>Students in K through 2 will be</p>

	curriculum and Sustained Silent Reading.	readers with developmentally appropriate number skills.	emerging readers with developmentally appropriate number skills.	emerging readers with developmentally appropriate number skills.	emerging readers with developmentally appropriate number skills.	emerging readers with developmentally appropriate number skills.
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Table 3: Student Outcomes Aligned With the Eight State Priorities

## Instructional Design

ECR K-8 will employ a project based, learner-centered approach to education. STEAM and sustainability serve as the foundational underpinning tying together content across the curriculum. This educational philosophy, deeply rooted in the constructivist paradigm of knowledge development and acquisition, aligns well with Common Core State Standards (“CCSS”). CCSS requires collaboration and students learning from one another, the hallmark of a constructivist approach to learning. Project-based learning represents the ideal setting for students to practice the skills that are at the heart of CCSS. Students will have annual summer reading to encourage and promote literacy. At the younger levels, this will involve reading with family and progress to self-directed reading. By middle school, and eighth grade in particular, the focus will shift to high school readiness. Vertical teaming with El Camino Real Charter High School teachers will play an integral role in preparing students for this stage of their academic journey. ECR K-8 will work to scaffold content and use Understanding by Design to help ensure students have the skills, knowledge and attitudes that will serve them well in their post ECR K-8 education and careers.

In addition to CCSS materials, teachers will create their curriculum using materials drawn from the real world, relating to sustainability, and connecting to the local environment (community, region, state). Help from the School Director and ECRA’s Director of Sustainability and STEAM Initiatives will be available to the classrooms teachers. Additionally, they will work with other teachers at ECR K-8 to ensure continuity and proper development from one grade to the next via vertical teaming. They will have planning time during PD days, pupil free days, as well as curriculum development and buyback days during the summer in which faculty from the Charter School and ECR K-8 at Oso will work together to plan their courses. Furthermore, teachers will employ Understanding by Design (“UbD”) to guide in this process. They will work with their counterparts at the other K-8 Charter School campus to identify Enduring Understandings and Essential Questions that will help define the curriculum and their unit planning. The Charter School believes that a relevant, real world, hands-on education couched in current events and connected to sustainability, provides students with the knowledge and tools to engage in informed debate and act in a knowledgeable fashion to deal with future issues that may arise. Preparing students to handle the uncertainty and changing future stands at the forefront of what ECR K-8 attempts to accomplish. We believe all students deserve a comprehensive education that is relatable and relevant.

Teachers will fill in the curriculum map (see Table 4 for a template) according to the needs of her students, in collaboration with each other – including educators at the previous and succeeding grade levels and academic personnel from ECRA. The School Director, ECRA’s



Director of Sustainability and STEAM Initiatives and other relevant Assistant Principals at ECRA will review the maps.

Month	Unit	Enduring Understanding(s)	Essential Questions	Content Area(s)	Assessment Type	Standards (CCSS)	Technology	Instructional Materials	Differentiation	Literacy	Multiculturalism	Project Based (Y/N)	Place Based (Y/N)
Aug													
Sep													
Oct													
Nov													
Dec													
Jan													
Feb													
Mar													
Apr													
May													
Jun													

Table 4: Curriculum Map Template for ECR K-8 Focusing on Understanding by Design Planning, CCSS, Assessment and Other Key Pedagogical Factors

Place-based education will serve to connect the curriculum with the students’ surroundings. Sobel (2005) defines place-based education as “the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum” (p. 7). He goes on to mention the emphasis on “hands-on, real-world learning experiences” (p. 7), which are also an integral component of place-based education. By using the local community and environment, students will gain an appreciation for and understanding of institutions that serve an integral role in the functioning of society, while making tangible connections to concepts. Whenever possible, it will focus on the school grounds (buildings, gardens, green and paved spaces) to drive connections between academic content and actions. As reflected in the projects students participate in (described in the curriculum), students will do the following but not limited to: measure the amount of water and energy consumed on campus as well as waste and energy produced, in math, science and social studies classes. Examples of the facility as a resource will be further explicated in the narratives that follow. Using inquiry driven questions by students and guided by teachers as facilitators, students will explore the natural world through the academic disciplines and the school’s natural and sustainably built environment. Each grade level will have a unifying theme that ties to sustainability (see Table 5). These themes are further discussed in the context of a typical day for a student at each grade level.

<b>Grade Level</b>	Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Curricular Theme</b>	Community	Water	Food	People	Land	Air	Diversity	Systems	Energy

Table 5: Sustainability-linked Curricular Themes by Grade Level

Since ECR K-8 will be a STEAM school, focus on sustainability, technology, engineering, science, art and math will be essential in all facets of the Charter School. Literacy and language arts will integrate these academic pursuits at all grade levels.

**Staffing Plan**

The Charter School will employ fully credentialed, certificated and appropriately qualified personnel. As shown in Table 6, there will be two teachers in the elementary grades (kindergarten and first grade) and five classroom teachers in middle school (sixth grade) in the Charter School’s first year of operation. Additionally, the Charter School will have one Special Education teacher. The Charter School will share a guidance counselor with ECR K-8 at Oso for the first year of operation. Starting in the second year the Charter School will have a full-time guidance counselor on site.

Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Director	1	1	1	1	1
Teachers	7	13	19	20	21
Guidance Counselor	0.5	1	1	1	1
Nurse	0.2	0.4	0.6	0.8	1
Psychologist	0.05	0.1	0.2	0.2	0.2
Special Education Teachers	1	2	3	3	3
Special Education Aides	2	3	4	5	5
Clerical	2	2	3	3	3
Custodial	2	2	3	3	3
Total	15.75	24.5	34.8	37	38.2

Table 6: Employee Staffing Plan Roll Out (in FTE)

In year 2, the Charter School will add six teachers, one for second grade and five for the middle school (seventh grade) – Math, Science, English, History/Social-Science and PE – as well as an additional Special Education teacher. In year 3, the Charter School will add six more teachers, one for third grade and five for the middle school (eighth grade) – one Math, one Science, one English one History/Social-Science and one PE instructor – as well as a third Special Education teacher. In years 4 and 5, the Charter School will add one teacher for the fourth grade and one for the fifth grade instructor respectively.

The Charter School will open with one Director, two clerical staff and two custodial staff. ECR K-8 will contract security staff to ensure a safe environment. As the school grows, additional personnel will be added. For the first year of operation, the Charter School plans to hire one full-time Special Education teacher and two special education aides. Tab 8 contains full staffing breakdowns for the first three years, including school psychologist and nurse staffing levels. ECRA, the CMO, will provide back office services, including fiscal, special education assessment and evaluation, clerical and assorted academic assistance. Element 4 and Element 5 contain further details of the CMO’s role in oversight of the Charter School.

## **Curriculum and Instruction: K-5**

ECR K-8 will be a learner centered school where instruction is delivered in a number of ways based on constructivist theory and project-based learning which is linked to authentic experiences. Educators at ECR K-8 will employ teaching strategies that include teacher-led instruction, class discussions, cooperative and collaborative learning and inquiry-based activities. Curricular development will be based on the grade-level themes, each of which is linked to sustainability. Materials to support the educational program reflect the Charter School's philosophy that learning best occurs in a setting that is student-centered, is highly rigorous and challenges students via project based learning. The Charter School may use Houghton Mifflin Harcourt's Literacy by Design and the Balanced Literacy Program for grades K-5. This "literacy curriculum features whole class interaction followed by differentiated small group instruction and shared connections followed by independent focus.... This comprehensive, balanced literacy program is fully correlated to the Common Core State Standards." Furthermore, it reflects ECR K-8's educational philosophy.

Foss Kits may be utilized in the elementary grades to supplement the science curriculum. The fourth grade "Soils, Rocks, and Landforms" and "Environments" and first grade's "Air and Weather" kits align with the themes for those grade levels. Common Core State Standards will serve as ECR K-8's guide to enable students to become critical thinkers and lifelong learners. Physical Science, Life Science and Earth Science concepts will be taught throughout the elementary grades. ECR K-8 will place special emphasis on environmental literacy and will follow CDE's Environment Initiative (EEI) Curriculum.

In grades Kindergarten through 5<sup>th</sup> grade, classes will be self-contained, taught by fully credentialed teachers. There will be one credentialed teacher per classroom at all times. When and if feasible trained aides from local institutions, such as Pierce College, will provide supplemental support in the classroom.

### **Technology**

Throughout the elementary grades, students will use various forms of technology, such as calculators, temperature probes, personal computers and digital cameras. The Charter School will have one dedicated computer lab when the school opens in 2017. This space will be shared by the middle and elementary school. As the school grows, a dedicated mobile cart for the elementary school will be added to accommodate elementary students' use of personal computers. Students will learn word processing and keyboarding/typing skills in the early grades to prepare them for writing papers on the computer and to take standardized tests (e.g. Smarter Balanced). Online programs will be used to help students with these skills. For instance, websites like SpellingCity.com and ixl.com may be used to provide differentiated instruction and extra practice for students. Additionally, programs such as Kidspiration, Inspiration and the online version, Webspiration – concept mapping software – will be used to help students visualize connections between concepts and to develop their writing skills.

As the need for technology in schools and communities continues to increase, styles of teaching will need to accommodate more independent, project-based, and problem-solving learning experiences (Banks et al, 2007). To this end, ECR K-8 views technology as a tool to accomplish goals, not as an end in itself. The Charter School will not implement technology for technology's sake. Technology, in terms of computers, will be integrated into everyday classes, not be taught

as a stand-alone course of study. In grades K-5, teachers will teach technology skills as needed in order to supplement their curriculum. Each grade level will be responsible for teaching one major software program (i.e. word processing: Word/Pages/Google Docs, spreadsheets: Excel/Numbers/Google Sheets, presentations: PowerPoint/Keynote/Google Slides etc.). Teachers will introduce the program ahead of using it in their classroom. In subsequent years, teachers will build on these skills and make use of the accumulating knowledge and software that students learn in previous years. Lastly, programs such as robotics will be available as after school enrichment in cooperation with El Camino Real Charter High School’s program, which has an award winning tradition in this field.

Visual and performing arts, which will be integrated into the curriculum, and physical education, are non-core classes.

The following topics will comprise the core curriculum:

- English language arts and language development
- Mathematics
- History/social science
- Science

Table 7 represents a sample of the resources that the Charter School could potentially use in the daily education of students in grades K-5. These are resources available in 2015, but by the Charter School’s proposed opening in 2017, there may be other, more appropriate options for students.

Discipline	Textbook	Technology/Software	Other (Supplemental Books)
Math	McGraw-Hill My Math	Digital learning extensions ixl.com	It Looked Like Spilt Milk The Grapes of Math How Much Is a Million?
ELA	Literacy by Design	Word processing & Kidspiration; SpellingCity.com	Who’s in a Family? The Lorax The Birchbark House Island of the Blue Dolphins
Science	Houghton Mifflin’s ScienceFusion: More Than Just a Science Textbook	Vernier sensors; Kidspiration	Foss Kits, Edible Schoolyard (Sq. Foot Gardening); Project Learning Tree Q Is for Quark: A Science Alphabet Book
History/Social Science	Prentice Hall TCI McDougal Littell	Digital storytelling (voicethread, iMovie, etc); digital camera	Select biographies; The Spanish Missions of California; California History for Kids: Missions, Miners, and Moviemakers in the Golden State

Table 7: Potential Instructional Materials for K-5 Core and Non Core

In the Charter School, Visual and Performing Arts will be embedded across the curriculum. The academic program is focused on project-based learning and each project will have a grade-level appropriate arts component. Students will not only enhance their presentations with visual and performing arts, but these features will be integral to the projects and will be a component of the evaluation rubric. Art will be an important feature of students’ collaborative work in small groups and with partners. During group presentations, which may be about a historical event,

literature or scientific endeavor, performing the important roles of their topic will be an option. Similarly, students may use technology creatively to add to their projects in conjunction with art. For example, in keeping with the second grade theme, food, students may make use of computer generated graphics, illustrations, movie or television clips (e.g. Ratatouille, Food Channel programs, etc.) as part of their presentations. Each student will be assessed according to his or her ability and the effort he/she makes in this area. Additionally, throughout the academic year there will be structured art and technology instruction by the teacher and by periodic visiting experts.

### **Kindergarten Language Arts (Core)**

Verbal fluency, social skills, along with reading and writing readiness, are essential features of the kindergarten language arts experience. In order to encourage these skills and prepare students for reading and writing, the teacher will lead activities geared to develop these pathways. Exercises in comprehension include following plot line, sequencing events, retelling a story in the student's own words, synthesizing and predicting plot outcomes. Research into learner and age appropriate texts will drive the selection of both fictional and informational resources. By working in partners and groups, students learn from each other, demonstrating a truly learner centered approach to emerging readers and writers. Students will discuss what they read with their partners and in groups, they will also write and/or dictate personal narratives, about books, how-to books and persuasive letters and enhance their work with art materials such as crayons, colored pencils, etc. The goal of the Kindergarten language arts program is to lay the foundations on the path to literacy.

The kindergarten language arts program will be guided by Common Core State Standards ("CCSS"). Standards-based instruction will be implemented in Kindergarten curriculum in the aforementioned ways which develop students' literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of the school year. The Common Core State Standards integrate the strands of English language arts: Speaking and Listening, Reading, Writing and Language. Following the CCSS, as stated earlier, the curriculum at ECR K-8 will also focus on informational text and content-related vocabulary, opinion pieces, and informative/explanatory writing. Collaborative conversations on texts, grade-level topics, and theme for kindergarten at ECR K-8 will be an important piece of Kindergarten Language Arts instruction. Keeping in mind reading is the key to success in all content areas, additional support will be provided as recommended by California Department of Education. (<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.)

### **Kindergarten Mathematics (Core)**

The Common Core State Standards will guide the Charter School kindergarten math curriculum. Furthermore, CCSS recommends that learning time in Kindergarten should be largely devoted to numbers.

Number sense will be the primary focus for mathematics instruction in the early grades, with base-ten serving as the foundation for numeracy. Students will gain mastery of numbers between 1 and 10 before progressing to double digits. ECR K-8 will place emphasis on understanding number relationships. Integrating multicultural perspectives is an important aspect of ECR K-8. This plays out in math with the inclusion of teaching counting in the Chinese method. In this

approach, *fifteen* is *ten-five* and *forty* is *four-ten*. This method provides a concrete way to visualize and understand numbers in the Base 10 system (Sun and Zhang 2001).

Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings and become adept at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress. It is like an inverted pyramid, with the entire weight of the developing subject, including readiness for Algebra, resting on the foundations built in the early grades. The domains for kindergarten are Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data and Geometry. Extra support will be provided for students, including English Learners, who need such support. ECR K-8 will follow the recommendations of the CDE for providing support in mathematics.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

### **Kindergarten Social Science (Core)**

In kindergarten, students begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students explore what it means to be a good citizen, recognize and understand national symbols, work (now and long ago), geography, time and chronology and life in the past. Teachers are encouraged to build students’ understanding of history–social science concepts while furthering beginning literacy skills as outlined in the CCSS. For example, shared readings of narrative and expository text related to the history–social science standards can reinforce academic content vocabulary, concepts about print, phonemic awareness, the alphabetic principle, analysis of text and fluency. Content standards, according to the California Department of Education (“CDE”), will guide the curriculum and be used to serve as a platform for integrating the theme of community. Furthermore, in keeping with Project Based Learning students will investigate their role in the community, beginning with their classroom and school.

Students explore their neighborhood and learn the important work that various individuals and groups do in the community. This will include trips to the post office, local library, sheriff station and other important places. Students will create a poster demonstrating the interconnectedness of the different actors in the community. Additionally, they will learn, with the help of 7<sup>th</sup> graders, to make feedback loops that reflect schoolyard conflicts and ways to resolve them (Senge, 2015).

At school, students will work collaboratively to build models of various community establishments and inhabit the roles of people such as the grocer, librarian and fireman. Through this “play” students will interact with each other and gain empathy for fellow members of the neighborhood. Engaging students and raising awareness of the various aspects of their community, will make them more aware of how to improve their surroundings in terms of safety and added services. Kindergarteners will also be responsible for taking care of their local community (i.e. the classroom) by cleaning and beautifying their space. To this end, the teacher will assign roles for the students.

### **Kindergarten Science (Core)**

In kindergarten, science teaching builds upon the innate curiosity of children (asking questions, exploring, playing with new objects, experimenting with different senses, observing, using



inventions to solve problems) by providing students the time, skills, and structures to formulate and investigate their questions.

Kindergarteners are expected to learn both the content and process of science. ECR K-8 science program will reflect a balanced, comprehensive approach that will include the teaching of investigation and experimentation skills along with direct instruction and this process will begin in Kindergarten. Key elements of a balanced science program will include explicit teaching of science content and concepts, identifying students' prior knowledge and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. Students learn the scientific process of creating a hypothesis, making observations and making inferences based on those observations. As is true with all Project Based Learning units, students are encouraged to generate their own questions.

In Kindergarten, students will focus on the theme of community. The projects in kindergarten will be framed by a driving question: What role do we play in our community? Each academic year educators will review the driving question and modify it as they see fit for future years. Integrating language arts, social studies and numeracy will be vital to the interdisciplinary nature of the science curriculum. For science, this will include a discussion of the relationship between organisms and non-living components, which interact to form an ecosystem. Students will also employ and thereby develop their observation skills in their own communities, including their school, home and neighborhood. Furthermore, they will practice asking questions of various members of their community and collecting data, key skills in conducting scientific research. In the classroom, students will create small environments in 2-Liter bottles, which will be a direct application of what they have learned.

High quality science instruction will also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science teaching and learning. The Next Generation Science Standards ("NGSS") play an integral role here with their focus on the process of science and scientific literacy.

Safety will always be the foremost consideration in teacher modeling and the design of demonstrations, investigation and experiments, and science projects. Everyone involved in science education will be familiar with the Science Safety Handbook for California Public Schools.

<http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>

### **First Grade English Language Arts (Core)**

For students to become lifelong readers and writers, it is essential that they learn early reading and language skills through a strong, integrated instructional process. For students to become fluent and skillful readers, they will be extensively engaged with the English language, including understanding the sounds and symbols that make up language, hearing and talking about stories and events, and connecting words with ideas to express in writing and speaking. In writing, students are learning to write about memorable moments, nonfiction pieces and how to make their writing easy for readers to understand. Students will reread texts to demonstrate comprehension and fluency. Additionally, students will practice retelling and predicting to encourage critical thinking and understanding. Through shared reading, partner reading and other



methods, Standards-based instruction will be implemented to develop students' literacy and proficiency in English language arts. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening and Language. The CCSS focus on more text-analysis skills for informational text, participating in shared research writing projects, vocabulary acquisition and use and text-analysis skills for reading comprehension. First grade language acquisition will be based on a review of the important English language arts skills and concepts from kindergarten (prerequisite skills and scaffolding) and teacher guidance to ensure success for English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **First Grade Mathematics (Core)**

First grade mathematics will cover the four areas identified by the CCSS. Math instruction will emphasize number sense. The goal is for students to develop a strong concept of numbers within the base-ten system. Students will gain mastery using the number line, focusing on numbers from one to ten. They move both up and down the number line by ones and twos within ten so that they truly understand number relationships. ECR K-8 will continue to teach counting in the Chinese method. Additionally, students will work on age appropriate skills such as pattern recognition; counting by 2s, 5s and 10s to one hundred; counting backward and writing numbers.

Students in ECR K-8 will receive balanced instructional program in mathematics, in which students will become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. Standards-based mathematics instruction will begin with basic concepts and increases in scope and content as the years progress including readiness for algebra, resting on the foundations built in the early grades.

The mathematics curriculum will follow the CCSS, which is organized by "domains." The domains for first grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Measurement and Data and Geometry. The CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years. First grade instruction will include review of the important mathematical concepts and skills from kindergarten (prerequisite skills) and teacher guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>

### **First Grade History-Social Science (Core)**

Students in the first grade are ready to learn more about the world in which they live and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Building on their knowledge of community, developed in kindergarten, students' expanding sense of place and spatial relationships provides readiness for new geographic learning and a deeper understanding of chronology.

In first grade, in conjunction with science and the theme of water, students will explore the relationship between civilizations and water. They will look at how people have used, engineered, and manipulated water from multiple cultural perspectives. Focusing on California, they will learn about the drought and climate in California as well as the ways that people have

dealt with freshwater shortages. Furthermore, students will learn about the design of reservoirs and dams, then build a model to study how it impacts the land. As part of this they will explore how animals interact with water, looking at specific examples like beavers and the dams they construct. Leading into second grade's theme – food – students will start to learn about agriculture, its role in California and how it is impacted by the drought. This will continue on in second grade as a natural progression of this theme.

Through the projects, texts and other material teachers build understanding of history–social science concepts while furthering beginning literacy skills as outlined in the Common Core State Standards (CCSS). Content standards, as put forth by CDE, will guide the curriculum and be used to serve as a platform for integrating the theme of water. For example, shared readings of narrative and expository texts related to the history–social science standards can reinforce academic content vocabulary; concepts about print, phonemic awareness, and the alphabetic principle; analysis of text; and fluency.

### **First Grade Science (Core)**

Most children are natural scientists—they enjoy exploring, asking questions, playing with new objects, experimenting with different senses, observing, or using inventions to solve problems. In first grade, science teaching builds upon this innate curiosity by providing students the time, skills, and structures to formulate and investigate their questions. First-grade students are expected to learn both the content and process of science. ECR K-8 science program will reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of the science program will include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. ECR K-8 science instruction will also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science teaching and learning. These terms will be addressed and reinforced in the language arts and mathematics curriculum.

In first grade the theme is water. The driving question for the projects will be: How does water impact our daily lives? Each academic year educators will review the driving question and modify it as they see fit for future years. In order to answer this question, first graders will take part in a number of projects. One major focus for the year will be a project investigating how water is used on campus. Students will record their observations and collect their data in science journals and use graphic organizers to represent their ideas. They will read science books (texts and teacher created) on water. They will learn about the impact of water on the immediate environment. After completion of this project, students will follow up with an investigation of how water is used at home. They will find and record the various ways in which water is consumed and wasted using teacher and student generated charts and tables. Each student will be responsible for creating illustrations and sharing his or her findings with the class.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with

the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebook2014.pdf>. The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Second Grade English Language Arts (Core)**

In second grade, instruction will continue to focus on developing literacy and proficiency in language arts with the goal that all students become lifelong readers, competent writers, and effective communicators. There will be focus on literacy as it is critical to academic success and is the key to becoming an independent learner in all other disciplines. By the end of second grade, students will be able to read with accuracy and fluency to support their comprehension of literature and informational text. Their oral reading skills will be developed to the point that they can read grade-level text orally with expression.

Second grade curriculum will be based on CCSS. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. ECR K-8 will implement the CCSS focus on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative conversations about grade-level texts and topics.

The second grade curriculum will be based on review of the important English language arts skills and concepts from first grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **Second Grade Mathematics (Core)**

The four areas of focus prescribed by the CCSS will guide second grade mathematics at the Charter School. In second grade, students will become proficient in basic computational skills and procedures, develop conceptual understandings and become adept at problem solving. Mathematics instruction will be Standards-based which will begin with basic concepts and will increase in scope and content as the years progress.

Mathematics instruction will be Standards based. The CCSS are organized by “domains”. The domains for second grade are: Operations and Algebraic Thinking, Number and Operations in Base-Ten, Measurement and Data, and Geometry. Following the CCSS, the second grade mathematics curriculum will have a greater focus to develop mathematics topics in depth to emphasize concepts necessary for the study of more advanced mathematics in later years. The second grade curriculum will include a review of the important mathematical concepts and skills from first grade (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>

### **Second Grade: History-Social Science (Core)**

Students in second grade are ready to learn about people who make a difference in their lives and who have made a difference in the past. They develop their own identities as people who have places in their communities. Students start their study of people who make a difference by studying the families and people they know. This course of study utilizes the second grade theme

at the Charter School, food, to provide context for this process. By focusing on agriculture, farmers, farmworkers and the historical component of food production. Students themselves can make a difference by engaging in service learning to improve their schools or communities through the lens of food. This approach will be learner-centered, as students plan, implement and evaluate the service-learning project, helping to ensure student buy-in, ownership, and empowerment. The teacher will work to guide the process to include academic scholarship, meaningful service, collaboration and reflection.

Teachers are encouraged to build understanding of history– social science concepts while furthering beginning literacy skills as outlined in the Common Core State Standards (CCSS). For example, shared readings of narrative and expository texts related to the history–social science standards can reinforce academic content vocabulary, concepts about print, phonemic awareness, the alphabetic principle, analysis of text, and fluency. Additionally, content standards developed by CDE, will guide the curriculum and be used to serve as a platform for integrating the theme of food.

Through the investigation of food and food production, students in second grade will create a map of foods from various regions and where they are grown. This will incorporate mapping skills and spatial reasoning, while encouraging students to consider seasonality of food and the demands of a globalized food system. As an interdisciplinary project, students will consider global foods, with an emphasis on culture and geography. Students make a presentation about food from their home and the cultural heritage of the dish.

### **Second Grade Science (Core)**

Second grade students begin to develop the ability to use more abstract thinking. Science is an excellent avenue for them to use their expanding cognitive abilities, with opportunities to categorize, observe and interpret nature or logically predict what may happen. Students become more familiar with the process of “doing science” as opposed to the memorization and recitation of facts. Through experiences like visits to ECRA’s proposed Outdoor Science Center at the former Platt Ranch Elementary site, students experience science from a hands-on, minds-on perspective.

In second grade, the theme of food will be the focus of the science curriculum. The driving question, “Where does our food come from?”, provides the basis for projects throughout the year. For example, in one project, students will research one food product that they eat and present their findings using various media, including the use of technology. Additionally, students will incorporate visual and performing arts to enhance their presentation to the class. As an extension, students will inform the class about one food item from their family’s culture. When possible, they will prepare the dish and share with the class.

In an example of the crossover between science, language arts and social studies, students will explore various sources of food including campus and community gardens and transportation of food as well as field trips to local farms and grocery stores, while learning key vocabulary terms. Furthermore, students will learn how to generate meaningful questions to guide their process of investigation and scientific discovery.

Teachers guide students through the steps that reflect key elements of a balanced science program, which includes explicit teaching of science content and concepts, identifying students' prior knowledge and addressing student misconceptions. Investigation skills are also be highlighted, with students encouraged to find answers to their own experiences or observations. Science curriculum at ECR K-8 also develops students' command of the academic language of science and uses standards-based connections with other core subjects to reinforce science teaching and learning. Safety should always be the foremost consideration in teacher modeling, the design demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education will become familiar with the Science Safety Handbook for California Public schools, which is posted on the CDE Web site at [p://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf](http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf). The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Third Grade Language Arts (Core)**

By the third grade, students will write and read more independently and will be responsible for recording their observations and reactions relating to the third grade theme of people. Peer support for readers will become an important part of the language arts curriculum, with students taking part in discussions of books; students may or may not read the same books. Under the guidance of their teacher, students may form book clubs in which they discuss and share their books using teacher generated guided notes and questions. Reading units may include the following: a unit with age appropriate characters, a mystery unit, a unit based on biographies of important local people and a book club unit. In third grade, students will be assigned a long term piece of writing, such as a research paper. This assignment will be completely guided and supported by the teacher with clearly defined due dates, benchmarks and rubrics for developing and meeting criteria. The research paper will tie in with the third grade theme and will be about a "Famous Californian." In addition, students will also write essays, book reviews and stories.

In order to have third grade students do the foregoing, they must read fluently, effortlessly, independently, and enthusiastically. Doing so will enable them to obtain information from all content areas. ECR K-8 will follow a Standards based Language Arts curriculum that nurtures both comprehension and fluency. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language.

ECR K-8 will follow the CCSS focus on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative conversations about grade-level texts and topics. As third grade Language Arts program will be based on the specific skills mastered in the second grade, third grade Language Arts program will include a review of the important English language arts skills and concepts from second grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners. <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **Third Grade Mathematics (Core)**

For third grade, the CCSS provides four areas of concentration, which the Charter School will implement. Students in third grade continue working on and developing number sense leading to multiplication and division facts. Fractions and decimals will be part of the instruction.



Additionally, in third grade, standardized testing such as the Smarter Balanced Assessment will be given to students. In these assessments, students must be able to explain their mathematical ideas in writing and in numbers. Teachers will provide a step-by-step support for this writing component to make it accessible to students of all abilities.

The goal of ECR K-8 mathematics curriculum will be to provide a program that makes students proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. The curriculum will be Standards-based in which mathematics instruction starts with basic material and increases in scope and content as the years progress.

The CCSS are organized by domains that add grade-level focus and vary slightly by grade. The domains for third grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. The CCSS are designed to have a greater focus at each grade and to develop mathematics topics in depth. In the early grades, the CCSS continue to emphasize concepts necessary for the study of more advanced mathematics in later years.

Third grade Mathematics program will also include a review of some mathematical concepts and skills from grade two (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>

### **Third Grade History-Social Science (Core)**

At the Charter School, third grade history-social science will focus on California history and the people who impacted the state and its development. This year will prepare students for upper grades, by continuing the developmentally appropriate trend of broadening the focus from community (in kindergarten) to global society (fifth grade).

The theme for third grade, people, plays an integral role in the history-social science curriculum. In the major project, students will choose one “Famous Californian” to research and present during their “living museum”. For more information, see the “Third Grade: Curricular Theme – People” under the heading “Typical Day for a K-5 Student” on page 81. Additionally, Native Americans and other indigenous peoples who inhabited California prior to the state joining the Union will be a central focus of the curriculum. Students will be tasked with comparing and contrasting previous inhabitants with their own lives, with special attention to how these different groups interact with their surroundings and ways in which both populations have changed the landscape, which leads into fourth grade’s theme: land. As part of the unit on native groups, students will learn how to make various objects by hand such as baskets, bowls and other daily artifacts.

Following the Common Core State Standards (CCSS), there will be shared readings of narrative and expository text related to the history. Social Science standards will reinforce academic content vocabulary and comprehension skills. Students will learn the content outlined in the standards, entitled, “People Who Make a Difference”. They will also be practicing the skills described under the headings “Chronological and Spatial Thinking,” “Research, Evidence, and

Point of View” and “Historical Interpretation.” Much of the preceding will be built on what students learned in second grade.

### **Third Grade Science (Core)**

ECR K-8 Science curriculum will be based on the grade-three science standards, which introduce students to some of the most fundamental patterns in nature and develop the concept that science helps to make the world understandable. Third grade science’s driving question will be “How do people impact the Earth?” In keeping with the theme of people, in third grade students will study how people affect their surroundings (air quality, water quality and scarcity, climate and biodiversity), different fields of science (e.g. medicine, engineering, hydrology, geology and anthropology) and the jobs available in those areas. Additionally, they will examine the impact of human-created compounds on their own health and the Earth.

The science program will include explicit teaching of science content and concepts, identifying students’ prior knowledge and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations. ECR K-8’s science instruction will also develop students’ command of the academic language of science and use standards-based connections with other core subjects to reinforce science learning. Students’ prior knowledge of science from second grade will be both reinforced and used as basis for new knowledge in third grade.

Safety will always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety will be taught. Everyone involved in science education will become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at (<http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>). The publication contains specific and useful information relevant to teachers, administrators, parents/guardians and students.

### **Fourth Grade Language Arts (Core)**

Rigor and independent work are the hallmarks of the fourth grade language arts program. Students will maintain a reading log, to be reviewed by the teacher on a regular basis. Students exhibit their comprehension and analytic skills through partnerships, cooperative groups and roundtable discussion, which will culminate in class presentations. In keeping with the theme for fourth grade, “land,” students will read and write about local geological formations, plants, cityscapes and their surrounding environment. Book clubs will continue, focusing on the theme. Fourth graders will also interact with other grades, connecting the theme of land to themes for other grade levels (e.g. writing a story for second graders about food and land). In fourth grade, the long term writing assignment will be a science report based on a topic relating to land.

Students in fourth grade are in a new stage of reading and learning when they traditionally transition from learning to read (in kindergarten through grade three) to reading to learn (in grade four and beyond). In order to prepare students for this stage, which can be categorized as reading and learning for life, when students begin to acquire and apply a full and complex range of lifelong language and literacy skills, Standards-based instruction will be implemented to developing students’ literacy and proficiency in English language arts. From fourth grade on, students will be able to recognize increasingly complex words accurately and automatically in



grade-level text and materials ranging from classical literature to online information. They must also develop their vocabulary knowledge and skills in more sophisticated ways, including through their own research and by reading informational texts in fourth-grade content areas. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. ECR K-8 will implement the CCSS, which focus more on informational text, text-analysis skills for reading comprehension, opinion pieces and informative/explanatory compositions, and collaborative discussions about grade-level texts and topics.

The ECR K-8 curriculum will include a review of the important English language arts skills and concepts from third grade (prerequisite skills) and guidance to ensure success for struggling readers, including English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

#### **Fourth Grade Mathematics (Core)**

In fourth grade, the Charter School will adhere to the three areas of focus as determined by the CCSS. Building on third grade mathematical concepts, such as multiplication and division, students will do more advanced multiplication and division. Factors and multiples will play an integral part in developing students' understanding of how numbers are related. They will practice analyzing and interpreting data and patterns. Work with fractions and decimals will increase in complexity. Students will solve problems that relate to measurement and conversion of measurements. Additionally, algebra readiness and geometric concepts will be taught over the course of the year.

Students at ECR K-8, will receive a mathematics education which will provide them with a balanced instructional program which helps students become proficient in basic computational skills and procedures, develop conceptual understandings, and become adept at problem solving. The ECR K-8 mathematics curriculum will be Standards-based with basic material and increases in scope and content as the years progress. Fourth grade mathematics, including readiness for algebra, will be part of the foundations built in the early grades. The CCSS are organized by "domains"; the focus for fourth grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. ECRK-8 will implement CCSS that are designed to have a greater focus at each grade and to develop mathematics topics in depth. The mathematics program will include a review of some mathematical concepts and skills from third grade (prerequisite skills) and guidance on areas of mathematics that may be challenging for some English learners.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

#### **Fourth Grade History-Social Science (Core)**

At ECR K-8, fourth grade students will learn the rich history of California, with its multi cultural diversity, large economy, topographical and geographical variety and changing communities. In keeping with this grade's theme, land, students explore the various regions of California through research, which may include: newspapers, videos, books and Internet sources. As culmination of this project students will create individual road trip itineraries focusing on landmarks in their assigned regions as well as topographical features. Another project in fourth grade will be to research California Missions: Students learn how the Spanish introduced missions in California, including their purpose and the impact on the local native population and the land. The study of

California history in the fourth grade students gives students the foundation to learn in depth about their state focusing on the way land impacted its history.

Students will learn the story of California that begins in pre-Columbian times, in the culture of the indigenous peoples and their use of land before the arrival of the first Europeans. The history of California then becomes the story of successive waves of immigrants from the sixteenth century through modern times to the present. These various groups of immigrants left an indelible mark on California's history socially, economically and politically. To bring California history, geography, and economy to life for students and promote respect and understanding, the ECR K-8 program will emphasize the ethnic, racial, and cultural diversity of California's population while emphasizing the importance of land on the preceding aspects. Fourth-grade students will learn about the daily lives, adventures, accomplishments, cultural traditions, and dynamic energy of the laborers and entrepreneurs who formed the state and shaped its varied landscape, which will emphasize the regional geography of California. Students will analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times—from the earliest era to the present. The curriculum will implement CCSS which include shared readings of narrative and expository texts related to the history which reinforce academic content vocabulary and comprehension skills. Students will also develop a time line, citing significant events and developments that changed the course of California history. Students will learn the content outlined in the Standards and will practice the skills described under the headings "Chronological and Spatial Thinking," "Research, Evidence, and Point of View" and "Historical Interpretation."

#### **Fourth Grade Science (Core)**

With some of the solid foundations in science and developing the ability to work independently, Fourth grade curriculum will implement the fourth-grade science standards that provide opportunities for them to build upon their existing knowledge by formulating their own questions and predictions and conducting investigations.

Grade-four students will learn both the content and process of science. Key elements of the ECR K-8 science program will include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions by using their own experiences or observations. Science instruction at ECR K-8 will also develop students' command of the academic language of science and use standards-based connections with other core subjects to reinforce science learning.

Fourth grade science utilizes the theme of land to shape its driving question, "How does the land support life?" Students will use the surrounding school and local environment to explore this question. Trips to local microclimates and nature preserves will serve as an essential component of the science curriculum. Building on their investigative and observational skills, students will make detailed drawings, notes and collect specimens in their science sketchbooks of the various types of flora and fauna supported by the land. They will investigate differences between land formations and the impact on climate, for example the difference between the San Fernando Valley where the school is located and the other side of the Santa Monica Mountains (i.e.

Malibu). Students will also research how animals are impacted by land, changes in the land and various types of topographical features. Furthermore, they will study the impact of humans on animal habitats.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk.pdf>. The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Fifth Grade Language Arts (Core)**

In fifth grade, students practice focused reading, which entails reading for long stretches of time, with a focus on comprehension. Students read texts at their own level and continue to keep a reading log, which teachers assess on regular basis. In fifth grade students are introduced to literary concepts such as symbols, character traits, author's message (theme), cause and effect and plot development; these concepts will be applied to both reading and writing. A variety of techniques, including roundtable discussions, paired readings and writers' workshops, will enhance their skills in both reading and writing. The long term writing assignment for fifth grade will be about air quality around the world, which will combine research, multiculturalism and an interdisciplinary partnership with science and social studies.

Students in grade five are at the beginning of an academic stage traditionally described as reading to learn. During this stage, they begin to acquire and apply a full and complex range of lifelong language and literacy skills, skills that enable them to read to learn throughout their education and future careers. At ECR-K-8, deeper analysis of literature and informational text will be a focus of fifth-grade instruction. Standards-based instruction will be implemented to meet these objectives in English language arts. The CCSS integrate the strands of English language arts: Reading, Writing, Speaking and Listening, and Language. The curriculum will align with the CCSS and focus more on informational text, text-analysis skills for reading comprehension, opinion pieces, informational/explanatory compositions, and collaborative discussions about grade-level texts and topics. At ECR K -8, the Language Arts program will include a review of the important English language arts skills and concepts from fourth grade (prerequisite skills) and guidance will be provided to ensure success for struggling readers, including English learners.

<http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

### **Fifth Grade Mathematics (Core)**

Fifth grade mathematics instruction will focus on the three primary areas delineated by the CCSS. Through various types of assessments, including internal and standardized, student progress will be regularly measured and monitored. In fifth grade, students will be required to write and interpret numerical expressions as well as continue to represent, analyze and interpret patterns and relationships. Emphasis will be placed on understanding the place value system and working with decimals to the hundredths place. Mathematical computation involving fractions will increase in complexity. Students will convert like measurement units within a given

measurement system. Graphing points on the coordinate plane will build in the introduction of geometric concepts in fourth grade. Students will continue to develop their problem solving skills, while developing abstract and quantitative reasoning.

ECR K-8 will implement Standards-based mathematics instruction, which begins with basic material and increases in scope and content as the years progress. The CCSS are organized by “domains”. The domains for fifth grade are Operations and Algebraic Thinking, Number and Operations in Base-Ten, Number and Operations—Fractions, Measurement and Data, and Geometry. Following the CCSS model, ECR K-8 mathematics program will have a greater focus to develop mathematics topics in depth preparing students for more advanced mathematics in later years.

<http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>.

### **Fifth Grade History-Social Science (Core)**

The fifth grade curriculum will focus on the theme of Air. In history-social science, this may manifest itself in looking at how pre-Columbian settlements impacted the air quality by recreating their way of life via simulations in conjunction with science experiments. Looking at the air quality in current locations, with a focus on the Los Angeles region, which is the driving question for science, students will use examples of past determinants of air quality in the American Southwest. In order to make global connections and further the theme of Air, fifth graders will look at the air quality of other major cities around the world, including, but not limited to Beijing, World War II era London, Cairo, Mexico City etc. This theme will be further explored throughout history-social science by focusing on the sustainability of pre-Columbian settlements. Excerpts from Charles Mann’s *1491: New Revelations of the Americas Before Columbus* and *1493: Uncovering the New World Columbus Created* will provide recent examples from academic scholarship on the relationship between indigenous populations, explorers and the impact of this interaction.

By in large, fifth grade history-social science focuses on the development of the United States leading up to the Industrial Revolution and the Civil War. These events traditionally have been viewed through the lens of European-Americans. The Charter School aims to provide multiple perspectives for the historical events that shaped the country. This includes paying special attention to the perspectives of indigenous peoples, colonists, free blacks and slaves, women, children and pioneers, in addition to explorers. Students will continue their fourth grade map-making and reading skills to understand how the geopolitical factors influence state and national borders.

As part of the fifth grade curriculum students will learn the location of the current 50 states and the names of their capitals. Students in the fifth grade will also take part in a Geography Bee, with the winners receiving school wide recognition at an end of year celebration.

As outlined in the Common Core State Standards (CCSS), shared readings of narrative and expository text related to the history–social science standards will continue to reinforce academic content vocabulary and comprehension skills.

### **Fifth Grade Science (Core)**

Grade-five students are expected to learn both the content and process of science. Effective science programs reflect a balanced, comprehensive approach that includes the teaching of investigation and experimentation skills along with direct instruction. Key elements of a balanced science program include explicit teaching of science content and concepts, identifying students' prior knowledge, and addressing student misconceptions. Investigation skills will also be highlighted, with students encouraged to find answers or reach conclusions using their own experiences or observations.

In fifth grade science, the driving question "How can we improve air quality in LA?" is derived from the theme, "air." This question will serve as the guide for multiple units throughout the year. In order to properly answer this question, students will learn about chemistry, compounds and other scientific concepts. Climate and emissions as well as nitrogen and carbon cycles will be integral content areas covered over the course of the year. Helping students understand how the natural cycles and composition of the air interact will be essential to their investigative research. Students will work collaboratively to answer this question by generating ideas, which will lead to a formal culminating experience. For their final project, they might create a product, develop a plan or design an educational program to improve air quality in the Los Angeles Basin.

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education will become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE Web page at (<http://www.cde.ca.gov/pd/ca/sc/documents/scisafebk2012.pdf>). The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Sixth through Eighth Grade Curriculum**

Instruction in grades six through eight relies on best practices and a student knowledge acquired in Kindergarten through fifth grade. The scope and sequence of the curriculum draws heavily from the California Department of Education's standards and CCSS. Mastery of the Common Core State Standards lies at the heart of a rigorous middle school education.

Teachers fully credentialed in their subject areas will teach grades sixth through eighth. There will be one credentialed teacher per classroom at all times. When and if feasible trained aides from local institutions, such as Pierce College, will provide supplemental support in the classroom. Sample instructional materials can be found in Table 8. Input from ECRCHS teachers will help inform the curriculum in the middle school. Articulation between 8<sup>th</sup> and 9<sup>th</sup> grade in particular will help ensure a smoother transition. Working with ECRCHS faculty and using Understanding by Design will help middle school teachers identify and plan for their students' long term success.

English language arts, English language development, mathematics, history/social science, and science are considered core classes. Visual and performing arts and physical education classes are non-core.



Table 8 contains a list of sample materials to aid instruction for grades six through eight. These represent currently available resources. When the Charter School opens in 2017, the School Director and teachers will review resources to ensure their appropriateness and effectiveness for the students and standards.

Discipline	Textbook	Technology/Software	Other (Supplemental Books)
Math	Houghton Mifflin Harcourt's Go Math!	Digital learning extensions ixl.com Code.org	Fractals, Googols, and Other Mathematical Tales
ELA	Prentice Hall Literature Common Core Edition	Inspiration VoiceThread	Bad Boy (Walter Dean Myers) Esperanza Rising Wabi: A Hero's Tale
Science	Lab-Aids/SEPUP modules	STELLA modeling software & Inspiration	Cradle to Cradle & The Ecology of Commerce
History/Social Science	U.S. History Textbook and Enhanced Curriculum from Houghton Mifflin Harcourt	Inspiration, VoiceThread; American Library Association portal; Teachinghistory.org	1491 and 1493 by Charles Mann

Table 8: Potential Instructional Materials for 6-8 Core Courses

**Sixth through Eighth Grade English Language Arts (Core)**

At the Charter School, English language arts will be taught through reading and writing workshop. This method allows differentiation, and attempts to meet the needs of learners of all abilities. The workshop teaching model utilizes direct instruction, read alouds, shared readings and individual or table talks (small group conferences) to teach reading and writing skills. This method encourages an atmosphere in which teaching reading and language arts is a student-centered process that gives students, individually and in groups, the freedom to interpret their reading and support their assertions with textual evidence. The supplemental reading will be selected by the students from a list provided by the teacher; the reading list will be developed by the ELA department and each grade will have its own list. Each classroom may select a supplemental book to be read by each small group. For example in a class of thirty-five students there may be seven groups of five students with each group reading a different book. The teacher will monitor and assess progress of students' comprehension and analysis of the book students are reading in each group. Students will record both their understanding and analysis in their Reader's Notebooks, which the teacher will also assess periodically. This activity will culminate in students presenting their findings to the class. The workshop structure corresponds to English Language Development (ELD) standards because the workshop model utilizes the collaborative, interpretive and productive modes of communication identified in the ELD standards.

Additionally, as writers, students will produce personal narratives, fictional accounts, persuasive and expository essays and responses to literature. Grammar, spelling and mechanics of writing will be integrated into ELA instruction. In response to student needs, teachers will instruct the whole class on the foregoing topics.

**Reading Workshop**

ECR K- 8 will encourage those who love to read and change the minds of those who are less interested in reading. To a great extent letting students choose their reading material, reading across the curriculum and reading books, as opposed to excerpts, opens the minds of once reluctant readers (Guthrie and Davis, 2003). Additionally, the Charter school will implement

Sustained Silent Reading (SSR), a reading time as part of Advisory. The Charter School will strive to teach skills and strategies instead of focusing only on certain books. Students will be able to use these skills and strategies across genres, disciplines and ability levels. Students choose books based on their interests and reading level, as determined by assessments from The Reading and Writing Project at Columbia Teachers College (<http://readingandwritingproject.org>). Students are given time to read independently in class, including SSR, which occurs every other day in middle school, and are required to read a minimum of at least 20 minutes per evening (<http://readingandwritingproject.org/about/research-base>). By allowing students to choose their books based on interest and ability, students are more engaged, read more often and improve their skills (Guthrie and Davis, 2003). While students have a great deal of choice regarding what they read, they read from the approved list and discuss their choice with the teacher to ensure appropriateness. In keeping with the Common Core Standards, students are required to read a variety of genres across fiction and informational text.

Read alouds model fluent reading, expose students to a wide variety of texts and practice reading skills and strategies. Modeling fluent reading is especially beneficial for struggling readers (Beers, 2003). As the teacher reads, she pauses to share her thinking. She may also directly teach a skill or strategy she is using to understand the plot line, predict the outcome of the story etc. Students in turn, apply the same strategy, by stopping and recording it in their notebooks or sharing with their reading partner. Through the read aloud, the students and teacher have not only a common text to discuss but also use read alouds as an effective way to expose struggling readers to higher-level texts.

Both the Common Core reading and writing standards are addressed in the notebook, as students are required to respond to and write about their reading and cite textual evidence to support their answers. As stated earlier, notebooks are used for students to practice their skills, but also as a way for the teacher to assess the student. In the reader's notebooks, students demonstrate their understanding of Common Core standards such as analyzing plot and theme, evaluating arguments and identifying an author's point of view. All assertions are supported by specific textual evidence and may be expanded and revised in classroom workshops for responses to reading.

### **Writing Workshop**

At the Charter school, students will be encouraged to be creative and the English Language Arts program will be structured to be an avenue for them to express their creativity. Writing workshop is a teaching model developed out of Columbia University's Teachers College. The objective of writing workshop is for students to become fluent and articulate writers through the following process: draft, share, edit and publish (final draft) their writing. All students will participate in the writing workshop to improve and hone their writing skills. Writing workshop will be a regular feature of classroom activity, which will contribute to students' balanced literacy: development of both whole language instruction and phonics instruction (Spiegel, 1998).

Research demonstrates that writing workshop is a highly effective format for teaching the writing process that is structured, yet provides the students a great deal of freedom regarding the topic, genre, tone, organization and ideas (Atwell 2002). While students will have the opportunity to exercise creative freedom, the teacher guides their choices in terms of content,



structure and appropriateness. Additionally, Common Core State Standards will be the framework for English Language Arts curricular development of the Charter School. This format also allows the teacher to deliver differentiated instruction as it incorporates various groupings, student teacher conferences, sharing, assessments – both formative and summative – and direct instruction.

The writer's notebook remains a significant component of students' writing experience, because students use this as a tool to record their ideas and thoughts while expressing them in writing without fear of criticism. This notebook gives the students a sense of security to write when their ideas are still not quite articulated and they may write through this stage of confusion without being judged as being wrong (Lane, 1993).

### **Conferencing, Intervention, and Enrichment**

As discussed earlier, reading and writing workshop lends itself to differentiated instruction through student choice, reading level assessments, the writing process and individual conferences. Teachers will assess whether or not a student needs intervention in reading and writing and will also provide enrichment for those who would benefit from exposure to higher level reading and writing.

### **Sixth through Eighth Grade Mathematics (Core)**

The ECR K-8 mathematics program will follow the Charter School's constructivist, student-centered philosophy. Teachers will utilize cooperative learning groups, manipulatives and hands-on learning, minds-on strategies. In the classroom students will use textbooks, teacher-created materials and on-line support to bolster the learning experience. One of the most common forms of teaching mathematical concepts at ECR K-8 will be through project-based learning ("PBL"). With a push for deeper learning, teaching and assessment of 21<sup>st</sup> century skills, both PBL and STEAM help schools target rigorous learning and problem solving (Miller, 2014). Problem-based learning, as used in the mathematics classroom, includes projects that are complex and based on challenging questions or problems.

Research confirms that connecting mathematics instruction to real life experiences is critical to students' learning and retaining knowledge (Putnam, 1992). Giving students the opportunity to shape their projects and provide hands-on, real-world experiences is a fundamental to ECR K-8's educational philosophy. With teacher guidance, students in grades 6-8 will shape projects that align with the annual themes and mathematical concepts covered throughout the year, as described below. Being student-driven, these projects will take into account their backgrounds and interests, placing them squarely in the constructivist paradigm. Furthermore, as Banks et al (2007) detail, students come to class with a range of knowledge and experiences from their lives. Integrating this knowledge will be vital in motivating students and leading to their success.

Throughout the year, math educators monitor students' mastery of concepts and overall growth. Working collaboratively in departments and in cross-curricular teams, teachers integrate activities that employ technology and the themes from 6<sup>th</sup> (diversity), 7<sup>th</sup> (systems) and 8<sup>th</sup> (energy) grades. The block schedule at the Charter School provides opportunities to engage students with in depth explorations, cross-curricular projects and time to work independently and

collaboratively without concern of running out of time. Class discussions will also be a major component of combined math/science periods. Support for students requiring extra help in math will be available through the afternoon homework help, in school study hall and advisory program, which will improve math literacy and build on students' math confidence. In order to assess student growth, pretests will be administered prior to each unit. The results will be used to create academic enrichments for students. Mathematics taught at ECR K-8 will be aligned with the Common Core State Standards (CCSS).

Sixth grade mathematics will follow the four areas of emphasis as determined by the California Department of Education. Students will build upon mathematical concepts, reasoning and number sense developed in kindergarten through fifth grade. All students, will take a pre-test to determine their level of understanding and accordingly a plan will be devised for their mathematical education. In sixth grade, students use reasoning about multiplication and division to solve ratio and rate problems about quantities. Working with ratios and fractions, students will interact with physical representations (manipulatives) and authentic examples. One way that this will manifest itself is through a currency exchange project. Building on the sixth grade theme of diversity, students will develop a foreign exchange, where they will convert different types of currency based on fluctuating exchange rates, a real-world embodiment of ratios. Furthermore, this will connect with the history/social-science curriculum by exposing students to various cultures and currencies.

Tying in to the school's overall sustainability initiative, many of the rate problems will look at examples of how electric cars charge and the rates at which they do so. Drawing on data generated by ECRCHS's electric vehicle supply equipment (i.e. charging stations), students will analyze the rate at which different types of electric cars charge, research types of electric and internal combustion engine vehicles to determine their mileage per energy consumed. Students will also explore the rates of energy use in various countries, further delving into the theme of diversity.

Students extend their prior knowledge of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. This will be integrated into the curriculum as part of the currency exchange "program." Variables become a more significant part of the curriculum, as students use them in mathematical expressions. In conjunction with learning about graphic organizers in Advisory, students construct and analyze data tables, to describe relationships between quantities. Additionally, the ability to think statistically will play an increasing role in middle school curriculum. This includes comprehension of terms like mean, median, average and variability. Facility with geometry represents the final strand in sixth grade math. Students will further develop their reasoning vis-à-vis relationships among shapes to determine area, surface area, and volume.

The CCSS and CDE identify four areas that will serve as the foundation for the course of study in seventh grade mathematics. Students will focus on ratios and proportional relationships. They will analyze proportional relationships and use them to solve real-world and mathematical problems. Building on their sixth grade work with fractions, they will perform computations with rational numbers, use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.

With the foundation for geometric understanding developed in sixth grade, students will draw, construct and describe geometrical figures and describe the relationships between them. As part of their statistics and probability work, they will be required to use random sampling to draw inferences about a population. This skill will be important in their work with systems, the seventh grade theme. In particular, when students look at open and closed systems and determine the carrying capacity for said systems. By combining science and math, students will be given the opportunity to draw informal comparative inferences about two populations and to investigate chance processes and develop, use, and evaluate probability models. This real world approach will help students apply understanding of their mathematical practices and provide opportunities to make sense of problems and persevere in solving them. In order to do so, students must be able to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, use mathematics to model systems and solutions, and to use appropriate tools strategically. Again, the combination with science will lead to the need to attend to precision.

As with sixth and seventh grade, eighth grade mathematics will follow the three areas of curricular focus as determined by the CDE and the CCSS. At the Charter School, Algebra I will be offered during eighth grade, with the expectation that students enter high school and take geometry. ECR K-8 will use the same textbook as ECRCHS, which is currently McDougal Littell Algebra 1, but will be reevaluated as Common Core aligned texts become available. Those students who receive a grade of “C” or better in Algebra 1AB, will receive high school graduation credit for mathematics. To this end, students will use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students will also use a linear equation to describe the association between two quantities in bivariate data. For example, drawing on data relating to energy, the theme in eighth grade, students will consider energy use on campus and compared to the days of the week or months of the year.

As in all grades in the middle school program, eighth graders make sense of problems and persevere in solving them, reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning.

### **Sixth through Eighth Grade History/Social Science**

In History-Social Science at ECR K-8, students learn through a hands-on, minds-on instruction that is both project-based and inquiry-based. “Traditional pedagogy prepares students to meet the challenges of a world that no longer exists. It makes little sense to have students read their textbook chapter and memorize facts that can be found instantaneously” (Wineburg, n.p., 2013). Instead, ECR K-8 will provide the critical thinking skills required to analyze and evaluate facts. A new approach, akin to the project-based instruction proposed at the Charter School, is needed to teach students in a post rote memorization world. Research has demonstrated “the application of problem-based active learning model affects students’ conceptual development positively and keeps their misconceptions at the lowest level” (Akınoğlu & Tandoğan, p. 71, 2006).

History/social-science at ECR K-8 is not taught with one particular textbook. Rather, students learn by exploring a variety of secondary texts and primary source documents, including Charles

Mann’s twin explorations of the Americas before and after Columbus – *1491: New Revelations of the Americas Before Columbus* and *1493: Uncovering the New World Columbus Created*, which students were introduced to in fifth grade. (For a list of potential resources, see Table 8.) Tally and Goldenberg (2005) found that “When students have structured opportunities to construct meaning from primary materials, and critically examine those meanings, they feel more invested in the results” (p. 16). Students will work on higher order thinking, a hallmark of CCSS. They will be required to interact with the texts and analyze a range of scenarios, including events and cultures. Simulations and role-playing will be a hallmark of the Charter School’s middle school history-social science curriculum. Instead of merely learning about historical events and figures, students will engage in and experience these occurrences in order to experience “deep learning” and immerse themselves in the content. This approach aligns with the sixth and seventh grade themes – diversity and systems. By looking at a range of groups and systems, including political, social and cultural, students will develop their understanding of the interaction of various factors on the human condition. Taking a systems approach and looking at diversity provides students with skills prescribed by CCSS. Becoming critical thinkers who can ask probing questions is essential to students and their long term success.

ECR K-8 social studies teachers will follow the Common Core philosophy in creating the curriculum. Students will be required to demonstrate their mastery of content knowledge through higher order thinking skills. Using an updated version of Bloom’s Taxonomy (see Figure 5) that aligns more closely with CCSS, students will be asked to take a critical perspective when considering historical events. Instead of memorizing facts and dates, students will analyze and evaluate, creating new scenarios for considering historical events.

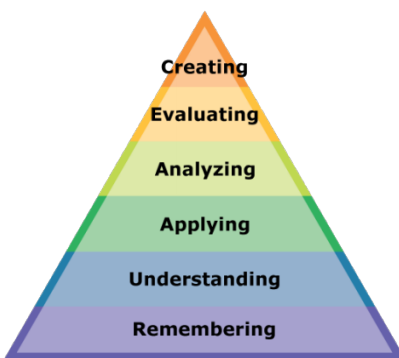


Figure 5: Updated Version of Bloom’s Taxonomy

This six level taxonomy ranges from lower order to higher order thinking skills. This does not preclude students from memorizing important information, such as dates and names of important actors, but it shifts the focus from recall to comprehension and analysis. Connecting real world examples and professions that draw from history-social science – including law, historians, social workers and peace officers – to the content of history-social science will help broaden students’ understanding of the role the discipline and skills play in everyday life.

In eighth grade, the theme is energy. Through this lens, the Charter School will teach about resources, distribution and access. These issues all relate directly to social science and understanding the connection between energy and social systems.

The ECR K-8 history-social science education provides opportunities to support struggling students while handing high performing students opportunities to lead; this structure will be regularly evaluated with the teacher giving everyone an opportunity to lead in various capacities. Furthermore, with guidance from the teacher, these groups will work through their own potential issues of group dynamics and engage in the process of collaborative peace making. The skills learned in advisory will be important to the process of working together. Making this transparent and bringing it to students' attention help students see the connections between the various subjects and the value of what they learn in one area, plus its applicability to others.

Assessment in history-social studies will run the gamut from projects to formal tests and quizzes. Performances and simulation will also be part of the students' grade in these classes. These graded assignments will cover content knowledge and higher-order thinking skills, with many integrating the two. Frequent formative assessments will work to ensure that students' content knowledge does not fall below the expectation and will lead to the creation of differentiated instruction for those who require assistance or more challenging assignments.

As per CDE's standards, students will learn to differentiate between fact and opinion in historical documents and ask questions that historical research can answer. As part of this, they will need to determine salience, discern whether evidence is verifiable, assess credibility of sources and draw sound conclusions. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students will analyze the geographic, political, economic, religious, and social structures of the early civilizations as detailed by CDE. These prescribed areas are supported in the Charter School's sixth grade theme, diversity. Understanding the origins of various cultures helps to support students' conception of and engender compassion for those that come from different backgrounds, a key component of the education at ECR K-8.

In seventh grade, students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire; the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages; China in the Middle Ages; sub-Saharan civilizations of Ghana and Mali in Medieval Africa; Medieval Europe; Meso-American and Andean civilizations; and analyze the origins, accomplishments, and geographic diffusion of the Renaissance. Studying these civilizations will provide a reference for students as they focus on the social and political systems created during these times. Furthermore, students will analyze modern day political and social systems to understand their roots in ancient civilizations. This approach to history/social-science supports the theme for seventh grade, systems.

In eighth grade history/social-science, United States history from the Constitution to WWI will be the primary focus. Using the CDE standards as a starting point, students in grade eight focus on "ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war." As with other disciplines and grade levels at the Charter School, history/social-science will use the lens of energy, the theme for eighth grade, to consider the impact, development and expansion of the United States domestically and abroad. Looking at the shift in resource consumption, paying special attention to energy, helps provide a frame of reference for the curriculum. Students will undertake science experiments tied to the historical transition in energy (from wood in the mid-19<sup>th</sup> century, to coal at the dawn of the 20<sup>th</sup> century, to oil and natural gas through the 20<sup>th</sup> century and into today). These experiments, which look at



the energy content of these fuels, will inform their discussion and understanding of these issues from economic, scientific and social perspectives. This approach aims to help students make connections between the rise of industrialization, transformation of the American economy and the changing social and political conditions in the United States. Additionally, students draw on the preceding year's theme, systems, to help them understand the causes and ramifications of policies dating back to this era.

### **Sixth through Eighth Grade Science**

Inquiry-based, hands-on experiences best represent the process of the scientific endeavor. The dichotomy between “learning about science” and “doing science” has been at the heart of science education in middle and high school. Finding the balance between learning the facts and foundation of science, while providing students with hands-on, minds-on experiences represents the challenge that the Charter school will attempt to address. ECR K-8 will engage students to become scientifically and ecologically literate. The latter will be a function of the thematic approach, while the former will align with and be driven by CCSS.

A 1995 report titled “Critical Issue: Providing Hands-On, Minds-On, and Authentic Learning Experiences in Science” from North Central Regional Educational Laboratory laid out “[a] new vision of science learning ... one that calls for instructional strategies far different from most traditional conceptualizations. The new paradigm for science learning emphasizes engagement and meaning in ways that are not consistent with past practices.... This constructivist teaching and learning models calls for learning that is:

- ***Hands-On:*** Students are actually allowed to perform science as they construct meaning and acquire understanding.
- ***Minds-On:*** Activities focus on core concepts, allowing students to develop thinking processes and encouraging them to question and seek answers that enhance their knowledge and thereby they acquire an understanding of the physical universe in which they live.
- ***Authentic:*** Students are presented with problem-solving activities that incorporate authentic, real-life questions and issues in a format that encourages collaborative effort, dialogue with informed expert sources, and generalization to broader ideas and application.

This approach to teaching and learning enables students to participate fully in a learning community where the teacher is not the only source of knowledge and information. It encourages full involvement in a community of learners that includes other students, parents, teachers, and outside experts. Technology becomes a tool, supporting the learning process as students seek new knowledge and understanding” (Christensen, n.p., 1995).

The Next Generation Science Standards state “scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that can be solved through design” (n.p.). This approach guides the middle school science program at the Charter School. Combining engineering and inquiry, two essential skills and knowledge areas, provide students at the Charter School with authentic learning experiences. In conjunction with the annual themes – diversity, systems and energy – inquiry and engineering frame the middle school science experience at ECR K-8. The National Academy Press (1996) defines scientific inquiry as “the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work.

Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world" (p. 23). The Science as Inquiry Standard in the National Academy Press’s *National Science Education Standards* includes the abilities necessary to do scientific inquiry and understanding about scientific inquiry.

A meta-analysis looking at 138 studies “indicate a clear, positive trend favoring inquiry-based instructional practices, particularly instruction that emphasizes student active thinking and drawing conclusions from data. Teaching strategies that actively engage students in the learning process through scientific investigations [i.e. inquiry] are more likely to increase conceptual understanding than are strategies that rely on more passive techniques” (Minner, Levy and Century, p. 474, 2009).

Table 9 provides an example of potential projects in the middle school science curriculum.

Grade Level	Theme	Project	Description
6	Diversity	PSA/ Presentation	Students choose an aspect of biodiversity (specific ecosystem, an issue or cause of biodiversity loss, a project to improve biodiversity, etc.) and create materials (website, presentation, podcast, lesson plan, etc.) to inform public or younger students about the issue
7	Systems	Engineering	Students will design and engineer an Aquaponics system that demonstrates an understanding of and inputs and outputs, waste, nutrient recycling, food production and biochemistry
8	Energy	Video	Students choose either an energy form (Mechanical, Electrical, Chemical, Nuclear, Thermal or Radiant) or source of energy (Renewable, Non-renewable, Solar, Coal, Oil, Gas, Nuclear Fusion, etc.) and create a 2-4 minute instructional video that will introduce the concepts to students in the elementary school

Table 9: Sampling of Middle School Science Projects Aligned to Annual Themes

Student-led projects place the responsibility on student’s shoulders, while allowing the teacher to serve as a mentor and guide. By facilitating the knowledge acquisition process, teachers do not tell students the answers to questions, but help them discover and learn how to find out answers for themselves. Gooding and Metz (2011) point out that this process supports constructivist learning.

The ECR K-8 science education will promote the school’s focus on the CCSS by incorporating meaningful expository reading and writing in the curriculum. Students read about current science research, selected by the teacher to fit their reading level, and respond to in the context of their study of science process skills. Learning about the process of science in this manner allows students to become more science literate, able to think about critically and respond to issues of science they will encounter as adults (American Association for the Advancement of Science, 1993). Writing comprises an important role in science. Being able to explain scientific principles and phenomena in writing demonstrates a student’s comprehension. For those students who struggle with writing, support from in-school study hall and after-school homework help may provide extra assistance.



Creating a learner-centered educational experience in the Charter School engenders a sense of differentiation from the inception of the program. Students choose materials that align with their interests, giving them a sense of ownership over the work and to progress at their own pace. Research suggests that hands-on science classes help level the playing field for those students struggling in reading and writing since there is less of a need to master these skills in order to complete lab-based experiences (Guthrie & Davis, 2003).

Safety should always be the foremost consideration in teacher modeling, the design of demonstrations, investigation and experiments, and science projects. Safety must be taught. Knowing and following safe practices in science are a part of understanding the nature of science and scientific enterprise. Everyone involved in science education should become familiar with the Science Safety Handbook for California Public Schools, which is posted on the CDE page at <http://www.cde.ca.gov/pd/ca/sc/documents/scisafebook2014.pdf>. The publication contains specific and useful information relevant to teachers, administrators, parents/guardians, and students.

### **Visual and Performing Arts (Embedded into Core Classes)**

Until ECR K-8 is fully enrolled, the elective program will be embedded in throughout the core curriculum. As the instructional program is project based, many of the traditional elective offerings, such as performing and visual arts and technical arts, will be integrated into the core classes. For instance, in the science and math block, students will construct an aquaponics system. “A Typical Day for a Student in Grades 6-8” (p. 89) addresses the way in which technical arts will be integrated into project based learning. This will involve the technical arts in an applied manner. Similarly, in social studies and English, there will be opportunities for students to write and perform original pieces about their topics. Once it is fully enrolled and staffed, the charter school envisions offering a foreign language elective in the middle school curriculum.

At ECR K-8, the arts will be embedded into the core curriculum. Since the education methodology will be project-based, there will be frequent opportunities to allow students to express their mastery of subject matter artistically. Research has demonstrated the importance of integrating the arts in language arts classes (Albers, 1997). To this end, students in language arts are frequently encouraged to represent what they are reading visually, or to incorporate art into their writing. This is especially beneficial to struggling readers and writers. Such students can often demonstrate comprehension of a high level text by drawing and explaining a picture about it, even as they are not yet able to formulate such thoughts in written form (Hibbing & Rankin-Erikson, 2003).

In science visual arts will also be integrated at ECR K-8. Wiegand (1985) found that scientific and artistic inquiry naturally complement each other. Moreover, it has been shown that students retain more science content knowledge when the artistic merit of illustrations, sketches, drawings, and models done in class are a factor in their assessment (Jakobson & Wickman, 2008). To achieve this, students in science will routinely sketch out cells, body systems, models of the Earth, atoms, and more. Such projects will not only integrate art but also be used as a tool to help students understand the content.

Performing arts can also be effectively integrated into core curricular areas. Research shows, for example, that the deliberate integration of performing arts and social studies can enhance teaching and learning in both areas (Taylor, 2008). As such, debates, mock trials, and historical simulations will be a part of the social studies and Language Arts curricula in all grades; students “acting out” what they are learning as opposed to simply reading about it.

In language arts, teachers will use “reader’s theater” as one strategy for increasing oral fluency and comprehension. This strategy, in which “the oral interpretation of literature [is] presented by readers who bring forth the full expression of the literature through their oral reading,” (Kelleher, 1997, p.6) has been shown to increase fluency, comprehension, and literature appreciation in all students, and especially those with special needs (Doherty & Coggeshall, 2008). In addition to the benefits for the students performing the reader’s theater, students will have culminating projects in which they perform a scene from a novel or a play they have just finished reading. Such artistic expression will expose the literary works to struggling readers providing an opportunity to interact with text, even if only as an observer, which may be above their reading level.

### **Health and Physical Education (Non-Core)**

Health education at ECR K-8 will be taught primarily in the Physical education, science and advisory classes. For example, integrating health as part of the seventh grade science course is a natural fit. In seventh grade, students learn about systems, their bodies and ways to keep themselves healthy, including such topics as healthy eating, exercise and tobacco, alcohol and drug avoidance. Students in the seventh grade maintain a personal health diary, which includes their food intake and exercise. Students bring their completed logs, and create a set of personal goals for a healthy lifestyle, personalizing their health instruction. This is also a continuation of students keeping track of their nutrition and calorie consumption. Advisory classes will also address the importance of a healthy lifestyle from various aspects including physical health, social/emotional well-being and maintaining a balance between school, family, social life and focus on future goals.

Physical education will be part of all students’ program. Exceeding state law, all middle school students will have 550 minutes of P.E. every ten days. Physical education classes will be centered on but not limited to: cardiovascular health, developing, endurance, flexibility. Team sports will be a feature in PE to teach students teamwork and interpersonal responsibility.

ECR K-8 will utilize the Presidential Youth Fitness including FITNESSGRAM ® in the seventh grade. Research shows that students who do not meet the minimum requirements for this assessment score lower in language arts and mathematics standardized tests (Roberts et. al., 2010).

### **Advisory**

As discussed in “A Typical Day for a Student in Grades 6-8” (p. 89), students will be enrolled in an advisory class. Studies indicate that students gain a great deal from an advisory program. ECR K-8 will provide professional development to create a meaningful advisory program. Advisory will focus on the following:

1. Health (physical, social and emotional)

2. Study skills (contextualized in the curriculum and reviewed in Advisory)
3. Community service/social responsibility
4. Conflict resolution
5. High School preparedness

### Academic Calendar and Schedules

The proposed academic calendar for 2017-2018 is available in Table 10. There are 159 full instructional days, twenty (20) Early Dismissal days, five (5) Pupil Free days and zero (0) Minimum days. A full accounting of the instructional minutes can be found in Table 15.

Month	Event
AUGUST	7 <sup>th</sup> and 8 <sup>th</sup> : Pupil Free Days 9 <sup>th</sup> : First Day of Instruction: (Wednesday) 15 <sup>th</sup> : Early Dismissal @1:45PM (Tuesday) 29 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday)
SEPTEMBER	1st : No school - Admissions Day (Friday) 4 <sup>th</sup> : No school - Labor Day (Monday) 12 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 14 <sup>th</sup> : Back to School Night 6:00pm - 8:00pm 15 <sup>th</sup> : Early Dismissal @ 1:45pm 26 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 21st – 22nd: No school - Rosh Hashanah (Thursday and Friday)
OCTOBER	10 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 16 <sup>th</sup> : Pupil Free Day (Professional Development Workshop) 24 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday)
NOVEMBER	7 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 10 <sup>th</sup> : No school - Veterans’ Day (Friday) 20 <sup>th</sup> -24 <sup>th</sup> : No school - Thanksgiving Holiday 28 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday)
DECEMBER	12 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 18 <sup>th</sup> – Jan. 5 <sup>th</sup> : No school - Winter Break
JANUARY	8 <sup>th</sup> : SECOND SEMESTER STARTS (Monday) 9 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 15 <sup>th</sup> : No school - Martin Luther King Day (Monday) 23 <sup>rd</sup> : Early Dismissal @ 1:45PM (Tuesday)
FEBRUARY	6 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 19 <sup>th</sup> : No school - Presidents’ Day (Monday) 20 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday)
MARCH	6 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 9 <sup>th</sup> : Pupil Free Day (Professional Development Workshop) 20 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday)
APRIL	2 <sup>nd</sup> – 6 <sup>th</sup> : No school - Spring Break 9 <sup>th</sup> : No school - Cesar Chavez Day (Monday) 17 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday)
MAY	1 <sup>st</sup> : Early Dismissal @ 1:45PM (Tuesday) 4 <sup>th</sup> : Pupil Free Day (Professional Development Workshop) 15 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday) 28 <sup>th</sup> : No school - Memorial Day (Monday) 29 <sup>th</sup> : Early Dismissal @ 1:45PM (Tuesday)
JUNE	6 <sup>th</sup> : Last Day of Instruction (Wednesday) 6 <sup>th</sup> : Graduation @ 6pm (Wednesday)

Table 10: Proposed Academic Calendar for 2017-2018 School Year

Kindergarteners and first graders maintain a schedule (Table 11a) unique and appropriate to their development: with physical activity and breaks throughout the day to keep them focused, engaged and properly energized. Second graders follow their own schedule (Table 11b), as their curriculum revolves around the theme of food and includes daily lunch preparations. Third, fourth and fifth graders have a number of similarities, with a few age-appropriate modifications. Students in third grade have a SSR prior to lunch (Table 11c), while fourth and fifth grade have the same schedule (Table 11d), with SSR after lunch. All students in kindergarten through fifth grade have 20 minutes of afternoon physical education in addition to morning and post-lunch recess. During this time, they will participate in programs such as the 100 Mile Club.

Kindergarten and First Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:30-9:45	75
Morning Recess	9:45-10	-
Outdoor Explore	10-10:30	30
Class Time	10:30-11:30	60
Lunch	11:30-11:50	-
Recess	11:50-12:15	-
Class Time	12:15-1:20	65
Afternoon PE	1:20-1:40	20
Wrap Up	1:40-2:30	50
		300 Total

Table 11a: Proposed Kindergarten and First Grade Daily Schedule

Second Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:30-10	90
Morning Recess	10-10:15	-
Class Time	10:15-11	45
Lunch Prep	11-11:30	30
SSR	11:30-11:50	20
Lunch	11:50-12:10	-
Recess	12:10-12:35	-
Class Time	12:35-1:20	45
Afternoon PE	1:20-1:40	20
Class Time/Wrap Up	1:40-2:30	50
		300 Total

Table 11b: Proposed Second Grade Daily Schedule

Third Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	105
Morning Recess	10-10:15	-
Class Time	10:15-11	45
Outdoor Explore	11-11:30	30
SSR	11:30-11:50	20

Lunch	11:50-12:10	-
Recess	12:10-12:35	-
Class Time	12:35-1:40	65
Afternoon PE	1:40-2:00	20
Class Time/Wrap Up	2:00-2:45	45
		330 Total

Table 11c: Proposed Third Grade Daily Schedule

Fourth and Fifth Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	105
Morning Recess	10-10:15	-
Class Time	10:15-11:15	60
Outdoor Explore	11:15-11:50	35
Recess	11:50-12:10	-
Lunch	12:10-12:35	-
SSR	12:35-1:00	25
Class Time	1:00-1:40	40
Afternoon PE	1:40-2:00	20
Class Time/Wrap Up	2:00-2:45	45
		330 Total

Table 11d: Proposed Fourth and Fifth Grade Daily Schedule

Students in grades six through eight will have core academic classes, Science, Math, Social Studies, and English. Additionally, they will have PE every day and Advisory/SSR every other day. Study hall and computer lab will fill the class periods opposite Advisory/SSR (see Table 12). Furthermore, Math and Science will meet as a block on Day 1, Day 3 and Day 5, as will English and Social Studies. All periods will rotate throughout a six day schedule so classes meet at various times throughout the day and students do not repeatedly miss the same class due to shortened days (i.e. professional development days). For instance, in Table 12, students have Math on “Day 1” first period as a block with science, then second period on “Day 2.” This pattern repeats on “Day 3” and “Day 4,” meeting as a block on the odd day and as a single class on “Day 4.” “Day 5” and “Day 6” also follow this pattern, with students taking Math during sixth period on “Day 6,” with the cycle starting over again with “Day 1” the next school day. See Table 13 for an example of how the rotating schedule overlaps with the calendar.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:05-9	<b>Math + Science (115 min.)</b>	Advisory/SSR (55 min.)	PE (55 min.)	History/Social-Science (55 min.)	<b>English + History /Social-Science (115 min.)</b>	Science (55 min.)
9:05-10		Math (55 min.)	Study Hall (55 min.)	PE (55 min.)		English (55 min.)
Nutrition						
10:20-11:15	<b>English + History/ Social-Science (115 min.)</b>	Science (55 min.)	<b>Math + Science (115 min.)</b>	Advisory/SSR (55 min.)	PE (55 min.)	History/Social-Science (55 min.)
11:20-12:15		English (55 min.)		Math (55 min.)	Study Hall (55 min.)	PE (55 min.)

Lunch						
1-1:55	PE (55 min.)	History/ Social-Science (55 min.)	<b>English + History/ Social-Science (115 min.)</b>	Science (55 min.)	<b>Math + Science (115 min.)</b>	Advisory/ SSR (55 min.)
2-2:55	LAB (55 min.)	PE (55 min.)		English (55 min.)		Math (55 min.)
Total	340 minutes	330 minutes	340 minutes	330 minutes	340 minutes	330 minutes

Table 12: Sample Schedule for Middle School Students Grades Six through Eight; **bold typeface represents block scheduling**; instructional minutes in parentheses within each cell

Monday	Tuesday	Wednesday	Thursday	Friday
Professional Development	Pupil Free Day	8/9: Day 1	8/10: Day 2	8/11: Day 3
8/14: Day 4	8/15: Day 5 Early Dismissal	8/16: Day 6	8/17: Day 1	8/18: Day 2
8/21: Day 3	8/22: Day 4	8/23: Day 5	8/24: Day 6	8/25: Day 1
8/28: Day 2	8/29: Day 3 Early Dismissal	8/30: Day 4	8/31: Day 5	9/1: No School CA Admission Day
9/4: No School Labor Day	9/5: Day 6	9/6: Day 1	9/7: Day 2	9/8: Day 3
9/11: Day 4	9/12: Day 5 Early Dismissal	9/13: Day 6	9/14: Day 1	9/15: Day 2
9/18: Day 3	9/19: Day 4	9/20: Day 5	9/21: No School Rosh Hashanah	9/22: No School Rosh Hashanah
9/25: Day 6	9/26: Day 1 Early Dismissal	9/27: Day 2	9/28: Day 3	9/29: Day 4

Table 13: Middle School Calendar for August and September 2017

### Early Dismissal Day Schedules

Kindergarten and First Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:30-9:45	75
Nutrition	9:45-10	-
Outdoor Explore	10-10:30	30
Class Time	10:30-11:20	50
Lunch	11:20-11:40	-
Recess	11:40-12:05	-
Class Time	12:05-1:00	55
Afternoon Recess	1:00-1:15	-
Wrap Up	1:15-1:45	30
		<b>240 Total</b>

Table 14a: Kindergarten and First Grade Early Dismissal Schedule

Second Grade		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	75
Nutrition	10-10:15	-
Class Time	10:15-11:10	55
Lunch Prep	11:10-11:40	30
Lunch	11:40-12:00	-
Recess	12:00-12:25	-

Class Time/Wrap Up	12:25-1:45	80
		240 Total

Table 14b: Second Grade Early Dismissal Schedule

Third, Fourth and Fifth Grades		
Subject	Time	Instructional Minutes
Teacher Time	8:15-10	75
Nutrition	10-10:15	-
Class Time	10:15-11:20	65
SSR	11:20-11:40	20
Lunch	11:40-12:00	-
Recess	12:00-12:25	-
Class Time/Wrap Up	12:25-1:45	80
		240 Total

Table 14c: Third, Fourth and Fifth Grade Early Dismissal Schedule

**Early Dismissal for Middle School (6<sup>th</sup> – 8<sup>th</sup>)**

Period	Time	Instructional Minutes
1 <sup>st</sup> (Math)	8:05-8:48	43
2 <sup>nd</sup> (Science)	8:53-9:36	43
3 <sup>rd</sup> (PE)	9:41-10:24	43
Nutrition	10:24-10:39	-
4 <sup>th</sup> (English)	10:44-11:27	43
5 <sup>th</sup> (Advisory/SSR)	11:32-12:15	43
Lunch	12:15-12:57	-
6 <sup>th</sup> (PE)	1:02-1:45	43
		258 Total

Table 14d: Sample Middle School Early Dismissal Schedule (Grades 6<sup>th</sup> through 8<sup>th</sup>)

**Instructional Days and Minutes Calculator:**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
K	Select Y/N	159	300	20	240	0	0	0	0	179	36000	52500	16500
1	Select Y/N	159	300	20	240	0	0	0	0	179	50400	52500	2100
2	Select Y/N	159	300	20	240	0	0	0	0	179	50400	52500	2100
3	Select Y/N	159	330	20	240	0	0	0	0	179	50400	57270	6870
4	Select Y/N	159	330	20	240	0	0	0	0	179	54000	57270	3270
5	Select Y/N	159	330	20	240	0	0	0	0	179	54000	57270	3270
6	Select Y/N	159	335	20	258	0	0	0	0	179	54000	58425	4425
7	Select Y/N	159	335	20	258	0	0	0	0	179	54000	58425	4425
8	Select Y/N	159	335	20	258	0	0	0	0	179	54000	58425	4425

Table 15: Number of Instructional Minutes per Grade Level

**Professional Development**

**Teacher Recruitment**



ECR K-8 seeks to recruit teachers who demonstrate a commitment to the Charter School's mission. In our recruitment process the Charter School will seek teachers who have shown commitment and dedication to innovative teaching (i.e. place-based, problem-based, collaborative and learner-centered).

ECRA will post positions to non-profit job boards (such as idealist.org), schools of education, environmental education centers, education job boards (such as edjoin.com), conferences (e.g., California Charter Schools Association) and advertise through diversity job fairs, recruiters and the National Education Association, as well as the California Teacher Recruitment Program and via El Camino Real Alliance's ECR K-8 and ECRCHS websites.

ECR K-8 seeks to recruit a diverse, fully credentialed certificated staff with a commitment to constructivist theory of education, project based learning, data driven instruction and who values a collaborative teaching environment.

### **Ongoing Professional Development**

Professional development ("PD") will occur through ongoing seminars, workshops, speakers, and in-house opportunities such as grade level teacher meetings, vertical teaming, spiraling curriculum and articulation between ECR K-8's elementary and middle school programs. The School Director will be in charge of curriculum coordination and professional development to help align the curricular goals, mission, and common core standards while integrating sustainability and STEAM. Individual coaching, mentoring and feedback will be provided to support teachers in the classroom. Table 10 contains a list of pupil free days and early dismissal days for professional development. In Table 13, the Monday and Tuesday before students begin are designated for professional development that includes the faculty from the Charter School and ECR K-8 at Oso working collaboratively. Additionally, there are 3 pupil free days throughout the school year (October 16, March 9 and May 4) dedicated to ongoing professional development ("PD"). Guskey (2000) lists three "defining characteristics" of PD: it is intentional, ongoing, and systemic. With this in mind, the Charter School will engage in long term support for its teachers; providing opportunities for vertical teaming, in depth PD experiences that allow for teachers to revisit previous ideas and time to develop their curriculum and integrate lessons from the PD. ECR K-8 teachers will also work with ECRCHS faculty to ensure a smooth transition for students matriculating into the high school from the Charter School.

Professional Development is most effective when there is attention to depth and not breadth. At ECR K-8, one curricular area will be emphasized at a time. For example, the first semester may be dedicated to Reading and Writing Workshops Across the Curriculum, followed by Innovative Math, then Project Based Learning Across Grade Levels. On Buy Back days during summer break, along with school business and mandatory compliance training, ECR K-8 will launch the focus of the Professional Development for the year. Teachers will collaborate to develop year-long curricular plans, review research on curricular development and study/analyze data of their new classes.

The work initiated in the summer (Buy Back Days) will continue throughout the year especially on early dismissal days and pupil-free days. In order to stay current and build our knowledge on curricular areas and child development, teachers will participate in professional book clubs. Experts in the field (such as those from local schools of education) will help ECR K-8

evaluate/analyze student data to effectively inform instruction and reflect on continuity across grade levels. Professional Development will focus on closing the achievement gap and increase the effectiveness of instruction.

Topics will include the following but will not be limited to:

- Time management
- Classroom management
- Responsible student behavior
- Appropriate, non-punitive discipline
- Culturally responsive teaching (Ladson-Billings, 1995)
- Collaborative planning and teaching
- Literacy across the curriculum
- Assessment
- Current educational research and pedagogy
- Aligning curriculum with CCSS and NGSS
- Data driven instruction and implementation of formative assessment
- Integrating sustainability, place-based and project-based education
- Understanding by Design as a planning tool
- Inquiry driven lesson planning
- Parent partnerships for academic success
- Differentiated instructional methodologies
- Using current events to support curriculum

A significant part of professional development at the Charter School will include creating curriculum that focuses on creating units/projects centered on group work. PD will also allow teachers to generate units focused on integrating STEAM, language arts, and foreign language into the course of study. By working collaboratively across disciplines and grade levels, the Charter School aims to foster an atmosphere of cooperative learning, which will serve as a model for how classrooms will operate.

## **Meeting the Needs of All Students**

At ECR K-8, the education of all students will be the number one aim. All students will be served, regardless of their learning style. To that end, the Charter School will utilize ECRA's infrastructure to identify and assess students' abilities and needs prior to beginning of the school year. This assessment will take place either on campus or at ECRCHS. The goal of these assessments will be to determine the students' diverse needs and serve them accordingly. Furthermore, these assessments, many of which are currently in place at ECRCHS, will ensure that all subgroups are identified and subsequently served to guarantee their success at ECR K-8 and beyond.

By employing an inclusive approach to education, ECR K-8 strives for equitability. When feasible, EL students can teach peers reflexively vis-à-vis content knowledge in his/her preferred language, building the classroom's shared knowledge base. The Charter School will create peer groups to help EL students progress in Vygotskian zones of proximal development ("interaction with peers [serve] as an effective way of developing skills and strategies" (McLeod, 2012) with

teachers using cooperative learning methods). Differentiation plays an integral role in meeting the needs of diverse learners. Formal and formative assessments will shape instruction for EL, in addition to both low-achieving and high-achieving students.

As noted in Table 16 (p. 82), an hour of homework help will be offered everyday and staffed by credentialed teachers. As shown in Table 12, the daily schedule has one “nonacademic” period per day. For example, Advisory/SSR or Study Hall. These periods will provide teachers an opportunity to work one-on-one with students in need of extra support.

### **English Learners**

The Charter School will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication between parents, students, and counselors regarding ELs and the rights of students and parents. The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). Those indicating a primary home language other than English will be interviewed by the Middle School academic guidance counselor, who will serve as the English Learner (“EL”) coordinator for all EL students. The EL coordinator will administer the standard assessment in order to identify students as EL. The Charter School will utilize the LAUSD EL Master Plan as the guide for the program. All ELs will meet at least twice per school year with the coordinator to review their progress and coordinate a plan for success. For younger students, parents, the classroom teacher and the EL coordinator will work together to establish a set of benchmarks relevant for each student and their individualized language acquisition needs. Interventions will depend on the student’s language skills in their native language, as well as their English comprehension. When feasible, students will have an older “mentor” student from the middle school, or in the middle school, they will work with a peer to improve their English language acquisition. Peer to peer learning represents a key component of the Charter School’s approach to learning. EL students will work with peers and professionals alike to improve their proficiency, while offering their home language knowledge as an example of cultural diversity.

As described under the heading “Instructional Design,” throughout the educational program at ECR K-8, the instruction will be differentiated to address the needs of English Language Learners, emphasizing the three areas designated by CDE: listening and speaking, reading and writing. The following programs will be implemented to move EL students toward proficiency: differentiated instruction for language learner, CCSS-aligned curriculum, multicultural approaches to learning (literature by Latino and other minority authors; word problems in math with a diversity of settings, history/social-science examples looking at different cultural exemplars), peer support, parents as partners, after school homework help staffed by teachers and Saturday school (dependent on LCAP funding). For middle school students there will be study hall throughout the week, regularly assigned computer lab time and the advisory program all support EL students by providing more time and one-on-one opportunities to work with students.

Additionally, ECR K-8 will provide teacher training specifically on techniques aimed to shepherd EL students toward proficiency. If more than 21 students are classified as EL, there will be an English Language Advisory Committee (“ELAC”).

### **CELDT Testing**

All students who indicate that their home language is one other than English will be California English Language Development Test (“CELDT”) (or its successor exam) tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing. If students perform below expectations as determined by the student’s individual goals, which will have been predetermined, the EL coordinator will meet with the student, parent and advisor to develop a plan to improve fluency. The level of support will depend on the band within which each student performs. Support for this process will come from ECRA’s qualified personnel.

A student is considered Proficient on the CELDT only when he or she earns a performance level of 3 (Intermediate) or above in *every* domain and also a 4 (Early Advanced) or above Overall. Only then should an EL student be considered for reclassification. K-1 students, however, only have to meet this criterion for Listening, Speaking, and Overall in order to score Proficient. Please note that 3 (Intermediate) Overall can, in some cases, allow a student to score proficient, but only when additional measures (e.g., alternate assessments) support proficiency, and also when the score is in the upper range of 3 (Intermediate).

A student in grades K-1 who scored a 3 (Intermediate) in Listening, a 4 (Early Advanced) in Speaking, a 1 (Beginning) in Reading, a 1 (Beginning) in Writing and a 4 (Early Advanced) Overall would be considered Proficient on the CELDT because of the scores for the Reading and Writing domains have no impact on CELDT students until they reach grade 2. Thus the student only has to earn a 3 or higher in Listening and in Speaking, as well as a 4 or higher overall, in order to be considered proficient on the CELDT. Please note that different criteria impacted K-1 students prior to 2009-2010.

For students classified as Long Term English Learners (LTELs), the Charter School will provide a pullout program with experts in the field. This program will be supported by LCAP funding.

### **Reclassification Procedures**

Drawing upon LAUSD’s English Learner Master Plan (2012), the following guidelines provide an overview on the process of reclassifying English Learners (ELs). As laid out in the Master Plan, “mastery of standard, academic English is an issue of access, equity, and social justice.” Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance 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 demonstrate to others that 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.
- The Student Oral Language Observation Matrix may also be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **Strategies for English Learner Instruction and Intervention**

EL instruction will focus on a number of ways to ensure students' needs are met front and center. These include one-on-one tutoring, language assistance, proper identification of learning needs and alternative approaches to instruction. When applicable, multilingual instruction will be made available. Saturday school (dependent on LCAP funding), differentiated instruction, after school homework help, study hall during the day for middle school students – where a teacher available to help EL students and during “class time” as differentiated instruction elementary grades – and peer tutoring all represent other instructional methods for EL students. Intervention will be provided when student performance falls below predetermined thresholds.

Saturday school will provide extra instruction for EL students who need support and extra assistance to achieve fluency and be reclassified, the goal of EL instruction. This program depends on funding from the LCAP formula. In the event this program cannot be funded, differentiated instruction, in school study halls and after school homework help will provide the extra instruction necessary to help students attain fluency.

### **Monitoring and Evaluation of Program Effectiveness**

The Charter School will evaluate the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress, including teacher observations and recommendation.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Providing teacher training on research-based effective instructional strategies and materials
- Monitoring student identification and placement.

- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Gifted and Talented Student and Students Achieving Above Grade Level**

Support systems for academically high-achieving students begin with identifying these populations. A combination of teacher reporting, test scores, academic benchmarks and developmentally appropriate milestones will be used to assess whether a student is deemed academically high achieving. Parents will be invited to orientation meetings to gifted and talented education (“GATE”) and be advised of enrichment opportunities, including higher-level academic opportunities. They will be notified electronically and/or via notices sent home with students. The school website will also have information for parents regarding various enrichment programs, such as internships at local businesses, hospitals, art studios, ECRA’s proposed science center, etc.

Faculty members will work to provide these students with opportunities to challenge themselves within the constructs of the school program. High achieving students requiring enrichment will have opportunities to challenge themselves using a range of computer based programs. This will include websites that provide extensions on lessons, more in depth explanations, further articles and information on topics, material requiring a higher reading level and additional problem sets. Differentiated instruction will enable teachers to create assignments that are not only meaningful to each student, but ensure that high-achievers receive a workload commensurate with their abilities. Opportunities to present to the class and demonstrate mastery through teaching concepts will also be available. Progress will be monitored through the traditional report cards, both formal and informal teacher-counselor communication and summative assessments. Teachers will supplement the curriculum where appropriate to stimulate high-achieving students. Keeping tabs on the emotional needs of these students will be a priority, as high-achieving students could demonstrate frustration and stress as a result of not being challenged and feeling bored.

### **Students Achieving Below Grade Level**

Support systems for academically low-achieving students begin with identifying at risk populations. A combination of teacher reporting, test scores, academic benchmarks, and developmentally appropriate milestones will be used to assess whether a student is deemed academically low achieving. For example, if students are more than one grade level below in academic achievement, as determined by the aforementioned assessments, this will trigger an evaluation. The evaluation will assess students for reading ability, number sense, verbal ability and visual and auditory processing among other learning needs. With the assistance of ECRA’s expertise, the Charter School will determine the proper monitoring and potential intervention.

The School Director will maintain responsibility for acting as the liaison between the Charter School, student, and parents or guardians. Faculty members will work to provide these students with the necessary supports to succeed, which may include one-on-one tutoring, language assistance, proper identification of learning needs and alternative approaches to instruction. The School Director will be responsible for coordinating services with the classroom teacher and relevant parties to promote the student’s academic success.



Elementary school students will benefit from self-contained classrooms, access to aides, technology for differentiation and small class sizes in grades K through 3, as well as smaller classes in fourth and fifth grade compared to surrounding schools. ECR K-8 is projecting a maximum of 30 students per classroom in these grades, as compared to a reported 38 students in fourth and fifth grade at Pomelo Elementary in West Hills. As part of their academic program, middle school students at the Charter School have advisory, in-school study hall and after school homework help, which provide several opportunities for remediation for academically low-achieving students. Furthermore, as Rose (2009) points out “Successful remedial programs set high standards, are focused on inquiry and problem solving in a substantial curriculum, utilize a pedagogy that is supportive and interactive, draw on a variety of techniques and approaches, and are in line with student goals” (p. 131), which aligns directly with the Charter School’s approach.

Building a partnership with parents and devising a plan will be a critical part of the School Director’s job as the liaison between home and school. Part of the plan will consist of parent orientation meetings; in addition to 5, 10, 15 and 20 week report cards, weekly progress reports generated from the online grade management system and signed off by all core academic teachers will be sent to parents to both monitor and support low-achieving students. Narrative comment sections will be filled out by each teacher to provide feedback for students and parents as part of the progress reports. Parents will be invited to meet with their students’ teachers for additional information, counseling and support to help their children succeed.

Ensuring the emotional well being of these students will be key in order to prevent further downward pressure on their performance. SSTs will be made available to low-achieving students. The SST will include the student’s homeroom teacher (K-5<sup>th</sup> grade) or their advisor (6<sup>th</sup>-8<sup>th</sup> grade). Aforementioned progress reports will be available for students to pick up from their homeroom teacher or advisor and/or electronically. The composition of these teams will depend on the student’s needs. If outside tutoring should become necessary, the School Director will coordinate efforts to identify a suitable match for the student, including, but not limited to students from ECRCHS.

### **Socio-Economically Disadvantaged/Low Income Students**

Support systems for students from socioeconomically disadvantaged situations begin with identifying at risk populations. These students will be identified as qualifying for Free and Reduced Lunch and those families who request support based on their need. These students will have a member of the faculty/staff assigned to them, acting as the liaison/mentor between the Charter School, student, and parents or guardians who will work to provide these students with the necessary tools to succeed, which may include access to meals, school materials and technology. Furthermore, the emotional and physical needs of these students will be met through the advisory program, physical education and meals. In these settings, students will discuss study skills, coping mechanisms, academic concerns, peer issues and expectations. For socioeconomically disadvantaged students, advisors will provide extra support, in coordination with other members of the Student Support Teams (“SST”), modeled after those at ECRCHS. Ensuring the mental health and physical well being of the most vulnerable falls on the SST to provide families with the necessary assistance in times of need. In order to accomplish this goal, the Charter School will establish a two-way communication plan for each socioeconomically disadvantaged family that ensures a constant flow of information to support each child in their academic and social pursuits.



The middle school guidance counselor will oversee the support system for socioeconomically disadvantaged students and will be responsible for coordinating services with the classroom teacher, administrator in charge of academics, Food Services and any other relevant parties to promote the student's health, well-being and academic success. All these individuals may serve on the SST should it be determined that the student needs each of their services. Additionally, school psychologists from ECRA will be made available on a rotating basis.

Teachers and the guidance counselor, along with other members of the SST, will monitor the progress of socioeconomically disadvantaged students through their scores on standardized tests, coursework and teacher evaluations. Pre- and post-tests will be used as assessment tools to determine the growth of each student. Teacher observation about student socialization and peer-interaction will play an important role in monitoring their progress.

### **Students with Disabilities**

The Charter School will implement a collaborative model vis-à-vis special and regular education teachers. Special education teachers will, when appropriate, work in regular classrooms to provide additional support for students with disabilities.

### **Standard English Learners**

Students that indicate English as their home language on the Home Language Survey and are not identified as socioeconomically disadvantaged, will be initially grouped as "Standard English Learners" and participate in the educational program. Teachers will provide instruction and meet the needs of this subgroup through assessments – both formative and summative – and recommend for intervention for any need that a student may have. For example, should the student fall behind in their academic pursuits, supports for low-achieving students will be mobilized.

### **Foster Youth**

According to LAUSD's Foster Youth Achievement Program, "[t]here are approximately 8,278 LAUSD students residing in foster care," with more than 1,100 located in the Charter School's Educational Service Center. These students will be identified through school admission records, communications (email and phone calls to guardians) and contact with social workers noted on said records. Providing a solid support system for foster youth, giving them a steady and stable experience, is one important step to allow these students to focus on their education. With the resources available to the Charter School through its association with ECRA, ECR K-8 will be able to provide psychological support for Foster Youth who may be dealing "with the emotional impact of being removed from their homes and [having been] separated from their families" (FYAP Executive Summary, p. 1, 2015). Because many of the stressors on these students often lead to lower academic achievement, the Charter School will strive to enact a program responsive to the unique needs of these students. ECRA's support staff will provide baseline testing to ensure students receive appropriate support and placement in programs that will promote their success. The students' progress will be monitored through report cards at regular intervals (5, 10, 15 and 20 weeks) and relevant testing to ascertain their academic level. Working with the foster families, the School Director, the middle school's guidance counselor, the student and teacher, the Charter School will devise a plan to:

- Increase attendance rates

- Improve performance on standardized tests
- Increase graduation rates
- Reduce chronic absenteeism
- Reduce number of suspensions
- Reduce dropout rates

### A Typical Day for a K-5 Student

Campus will open at 7am for early care and youth services. Breakfast for all students will be served at 7:45 am. A staggered start to school, with classes starting at 8:30 for Kindergarten; 8:25 for first and second grade; and 8:15 for grades third through fifth will help to mitigate traffic and progressively lengthen the instructional day. The first portion of the day (8:30-9:45 for Kindergarten and first grade, 8:30-10:00 for second grade and 8:15-10:00 for third through fifth, followed by nutrition) will include homeroom time, where students and the teacher meet to discuss the day, upcoming events and expectations, and other relevant topics. Students will have a break for morning recess for 15 minutes followed by guided exploration, depending on availability of the outdoor space and weather, between nutrition and lunch. This will include nature studies, experimentation, and structured time for scientific inquiry in the outdoors using the campus as a teaching tool. Students will reconvene indoors for group work after their time outside, followed by lunch and recess. After lunch, students will come together inside and work collaboratively with the teacher’s guidance, where they will have a class discussion, debrief, and clean up. A staggered afternoon recess will take place for all grades to ensure adequate outdoor and play time. The school day ends at 2:30pm for kindergarteners, first and second graders, and 2:45 for third through fifth grade. Due to the interdisciplinary nature of the instruction, math, science, language arts, art, and physical education will be intertwined.

For families that require extended daycare options, the Charter School will have an after school care program that will include enrichment and homework help. See Table 16 for examples of the types of programming that will be offered after school. Unique to the Charter Schools’ offerings are courses at the proposed Science Center on the former Platt Ranch Elementary campus adjacent to ECRCHS. A fully vetted, outside provider, such as the YMCA or Enrichment Educational Experiences, will run onsite, afterschool programs.

Location	Monday	Tuesday	Wednesday	Thursday	Friday
Highlander and Oso	Computer Camp	Foreign Language	Math Made Easy	Tech Club	Visual and Performing Arts
Highlander and Oso	Martial Arts	Softball/ Baseball	Soccer	Running Club	Kids Fit
Highlander and Oso	HW Help	HW Help	HW Help	HW Help	HW Help
Proposed Platt Ranch Science Center	Gardening Class	Robotics Club	Engineering Club	Cooking Class	Science Adventures

Table 16: After school activities for sixth through eighth grade students at ECR K-8, Including ECRA’s Proposed Science Center at Platt Ranch

The following narratives provide a glimpse of a typical day at ECR K-8:  
 ECR K-8 Charter Petition

### **Kindergarten: Community Curricular Theme**

The typical kindergarten school day begins with coordinated drop off and greeting by an adult - either the student's teacher or the School Director. Children will "sign in" by writing their name on the daily sheet. Along with practicing writing their names, this process aims to give them a sense of ownership in their daily routine. At 8:30, the teacher will gather the children on the rug and say good morning to each student, addressing them by name. They will work on number sense and social studies concepts by discussing the day of the week, the temperature in their community, and the day's schedule. In kindergarten, the year's theme -- "community" -- relates to all aspects of the curriculum. A volunteer, referred to as a "visiting expert" from the community will introduce the class to their community and bring examples of their cultural heritage to the students. A student who has the weekly job of introducing the visiting expert will stand in front of the class and provide his/her classmates with the person's name.

Classroom jobs are an important part of the kindergarten community, helping to model how the larger community works. Another student, who has the librarian job for the day, selects the book as directed by the teacher. On this day, the students will listen to the teacher read *Who's in a Family?* by Robert Skutch and illustrated by Laura Nienhaus. Students then engage in an activity where they draw and label members of their family. At 10am the teacher leads students outside for recess, followed by outdoor learning time. Students look for evidence of families or communities in the schoolyard. They are encouraged to look for both plants and animals. When the teacher brings them back to the classroom, they share their observations as part of the science component of their lesson. The teacher introduces tools they can use to help them observe, a magnifying glass, a camera, and a sketchbook. Students are provided with free playtime and encourage exploring the tools, but also allowed to read, build, create art projects, and engage in imaginative play.

As children finish up and clean up for lunch, they work together as a community to straighten up. Lunch (at 11:30) and outside time (11:50-12:15) allow students an opportunity to stretch their legs and roam the playground. At 12:15 they put away balls, toys, and bikes, help pick up the lunch area and come inside. With less than an hour to go in the day, the teacher leads the group in a recap of the day, including discussion of why they clean up, the expectations and preview of the next day, an opportunity to ask questions and shape the upcoming lessons. Students share one observation, new piece of knowledge, or insight they had during the day as the teacher collects and collates the feedback for inclusion in their narrative assessment.

Twenty minutes of PE in the afternoon from 1:20-1:40 helps break up the afternoon and provides the students with a physical outlet. Structured physical activities such as The 100 Mile Club®, which gives students and staff a tangible, achievable goal for physical exercise, would be implemented during this time. Upon completion of recess, children return to class and prepare the room for the next day, making sure that they understand the homework for the evening. Tonight's homework includes reading a book with a parent, asking a family member who is in their community, and creating a drawing of their room to share the next day in a discussion of personal space. Students will be dismissed at 2:30pm.

### **First Grade: Water Curricular Theme**

In first grade, the teacher greets each student as they enter the classroom promptly at 8:30. Everyone returns the greeting to their teacher and meets their teacher's gaze directly and confidently. Building on kindergarten, where students have roles that rotate on a regular basis, in first grade, the responsibility and expectations increase. Students have added tasks, including sweeping and cleaning the whiteboards. As part of these job responsibilities, students learn about cleaning materials and methods, focusing on toxic-free - water based - and low-cost options.

Water is the theme for first grade. In science, it manifests itself in learning the water cycle and the states of matter through the lens of water. Once students sit down with the teacher, the water theme is evident. With the historic, long-term drought in California, students talk about how they used water and where they find water in their daily interactions. Students measure water, learn about its properties, read stories about it, learn about how it is used, and why it is important. During the morning instructional time, everyone shares poems they've written the previous day about water. Students expand their vocabulary by using descriptive words. Additionally, they are encouraged to add vocabulary from their home languages that describe water. As part of the process, students provide constructive criticism to each other and ask questions about the poems. When terms come up that the students do not know, the teacher writes them on the board. Later, students add these words to their homemade dictionaries.

When the teacher dismisses students for nutrition, they are reminded to take their reusable water bottles with them, because hydration is vital to human health. Students document the number of times they fill up and drink from their water bottles throughout the day. In their notebooks, they will graph this information to monitor their water consumption. Additionally, students track their water usage at home and share this information with classmates every Friday. Out on the playground, students are responsible for keeping their water bottles with them, teaching them to take care of their belongings and to reduce and reuse. Plastic water bottles will not be available on campus. For those students and families who cannot afford reusable bottles, the Charter School will provide them. As students explore the campus, much in the same way as they had as kindergarteners, they observe how insects interact with water on campus. When the teacher calls them back into the classroom, they draw examples of what they saw and describe the interactions they observed between insects and water. Next, the teacher brings the students back to together and read about how Native American tribes in the area interacted with water.

After lunch, they come back and start working on their Chumash water baskets. Students work together to design, construct, and store water in their baskets over the next few weeks. They start with reviewing various designs, exploring the materials used to create these baskets, and making initial observations and sketches in their notebooks. This project drives home the difficulty in transporting water, its importance in the everyday existence of pre-Columbian America, and encourages them to think about their own relationship with water.

They join the kindergartners in afternoon PE for 20 minutes, participating in The 100 Mile Club®, adding miles one at a time until they accumulate 100. For first graders, this physical endeavor is used in their math lessons looking at topics like place values and number sense. Students end the day with a relaxation exercise where the teacher leads them through a guided imagery experience. With their eyes closed, lying on the ground, the teacher provides sensory (auditory) examples of water flowing and reads a story of a riparian retreat from Project Aquatic Wild. Students help straighten up the classroom and sweep up the floors prior to dismissal. Their

homework for the night includes reading with their parent/guardian and creating a drawing showing them interacting with water.

### **Second Grade: Food Curricular Theme**

In second grade, students work on the school garden throughout the year. They were introduced to it the previous year when learning about water, but during second grade, it serves as a major focus. On any given day, students will measure various aspects of the garden, take pictures, draw plants, take detailed notes, and make observations about the garden. There will be a section for them to experiment as well. For example, estimating the amount of water required to grow various types of edible plants. Students could use water colored by food coloring to color code the amount of water used for different plants. Students would keep a science log and graphically illustrate their findings: both these activities would be age and grade appropriate.

On a typical day, students enter the classroom and, like kindergarten and first grade before them, the teacher greets them. The expectation exists that they look the teacher in the eye and say good morning. By second grade students no longer gather on the floor to start the day. Situated at their own desks, they take out their homework from the night before and place it on their desk. They maintain a daily log of the food they eat at school, including nutritional information and calories in each item. According research from Schaefer and Ching (2015), “over time [students] began to make more sustainable changes (i.e., participating more in PE). Thus, health tracking in diverse youth may be feasible for teaching healthy behaviors if combined with educational curricula” (p. 902). On a large sheet of graph paper, student responses to the morning question -- did you eat breakfast -- are plotted. Research shows (Schaefer & Ching, 2015) this kind of activity will encourage healthy eating habits and might very well positively influence students and their families. One of the year-long projects may be a class cookbook in which students collect recipes made with fresh ingredients. The cookbook will contain price of ingredients, time to prepare and cook each dish. The students may also include family recipes. This combination of health, science, culture and math represents the Charter School’s approach to education. Integrating multiple disciplines lay at the heart of our educational philosophy. By providing connecting content, we provide students with various ways to understand content is related. This integration continues throughout the elementary grades and into middle school.

As part of the discussion, teacher asks students where their lunch comes from, what it is it made of, and the ingredients. Several examples of breakfast food packaging from different cultures are passed around and students write down their observations – country of origin, ingredients, calories, etc. Students are then prompted to share their observations with their neighbor in a Think-Pair-Share activity. While students are pairing up, the teacher sets up easels around the room for students to share their observations on large boards, where students practice writing and drawing pictorial representations of their thoughts. All this talk of food leads into snack and recess time. At 10:00, after kindergarten and first grade wrap up their snack, 2<sup>nd</sup> graders step outside to eat and play.

Following up on the morning’s discussion of foods from various cultures, students are taken to the school kitchen after washing up from recess. They sit in the cafeteria as the lunch provider talks to them about ingredients used in other types of food. Examples are provided and the students are given the opportunity to try a few samples. They write down each type of food in their notebook and describe the taste, texture, and aromas of each. If they choose not to taste the



food, they are encouraged to use other senses to experience the food. Lastly, students also write down words from other languages that are used in the presentation. On this day, beans and rice are highlighted, *arroz y frijoles*.

When the students return to the class, the teacher asks what other cultures use rice. In the discussion, the teacher shows images of rice fields and paddies. With the connection between rice and water, students are encouraged to recall from first grade some of the information that they have accumulated about water. The teacher highlights systems in which fish are raised in combination with rice. Seventh graders come down to talk to the students about systems, their curricular theme, and about the aquaponics system at ECRA's proposed Science Center on the Platt Ranch campus. Both classes are scheduled for a field trip to the Science Center the next day, with the 7<sup>th</sup> graders demonstrating how the system works.

Lunchtime ensues and students file back out to the cafeteria and covered eating area. Second graders are responsible for monitoring food waste in the lower grades as part of their curriculum and community role. The food waste becomes part of the compost program, which the sixth grade students are involved with as part of their (bio)diversity theme and seventh graders through their systems perspective. Free play after lunch represents an essential component of their physical activity. At 12:35pm, students come back to the classroom for a post lunch story. The teacher reads to the students from *Edible Schoolyard* by Alice Waters. With all the discussion about people and food, students head outside with their notebooks for a look at what other animals eat on the schoolyard. Based on Project Learning Tree's "Are Vacant Lots Vacant?," second graders will explore what animals eat for 20 minutes, combining exercise, science, and outdoor time.

While outside, students put down their materials at 1:20 and join in The 100 Mile Club® for 20 minutes of afternoon PE, working toward their goal of accumulating 100 miles of distance walked and run. As the day comes to a close, the teacher reconvenes class and reviews the day with students, and assigns homework – an extension of the afternoon activity, looking for examples of what animals in and around students' homes eat, keeping track of their food intake, and 20 minutes of reading with a parent or guardian. Students pick up the room, sweep, and straighten up before being dismissed.

### **Third Grade: People Curricular Theme**

In third grade, the theme for the year is people. On this day, students are preparing for the "Famous Californian" presentations. For the past three weeks, they have been researching, creating costumes, and rehearsing their speeches for their "living museum" of historically significant Californians. Working in pairs, or individually, students choose a famous Californian to research and "inhabit" during the annual event open to all members of the Charter School community. Taking place in the multipurpose room, this event gives students the opportunity to practice their public speaking, learn about people that helped shape California in a positive manner and represent a wide range of the cultures that have influenced the state, from Chinese immigrants to native Americans, innovators to explorers and politicians to scientists. As students trickle in from the playground in the morning, they put their belongings in their cubbies and greet the teacher. In third grade, the expectation evolves so that students take the ownership of greeting adults with a strong sense of self and confidence. They place their homework, multiplication practice, in the proper bin for the teacher to check. To provide quick feedback and

for the purposes of formative assessment, these assignments are reviewed by the teacher and students who are struggling are noted to ensure that they receive extra assistance. Likewise, students who demonstrate mastery receive more challenging assignments. This all takes place during nutrition and recess, as well as sustained silent reading, the first 15 minutes after recess.

Throughout the morning, students work in pairs to refine their presentations. They each have feedback forms to provide a carefully tailored critique of their classmates' presentation. Students rotate through 4 presentations and then the groups switch. As part of the narrative that each teacher writes, she/he moves from pair to pair, taking notes on their attention level, volume, eye contact, and preparedness. Students are required to create, and encouraged to use note cards for their presentations. The notecards, intended to help students distill the most important information for their presentations, will be collected by the teacher and assessed based on the rubric students were given at the beginning of the event. Once all groups are finished practicing their presentations, feedback is shared with each other and students have an opportunity to refine their work.

Students follow up the presentation work with 20 minutes of SSR at 11:30 and then lunch at 11:50 and 25 minutes of recess. At 12:35, students are expected to line up and use the restroom, wash up, and drink water. Washing up outside is part of the routine and a key component of maintaining health of the human body, a central content theme in third grade. In the afternoon, students receive their math homework back that was handed in that morning. Students are grouped into pods with four students based on their performance; each group has a strong student, one who struggled and at least one who performs well on most occasions. These heterogeneous groups represent the preferred method of small group instruction to create an atmosphere of teamwork, peer tutoring, and developing leadership skills amongst students, while demonstrating that students should first and foremost feel comfortable asking one another for help. This arrangement is used in other settings too, with students who struggle in one discipline taking leading roles in those instances. For those who encounter difficulty across the board, regular meetings between the student and teacher aim to improve their understanding of the material and shepherd them toward mastery and leadership opportunities.

Students work in these groups on a series of math puzzles that integrate real world, sustainability issues and fractions, division, multiplication, and percentages. Problem sets will include a mix of arithmetic as well to provide students with practice. A brief afternoon PE for students to get up and exercise for 20 minutes acts as an interlude at 1:40. Students return to their classroom at 2:00 to finish the day, beginning with foreign language acquisition. As part of the foreign language extension, EL students translate the previous week's vocabulary terms into their home language. For homework, they create a T-chart for the rest of the class that shows the term in English and the students' home languages to help teach their classmates a few terms in another language. The intention of this exercise is twofold, (1) to position EL students as teachers and (2) to introduce all other students to other languages. All students continue work on their homework packets, which include reading logs, math problems, social studies, and assorted other assignments.

When students stay after school for homework help they collect their belongings and head to the appropriate teacher's classroom. Communication between the guidance counselor and the teacher in charge of homework help ensures a productive use of the hour. Depending on the size of the group, homework help may include one-on-one time with the teacher, small group



instruction, parent helpers or peer tutoring. After the hour, if parents or guardians are unable to pick up their child, the student signs in to the after school care program until they are picked up.

#### **Fourth Grade: Land Curricular Theme**

By the time students reach fourth grade, the expectations and responsibilities increase. Fourth grade students take an active role in helping to monitor the school grounds for cleanliness. This attention to the physical space dovetails with the focus in third grade on land, the thematic strand for the year. Students begin the school day by putting their belongings away in their cubbies, retrieving homework, pencil, notebooks, and instructional materials. Students start the day with a review of the previous week's vocabulary terms. The terms are a mix of English, Science, Math, Social Studies which all center on land. Students pair up to create a mini-dialogue that integrates 10 of the 15 words. Groups will then switch their scripts with another group who proofreads it and makes notes. After the original dialogues are handed back, students practice with their partner, before performing in front of the class. Students in the audience take notes, including writing down words that are unfamiliar in addition to vocabulary terms that have been learned previously. Once all groups have presented, the teacher leads a discussion about the terms. As part of the classroom debrief, the teacher shares 1-3 sentences from each group that best demonstrate the usage and understanding of the terms. These are displayed on the board and/or on paper on the wall and reviewed as a whole class.

Nutrition begins at 10:00 and lasts until 10:15. In the preceding days they researched, selected, and sketched a California landscape (marine, desert, mountainous, agricultural, urban, rural, natural, artificial, etc.). Today, students are working with paints (watercolor or tempera-- student choice based on their vision for the painting). For the next 30 minutes, students work diligently as the teacher circulates through providing feedback, assistance, and answers to student queries. At 11:20, the teacher signals that it is time to clean up and place student works on the drying racks. Students will resume working on the project the following week. After clean up, students engage in 15 minutes of Sustained Silent Reading (SSR). Books on the theme of land are available if students so choose. Once SSR ends, students retrieve their art supplies to begin the next phase of their landscape paintings.

For the remainder of the morning, students head to the cafeteria to help serve kindergarten and first grade classes. One day every week, the fourth graders volunteer their time in the cafeteria. This interaction with the students in lower grades is part of their community building in the curriculum. Fourth graders work with the second graders (who, as mentioned earlier, are responsible for "monitoring food waste in the lower grades as part of their curriculum") to recycle and compost as much of the food waste as possible.

Fourth graders eat lunch starting at 12:10. They are dismissed after they straighten up their workspace and pick up around the room. At lunch, they have 20 minutes dedicated to eating and an additional 25 minutes to play. When students return from lunch and their playground time, they sit down in their classroom and listen to the teacher read them a story about the area in which they live. This story leads into their upcoming project, which the teacher introduces. Over the next few weeks, students will "develop" a plot of land, where they must allocate resources for food production, residential, commercial/education, entertainment, transportation, and assorted other activities. In their groups, students are given a plot of land that they have to divide among the various groups in a "sustainable" fashion. In this initial planning session, students

read through the instructions, decide on roles, and create an outline of their plan. Afternoon PE breaks up the planning time and gives students an opportunity to “stretch their legs” and get some structured exercise. They return to refocus and wrap up their planning before cleaning up for the day.

Homework includes differentiated math problems for various groups of students depending on their previous night’s homework and the teacher’s informal formative assessment during the group work. Throughout the day, the teacher collects vocabulary terms on the board. These words come from the lesson and various activities. Students add these terms to their personal dictionary and use them in context to demonstrate understanding. The teacher collects the dictionaries each Friday to provide feedback and return them to students on Monday. Online practice is available through Spelling City. Additionally, students are required to practice with their parents, which is part of their homework packet. For those that do not have access to the Internet, the school library is available for their use. Teacher generated games will be made available to students for practice.

### **Fifth Grade: Air Curricular Theme**

As the highest grade level students in the elementary school at ECR K-8, fifth graders have additional responsibilities to ensure that the schoolyard is picked up and looked after in general. Twice a week, the fifth graders help with morning kindergarten drop off. This aspect represents the fifth graders as leaders and “community helpers,” while reinforcing the theme of community in the kindergarten curriculum. The linking of various aged students aims to strengthen the younger kids’ notion of community and the older students’ sense of leadership.

Upon entering their classroom, the fifth graders check on their long-term science project, a study of the various measures of air quality in the school. Since the early stages of the school year, they have tracked indoor temperature, levels of carbon dioxide in the classroom, humidity readings, and more qualitative measures. Students walk through the building using their eyes, nose, and common sense to identify potential problems, looking at general cleanliness in each of the areas they inspect. All of these notes are kept in their indoor air quality journal. At the end of each month, they graph the numerical data to visually represent the trends in the school. As part of this exercise, they present their findings to ECRA’s director of sustainability. Additionally, students report this data to the larger community through a webpage and social media channels that they have developed over the course of the school year. Honing their message and writing for a public audience represent two important goals of the language arts curriculum. In order to create longitudinal and long term data, students build on previous years and students’ work. This enterprise reflects similar studies, like carbon dioxide in the atmosphere, which students learn about over the course of the year and ties in to the yearlong theme.

After lunch, students find their math group and take out their math notebook. On the board, the teacher provides a series of warm up problems for students to solve together, and then a second set for individual work. Much like in previous grades, the teacher spends a few moments checking student work and making notes on their progress, understanding, and noting who needs extra assistance. Once the warm-up questions are completed, student volunteers come to the board to answer the questions and show their work. The questions deal with volume, area, mass and other crosscutting concepts, a keystone of Next Generation Science Standards (“NGSS”). By using examples that they interact with in math and science, students start to see connections and

how they can apply their knowledge to real world problems. This integrated approach to STEAM pervades the curriculum and serves as a natural fit for NGSS and CCSS. During the last portion of the day, fifth graders reverse roles from their morning and take on the position of neophyte.

From 1:40 to 2:00, students head outside for afternoon PE and participate in the 100 Mile Club®. On this day, in order to prepare the fifth graders for the transition to sixth grade, they spend the remainder of their time dispersed among various classes in the middle school to get insight into the rhythm and expectations of middle school. Fifth graders are paired with a middle school student and they shadow them for a portion of the afternoon. The fifth grade teacher circulates during this time, focusing on students that have been identified as at risk and in need of extra support. At 2:40 students exit the middle school classes and reconvene in their 5<sup>th</sup> grade class. Students copy down homework, take notes, clean up their space and check their assignment books for accuracy and clarity. Tonight's homework consists of 30 minutes of reading, which can include reading aloud to a parent, guardian, sibling, pet or friend and a review of the week's math problems – including reworking problems they previously answered incorrectly.

## **A Typical Day for a 6<sup>th</sup>-8<sup>th</sup> Grade Student**

In the 6<sup>th</sup> through 8<sup>th</sup> grades, classes begin at 8:05am. The students have a modified block schedule (see Table 12 p. 68-9), which allow them a transition between the K-5 and high school arrangements, and support project based learning and interdisciplinary approaches to learning that undergird the educational philosophy of the Charter School. The schedule rotates so core courses meet during various periods throughout the day and no one class has students solely first period or at the end of the day when attention spans are diminished. Two-hour blocks of dual subject instruction (English and Social Studies paired together and Science and Math paired with each other) will meet three out of six days. Additionally, the daily schedule will not be tied to calendar days so that classes falling on Mondays or Fridays are not disproportionately affected by school closings.

Another integral aspect of the sixth through eighth grade experience at ECR K-8 is Advisory, which addresses the needs of all students. While students experience homeroom in the K-5 section of the Charter School due to the nature of the self-contained classroom, advisory in the sixth through eighth grades offers students an opportunity to learn about a range of topics, such as health (including physical, social and emotional), community service, study and interpersonal skills, conflict resolution, time management and high school preparedness. Advisory meets every other day (see Table 12 for a sample middle school schedule) to ensure a regular, consistent relationship between advisor and advisee. Inherent in the advisory structure are homeroom style functionalities – daily bulletin announcements and other forms of school to student communication. However, the aim of “advisory programs [is to] deliberately establish a connection between teacher and students....Research studies demonstrate the effectiveness of middle grades advisory programs” (CDE, Advisory programs (homeroom), n.d.). For at risk students in particular, they create a sense of belonging and accountability. “One study found that the majority of students felt that advisory groups strengthened the bond between teachers and students. Another survey of seventh graders found that students in advisory programs reported higher levels of satisfaction with student-teacher and peer relationships than did students not enrolled in advisory programs” (CDE, [Advisory programs \(homeroom\)](#), n.d.). An important aspect of the advisory program is to ensure that subgroups of students are supported. The advisor

can provide one-on-one mentoring to students that require extra academic or social support systems. Additionally, advisory serves as a way for students to access peer help with the guidance of the advisor.

Each day of the week, a different activity will be offered after school (see Table 16 on page 82 for the daily calendar). These include foreign language options, arts and homework help, with classroom teachers staffing the latter. Students in grades three through eight will be able to sign up for enrichment opportunities at the proposed Platt Ranch Science Center. Refer back to Table 16 for details.

ECRA has proposed a "shuttle" system to ferry students between campuses for various events. One option, should the shuttle system take root, is to provide after school enrichment for ECR K-8 students at the proposed Science Center on Platt Ranch. Students would have after school activities at the science center. Classes would include a range of enrichment options, including but not limited to cooking classes, "mad science" camp, gardening, robotics and engineering club.

### **Sixth Grade: Diversity Curricular Theme**

The theme of sixth grade is diversity. This manifests itself in a number of ways. In social studies, multiculturalism and human geography help reflect the range of humanity. In studying different cultures, students are exposed to how other people think, see the world and live on a daily basis. Using the block period, the social studies and English teachers have designed a workshop for students to experience, which exposes them to the literature and/or poetry of various countries. On this day, students are studying the Bolivian poet Adela Zamudio and her works. They learn terms in Spanish and about women in Bolivia. After reading her poems, students are taken through an exercise where they learn to construct poems in Zamudio's style and concerns relevant to her time and life. Students then practice reading their poems aloud while the audience fills out feedback forms that look at such factors as eye contact, enunciation, volume, posture and pace. Forms will be anonymous and turned into the teacher who will review them and conference with each student (while the rest of the students are occupied in independent activities) during the following class period.

As the class breaks for nutrition, students have a chance to have a snack after their English-Social Studies block, before they head out to physical education and change into their PE uniform. Today in PE, students are working on their flexibility, balance, core strength and breathing as part of their unit on yoga. Students begin the period with a 15-minute cardiovascular workout, including jogging, calisthenics and light plyometric exercises. The physical education teacher takes the students through a 25-minute rotation of poses, stretching and balance. After PE, students change back into their school clothes, and they head to fourth period for a study hall in the computer lab. Here, students are encouraged to work on homework or long-term assignments. The science teacher proctors the study hall for fourth period on this day, serving as a resource for students who may have questions. High achieving students requiring enrichment, those who need extra help or students who have been identified as at risk will use this time to challenge themselves or receive extra instruction or practice on skills using a range of computer based programs. Once their session ends, students are dismissed to lunch.

On this day, periods five and six are combined for a math and science block. For the first portion of class, students spend the period in the school garden. As part of the diversity theme, students make sketches of the garden, including the various types of plants and food growing in the garden. They start by taking pictures and measuring the plot, looking at density and the types of food growing in the garden. With all of their measurements and information, students head to the computer lab and research the caloric and nutritional value of each type of food planted in the garden. Working in pairs, they create graphs to reflect the energy content of each food, calculate how much food the garden can produce and look up recipes that incorporate the foods growing in the garden. Students are then given a worksheet to calculate the recipes for the entire class, all sixth graders, all middle school, the entire school and a challenge question of figuring out how to adjust the recipes in order to feed the entire city, state, country and world. All students have a writing prompt to complete individually. The prompt poses the question of whether a variety of food types are important for a sustainable community and why. Students have the remainder of the class period to finish the writing assignment. When complete, they post their responses on the class blog. Students who finish early are assigned three posts to which they must respond.

For homework, the teacher assigns a short video about biodiversity in wetlands with guided notes for students to fill out in preparation for their field trip to the Ballona Wetlands the following week. Students staying after school have a range of choices, including an enrichment activity (such as computer camp, foreign language or visual and performing arts), athletic options (soccer, martial arts or running club) or heading over to the proposed Platt Ranch Science Center on ECRA's shuttle for gardening, robotics or engineering club, depending on the day.

### **Seventh Grade: Systems Curricular Theme**

Systems of all nature, and systems thinking in general, are the theme in seventh grade. Students learn about positive and negative feedback loops, look at how choices made by characters in literature are impacted by systems and are themselves part of feedback loops. On this day, students have an English-Social Studies block in the morning. They work collaboratively to create a concept map/feedback loop for factors that led to World War I. They begin by reading an excerpt on the war. As a class, they start by listing the major factions involved in the war, events that lead up to the war, and consequences of those events. With the master list on the board, students break into pairs and begin to sketch out the relationships and interactions between the various elements. Students use their understanding of the history, themes, timeline, ideology and conflicts that arose prior to the war. After they have sketched their initial attempts on paper – and received feedback from the teachers as they circulate – students receive a computer from the roaming cart and start to work on modeling software (STELLA from isee systems) that enables them to show relationships and interaction between the state and non-state actors, external forces (such as technology, resources and healthcare) and political pressures. Working with a rubric to assess their progress, students must refer back to the rubric prior to submitting their work. If they finish before the end of the period, the teachers have them switch with another group and critique the other group's model prior to dismissal for nutrition.

In PE, students complete station workouts. On the field, the PE teacher sets up a series of activities for the students. As part of their exercise, they collect data about their heart rate and respiration. In their science and math blocks, that afternoon they use this information and create graphs to demonstrate the impact of exercise on their biological systems. After PE, students head



to the computer lab where students plug their data into a spreadsheet and generate the data tables and graphs that they will insert into their webpage or presentation program (i.e. PowerPoint, Keynote or Google Presentations). The collaboration between the PE and science teachers lies at the heart of the Charter School's pedagogical philosophy. Through coordinating curricula, vertical teaming and common planning time, teachers have the opportunity to enhance students' experiences and make learning more meaningful.

After lunch, seventh graders go over to talk to the second graders about the aquaponics system that resides at ECRA's proposed Science Center on the Platt Ranch campus. Both classes are scheduled for a field trip to the Science Center the next day and the 7<sup>th</sup> graders give the younger students a brief overview of how the system works, including a video they previously recorded, edited and produced for the Charter School's website. Both the second and seventh grade teachers assess the presentation using a rubric created by the faculty and administration that covers a range of skills and ideas students are expected to cover during presentations. The seventh graders return to their classroom and continue working on their projects from PE. Students will use this time to take photographs and upload them into the presentations, learning how to do so in the process of creating their presentations. Embedding technology skills into the curriculum gives students an opportunity to practice the skills and apply them in context. This approach represents the way in which ECR K-8 integrates technology and a range of complementary skills. Creating data tables, generating graphs and interpreting the results help tie the math and science components. Hand drawn graphs will complement computer generated ones, giving students experience with both forms of data representation.

In their presentations, students will focus on the body systems and how they interact with one another. This idea of interconnected systems lay at the heart of seventh grade curriculum. By the end of the school year, the goal is to have students recognize, diagram and explain systems, including the feedback loops and delays. Exposing students to system thinking principles through readings, watching videos and using modeling software will further provide students with the tools to see the systems in which they live and operate.

### **Eighth Grade: Energy Curricular Theme**

By eighth grade, students are preparing for the transition to high school. Students at ECR K-8 will take two trips to ECRCHS during the school year to visit the high school and attend classes, events and either nutrition or lunch. These visiting days allow ECR K-8 students with a glimpse of the culture and campus in high school. In Advisory/Sustained Silent Reading ("SSR"), today's first period class, students are watching the latest episode of El Camino Reality, the video news show produced by ECRCHS's journalism class. High School students record, edit and script El Camino Reality, which provides a glance at issues on campus and life around the school. The advisor leads a discussion and helps answer questions that arise after watching the show. This time offers advisors the opportunity to address concerns that ECR K-8 students may have about transitioning to high school. Advisors have a series of discussion prompts developed by the students that put the episode together. For the remainder of the time, students have SSR. Teachers have a range of materials related to the 8<sup>th</sup> grade theme – energy – including old National Geographic, Scientific American and Wired magazines. Advisors help students take notes on their reading, an important skill, so they can use what they read in other classes.

After Advisory/SSR, students head to math class. In eighth grade, math students have the option of enrolling in Algebra or a standard math class. Depending on the post-test from seventh grade and the pretest in the fall, students will be programmed into either of the two math classes. Those that choose Algebra will enroll in geometry when they matriculate into high school should their grades meet the expectations put forth by ECRCHS. Today, students in both math classes are solving single variable problems from data generated by the school, including the solar array on the roof; the waste and recycling bill; and the water, gas and electric bills. Students are given a series of word problems with real world data and looking at energy and conservation. Word problems focus on energy reduction and consumption.

After nutrition, students have science. Students are in the midst of designing, conducting experiments, and refining their wind turbines. Working in groups of 2, 3 or 4, students collect data about the performance of their wind turbine; the angle, quantity, composition and length of the blades. They record all data in tables, using multiple trials. With 15 minutes left in the class, the teacher has students clean up and reconvene for a brief discussion of how their projects are going. Each group has a dedicated spokesperson that summarizes the group's progress and provides a brief explanation of what they did that day and what their next steps are in the process. Student driven inquiry and a learner-centered environment represents the ECR K-8 approach to teaching and learning, as this class exemplifies.

Following Science, students travel to their English class. In English students construct poems and short fiction that centered on the theme of movement. Students are free to choose the inspiration – dancing, various forms of transportation, an animal on the prowl, a crawling baby – for their pieces that relates to the day's theme, which ties in to the eighth grade theme. Students are encouraged to engage in the creative process, but also are required to construct a brief explanation of their short story or poem. This expository writing component of the process reflects a central tenet of Common Core State Standards. As with other disciplines, teachers provide students with rubrics and help them use these guides in an attempt to improve their writing. For homework, students are required to post their poems and short stories on the class blog and comment on two other students' work, with guiding questions supplied by the teacher that aims to focus their criticism and feedback.

Continuing with the theme of energy, Social Studies offers students an opportunity to explore how different countries' policies toward energy have evolved. Small groups of students, coordinated with the Science teacher to ensure that the groupings are varied, adopt a country or state and research the mix of energy sources, the economic and political ramifications of that energy source, and social impact. Using simulations available online (like [Energyville.com/energyville](http://Energyville.com/energyville), with guided notes provided by the teacher), students collect information about the impact of various energy sources on society. Collaborating with the seventh grade teachers, the eighth grade Social Studies instructor connects the project to systems and draws upon the students' experience and knowledge from the previous year. Groups work to develop a comprehensive energy strategy that they will formalize in a written proposal, along with a presentation that they will make at their "Energy Summit," which serves as the summative assessment for the project. Along the way, the teacher has formative assessments to determine student understanding. These range from short quizzes, written reflections, "Anticipation Guides" and class discussions.



In PE, students have a “game day” where they get to vote on the day’s activity from a set of team sports – such as kickball, soccer, basketball and flag football. Students are randomly separated into teams by the teacher and given 30 seconds to decide on a team name and positions or line up. Game day provides a break from the PE curriculum while providing students a chance to indicate their interest; develop their teamwork, communication and cooperation skills; and experience a cognitive break from the academic rigors of the school day. The PE teacher takes notes on this process and tracks student involvement and progress over the course of the school year.

**Element 2: Measurable Pupil Outcomes and  
Element 3: Method by which Pupil Progress Toward Outcomes will be  
Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

See “Table 3: Student Outcomes Aligned With the Eight State Priorities” in Element 1 for “Annual Goals,” “Specific Annual Actions,” “Measurable Outcomes” and “Other Student Outcomes.”

**Measuring Pupil Outcomes: Summative Assessment Performance  
Targets**

**Performance Targets Aligned to State Priorities**

See “Table 3: Student Outcomes Aligned with the Eight State Priorities” in Element 1 for performance targets (pupil outcomes), for all pupils and for each subgroup of pupils. All state priorities address the school wide population. In particular, State Priority #2 “Implementation of State Content and Performance Standards,” State Priority #4, “English Learner Adequate  
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Progress Rate” and “English Learner Reclassification Rate” specifically address the needs significant subgroups.

The Charter School affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report Card (“SARC”).

**Other Performance Targets**

Table 17 provides the innovative components of the Charter School’s program with goals, assessment tools and annual outcomes.

Innovative Components in the Program	Goal	Assessment Tool (Means to be used to measure levels of performance)	Specific Annual Targets or Outcomes
Project Based Learning	Critical and creative thinkers and problem solvers	Hands-on, real-world projects graded by rubric designed to reflect student comprehension of material	Students complete at least one project per discipline per year (middle school) and 3 projects per year in elementary grades
STEAM	Preparing students for 21 <sup>st</sup> century careers, opportunities and challenges	Age-appropriate, teacher generated assessment (verbal, written, etc.); Constructing/engineering projects (See above)	Implement engineering/art principles in the completion of one of the projects above
Sustainability	Preparing students to think systemically and conserve resources for future generations	Concept maps and systems modeling software to demonstrate understanding of interrelationships	Reduce environmental impact by conserving resources (water, energy, waste, etc.)
Multiculturalism	Awareness and appreciation of global society	Student presentations on cultures from around the world (using teacher and student generated rubric)	Increase awareness of different cultures to foster tolerance and inclusion
Cooperative/Collaborative Learning (peer-to-peer)	Ability to work in groups toward a common goal	Teacher and peer assessment of collaborative work (quantitative scale and qualitative comments)	Improved cohesiveness of student groups in working collaboratively on projects
Place Based Education	Appreciation of the local environment and to place their learning in a real-world, meaningful context	Assessment requiring identification of local content (landmarks, flora, fauna, etc.)	Increase understanding of the local environment as relates to the curriculum
Environment as an Integrating Context (EIC)	Create an educational plan that uses the environment to teach a range of disciplines	Performance on standardized tests	Greater understanding of academic concepts through real-world environmental issues

Table 17: Innovative Components of the Charter School’s Programs

**Measuring Pupil Progress toward Outcomes: Formative Assessment**

Table 18 includes an outline of formative assessment tools and techniques to be employed at the Charter School. Formative assessment plays an integral role in education, specifically as students

work toward mastery of state standards. Both classroom teachers and ECRA’s testing coordinator will monitor student progress. These assessments will serve as the tool that faculty employ to achieve this monitoring. Through such practices as putting daily objectives and relevant state standards on the board, teachers will ensure that students consistently refer back to the goal for the day and work toward mastery. Formative assessment “permit[s] the teacher to grasp the students’ perceptions, understand where the students are in the ‘developmental corridor’ from informal to formal thinking, and design instruction accordingly” (Bransford et al, p. 24, 2000). Research shows formative assessment assists both students and teachers in the monitoring of progress.

Assessment	Frequency	Connection to Education Program/Goals	Person Responsible
Standardized tests (including, but not limited to SBAC (Smarter Balanced Assessment Consortium))	Annually as required by the state	To measure proficiency To help identify students in need of possible intervention	Testing Coordinator at ECRA
Grade Level Summative Assessment	Semester and/or year end assessment of student progress	Teacher created assessment to determine student progress on enacted curriculum and whether they are at or beyond grade level	Grade level faculty/Administration
Pre- and Post-Assessments	As applicable for units requiring prior skills (i.e. arithmetic, periodic table, historical timeline)	To indicate growth across a unit, project or course of study	Grade level faculty/Administration
Formative Assessments (including formal and informal assessments)	Daily/regular (i.e. homework, reading check, classwork, pop quizzes, etc.)	Tools for teachers to determine student progress within a unit, project or course of study	Grade level faculty/Administration
Summative Assessments (including authentic assessments)	End of unit/project  (anticipated: every 5 weeks on average)	Unit, project and course of study assessments to determine if students achieved desired outcome in terms of learning	Grade level faculty/Administration

Table 18: Types and Use of Assessment Data

## Data Analysis and Reporting

### Use of Assessment Data

Test scores, department grades (for 7-8) and teacher assessments will serve as the basis for department chairs and the School Director to report back to teachers on trends in student performance. This data will be used in conjunction with research on how people learn (Bransford et al, 2000) and pedagogical best practices (Zemelman et al, 2005). Together, teachers, department chairs, and the School Director will look at ways to revise and improve instruction and curriculum where necessary. To ensure that students receive the most appropriate skills and knowledge through a learner-centered approach, department chairs and the School Director will share responsibilities of regularly checking lesson plans and curriculum maps, in addition to random visits to classrooms for the purposes of determining how well instruction aligns with the lesson plans and curriculum maps.

Data will inform and drive instruction. Table 18 contains a range of assessments that will further help the Charter School attain this goal. Data includes performance on standardized test scores, on teacher or departmentally generated assessments (including but not limited to informal and formal; formative and summative; homework, essays, quizzes, tests, classwork, projects and presentations) and teacher observation based on developmentally appropriate milestones. This use of data will be integral to continual improvement of the Charter School's educational program and operations. Furthermore, data will help address the needs of various subgroups by indicating their performance and areas for growth.

All data and results will be made available to the parents and the community at large. Individual test scores will be sent home. The Charter School's API (or equivalent measure) and other pertinent data will be posted on the school's web portal. Parents will be encouraged to support their student's development based on the data.

Standardized Assessments: Students in grades 3–8 will receive full-length tests for both English language arts/literacy and mathematics, with approximately seven to eight hours of total testing time for each student, which will follow the CDE guidelines. The California Standards Test (CST) for fifth and eighth grade will be administered at the appropriated times as prescribed by CDE.

## **Grading, Progress Reporting, and Promotion/Retention**

The grading policy will entail narrative reports for kindergarten through second grade. From third through fifth grade there will be a combination of narrative and letter grades. In the middle school, grades will be primarily in terms of letter grades, but there will be a brief narrative associated with each course.

Progress reports will be generated at the five and fifteen week periods. Report cards will be sent home electronically – unless parents indicate otherwise – at 10- and 20-week periods, the latter representing the cumulative semester grades. Beginning in the fourth grade, parents will be able to track missing assignments via an online management system, such as Aeries. Test grades will also be made available starting in the fourth grade for parents to check. In sixth grade, all student grades will also be posted online. In this scenario students will be encouraged to keep up with their grades and progress, with the intent of developing a sense of agency and responsibility. Parents will also have access to this information to stay informed and to work with their children and teachers alike.

Promotion and retention policies and procedures will follow LAUSD's protocol.

## **ELEMENT 4 – GOVERNANCE**

***“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)***

### **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and ECR K-8 Charter Petition



section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **Governance Structure**

### **Non Profit Public Benefit Corporation**

ECR K-8 will be a directly funded independent charter school and will be operated by El Camino Real Alliance ("ECRA"), a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

ECRA's Articles of Incorporation, Corporate Bylaws and Conflict of Interest Code are provided in Tab 7.

### **Organizational Chart**

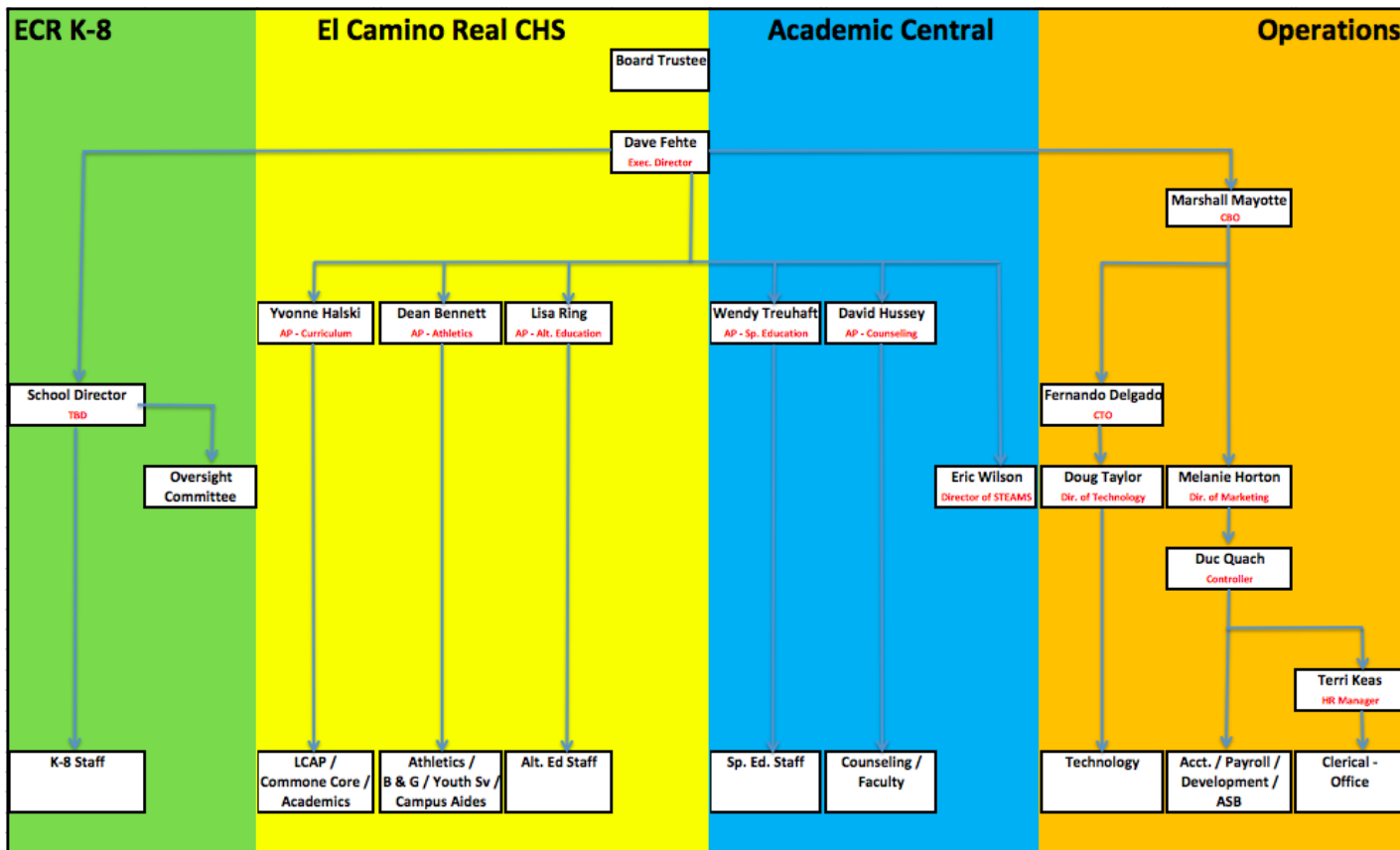


Figure 6: ECRA Organizational Chart

**The Charter School Director**

The Charter School Director will be the leader of the Charter School. The Charter School Director will ensure that the curriculum is implemented in order to maximize the students’ learning experiences. The Charter School Director will report directly to ECRA Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Charter School Director and/or his/her designee shall perform assigned tasks as directed by the ECRA Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to ECRA’s Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal; with final approval from ED
- Ensure compliance with all applicable state and federal laws and help secure local grants;

- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or ECRA's Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the SARC;
- Present independent fiscal audit to ECRA's Board of Directors and after review by the Board of Directors present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider.

## **Governing Board Composition and Member Selection**

### **Board of Directors**

The Charter School will be governed by ECRA's corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board, which currently oversees El Camino Real Charter High School, will also function as the Board of Directors for El Camino Real K-8 Charter Schools.

The Board shall have no less than five (5) and no more than nine (9) directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors. ECRA's Board of

Directors follows “Robert's Rules of Order” in conducting meetings. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum.

Each director shall hold office unless otherwise removed from office in accordance with the By-laws for three (3) years and until a successor director has been appointed or elected as required by the position as described below.

The Board of Directors shall be composed of the following stakeholders: At least two (2) community representatives<sup>2</sup> elected by the Board; at least one (1) parent representative elected amongst the parent body (one vote per family); two to three (2 – 3) representatives elected by all teachers; and one (1) representative elected by all classified employees. The By-laws state that the Board President will appoint a committee to designate qualified candidates for election to the Board at least 30 days before the date of any election of Board members. Table 19 provides the names, roles and terms for the current Board of Directors.

Name	Role	Category	Term Expiration
Odus Cladwell	Member	Teacher	June 2016
Jeffry Falgien	President	Community	June 2017
Jackie Keene	Treasurer	Parent	June 2017
Donna “Obie” Slamon	Secretary	Community	June 2016
Peter Vastenhold	Member	Teacher	June 2016
Jonathan Wasser	Member	Teacher	June 2017

Table 19: Composition of ECRA’s Board of Directors

Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. A resume for each Board member is available in Tab 7. Professional development opportunities, such as attending workshops through the California Charter School Association (“CCSA”), will be made available to the Board. The Executive Director shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of Directors.

## **Governance Procedures and Operations**

### **Board Meetings and Duties**

The Board of Directors of the Charter School will meet regularly in the El Camino Real Charter High School Principal’s Conference Room, at least once a month (except during the summer) and in accordance with the Brown Act. Should the need arise for a larger venue the Board shall

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<sup>2</sup> “Community Members” will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. The Board may choose to select a current Charter School parent to serve in the Community Member capacity in the event that the Board cannot find a suitable non-parent community member to serve in this capacity.

meet in ECRCHS's library. The Board determines the frequency of the meetings according to the need of the school and availability of members to attend. The Board members and/or administration can call special meetings when the need arises. Seventy-two hours prior to the meeting, agendas are posted on the doors of the meeting place and on ECRCHS's website.

The Board of Directors is fully responsible for the operation and fiscal affairs of El Camino Real Charter High School and the El Camino Real K-8 Charter Schools. The Board's duties will include but not limited be to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director and CBO of ECRA;
- Approve major contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School including effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report, if any;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:



- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

## **Stakeholder Involvement**

### **Committees**

ECR K-8 will have a site specific (i.e. representing the needs and concerns of ECR K-8 at Highlander) Oversight Committee that will be elected from a pool of interested stake-holders (including, but not limited to teachers, administrators, other school personnel, parents and pupils) and will be elected for a term to be determined by ECRA's Board of Directors at the initial meeting.

The Oversight Committee will have the duties of reviewing all policies and decisions made by or voted upon by the Governing Board to ensure the decisions conform to the guidelines and policies outlined within the charter and to ensure that subsequent policies established are legally and lawfully established for this charter. This committee will report to the School Director and is solely advisory in nature.

Any additional committees will be established as needed, and will be approved by ECRA's Board. These may include, but may not be limited to; Curriculum Committee, Testing and Performance, Sustainability, Hiring, Finance/Budget, Employment, Staff Discipline, Review, and Grievance, Technology, Student Affairs, Athletics, Operations, Community Relations and Media, and any committees that may be deemed necessary to the operation of ECR K-8 as approved and authorized. Various stakeholders, including teachers, administrators, other school personnel, parents and pupils will be eligible to serve on these committees.

### **Parent Advisory Council**

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of our program. Additionally, developing an active Parent Teacher Association (PTA) will be integral in supporting teachers in the classroom through fundraising and providing volunteers to work with students.

### **Parent Involvement in Governance**

In addition to maintaining a parent representative on the Board and parent participation on the Parent Advisory Council, parents will be strongly encouraged to contribute volunteer time to the Charter School. Each site will have a Parent Teacher Student Association ("PTSA"). The Director/Principal shall maintain a comprehensive list of volunteer opportunities including but



not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; translation services; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 40 annual hours of participation.

In addition, parent organizations such as the PTSA and Friends of ECR will have access to school facilities through informational meetings, campus tours, orientation, Coffee with the Director Program, and various community meetings that may come up from time to time.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

***“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)***

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Employees Positions and Qualifications**

The Charter School will be comprised of the following employees:

- Teachers (Certificated)
- School Director
- Special Education Teacher (Certificated)
- Special Education Aide (Instructional Support Staff)
- Custodial (Classified)
- Clerical (Classified)
- Guidance Counselor (Certificated)
- Nurse (Certificated)
- Psychologist (Certificated)

### **A. Teachers**

Teachers for core classes must hold a California teaching certificate, permit, CLAD/BCLAD certification or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(1). Core courses include English language arts, mathematics, science, and social studies. Additionally, there will be one guidance counselor for the Charter School. Duties for this position will include serving as the EL Coordinator and academic counselor for middle school grades (6-8).

In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities.

ECR K-8 core teachers shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Accordingly, a teacher of core academic subjects must have:

- Bachelor’s degree;
- Appropriate California teaching credential for teaching in kindergarten through eighth grade;
- Demonstrated core academic subject matter competence.

In addition, teachers who desire a position with ECR K-8 must:

- Be willing to work collaboratively with parents in the classroom and community;
- Show enthusiasm for collaboration with other teachers at the school;
- Be willing to participate in professional development opportunities and to engage in continuous reflection on the goals and methods of education at ECR K-8;
- Strive toward implementing ECR K-8 mission and vision;
- Be skilled at or be willing to be trained in the current and future teaching practices used at ECR K-8.
- Be knowledgeable about educational psychology and developmentally appropriate practices.
- Be willing to serve on a committee (e.g. Curriculum, Testing and Performance, Sustainability, Hiring, Finance/Budget, Employment, Staff Discipline, Review, and Grievance, Technology, Student Affairs, Athletics, Operations, Community Relations and Media)
- Be certified in First Aid and CPR (ECR K-8 will provide training to all faculty and staff free of charge to meet this goal)
- Must staff study halls and provide one-on-one and small group assistance during study hall and after school homework help
- Must be willing to serve as an advisor, specifically in the sixth through eighth grades

## **B. Charter School Director**

The Charter School Director serves as the educational leader of the Charter School. The Charter School Director shall be responsible for direction of the instructional program, evaluation of staff, operation of the school facility, participation in school activities, community leadership and collaboration with staff as well as other relevant duties assigned.

The Director of ECR K-8 may hold an appropriate Administrative Services Credential authorizing service as a Director. An advanced degree in education is desirable and training and experience in the broad aspects of school administration, instructional strategies and curriculum

development would be necessary. A minimum of five (5) years of teaching experience including K-8 is required. Priority will be given to candidates with substantive experience across the K-8 spectrum. Additionally, administrative experience is desirable. An applicant without a current Administrative Services Credential may be considered if the applicant provides evidence of five or more years of public school administrative experience.

The School Director shall perform assigned tasks as directed by the Executive Director and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Communicate and report school matters to the Executive Director;
- Participate in and develop professional development workshops as needed;
- Participate and provide input the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Trustees and/or the District;
- Oversee that appropriate evaluation techniques are used for both students and staff;
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;

### **C. Executive Director**

The Charter School Executive Director serves as the educational leader and chief executive of ECRA. The Executive Director shall be responsible for the direction of the Charter School within ECRA, relationships with the stakeholders (e.g. community, parents, students, staff, contributors, district oversight office, etc.) and lead the organization's development efforts.

The Executive Director shall perform assigned tasks as directed by the ECRA Board of Trustees and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Communicate and report to the ECRA Board of Trustees;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;

- Oversee implementation of policies established by the Board of Trustees;
- Complete and submit required documents as requested or required by the charter and/or ECRA Board of Trustees and/or the District;
- Oversee up-to-date financial records;
- Oversee that appropriate evaluation techniques are used for both students and staff;
- Oversee a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Present independent fiscal audit to the ECRA Board of Trustees and after review by the Board of Trustees present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education;
- Oversee student discipline, and as necessary participate in the suspension and expulsion process;

**D. Office Manager**

Under the supervision of the Principal, the Office Manager performs a wide variety of secretarial and clerical duties including:

- Screens office visitors and telephone calls for routing to the proper areas;
- Answers questions regarding classes, activities or programs;
- Refers people to other sources for information;
- Schedules appointments for school administrator;
- Types materials of a confidential nature such as letters, reports, bulletins, announcements, memorandums, and other documents;
- Composes letters dealing with routine school activities independently or from oral instruction;
- Receives, opens and routes mail;
- Helps make arrangements for and coordinates school and community activities;
- Maintains active teacher correspondence, student cumulative files and other records;
- Prepares, compiles and maintains accurate and complete records and reports;
- Operates office machines and computer software;
- Coordinates arrangements for substitute teachers who are assigned to the schools;
- Assigns and plans the work of student helpers, and may assign work to other clerical assistants including office volunteers;
- Requisitions and issues supplies, keeps records for budget controls and types purchase orders when necessary;

The position would require at least two years of office experience as an administrative assistant

or office manager.

All other non-instructional personnel will be considered based upon their expertise and ability specific to the position.

**E. Central Office Academics**

Due to its relationship with ECRA, the Charter School will have access to the knowledge, expertise and infrastructure available. This includes, but is not limited to the Director of Sustainability and STEAM Initiatives, assistant principals, National Board Certified Teachers (“NBCT”), Special Education assistance, and English Language Acquisition personnel.

**F. Central Office Business**

Due to its relationship with ECRA, the Charter School will have access to the knowledge, expertise and infrastructure available. This includes, but is not limited to the clerical staff, Chief Technology Officer, Director of Facilities, Controller, Chief Business Officer and Director of Marketing.

## **ELEMENT 6 – HEALTH AND SAFETY**

***“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)***

### **HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California



Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file. All students must be immunized as dictated by California state laws and regulations.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. ECR K-8 will use the LAUSD OEHS School Safety Plans (Volumes 1-3). A full draft will be provided to the District for review at least 30 days prior to operation.

The following is a continued summary of the health and safety policies of the Charter School:

#### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

#### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

#### **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

#### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

### **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free workplace.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

### **Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct

of this nature is considered very serious and will be addressed in accordance with the Charter School's comprehensive complaint policy, which follows.

Note: The Custodian of Records at the Charter School will be Terri Keas, ECRA's current Employee Benefit Manager.

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, 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 school program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition programs.

Compliance Officer: The Charter School Director will receive and direct the investigation of complaints, maintain records of complaints and subsequent related actions, and ensure the Charter School's compliance with the law.

Notifications: The Charter School shall annually provide written notification of the school's complaint procedures to students, parents/guardians, employees, the Governing Board, appropriate private school officials or representatives, and other interested parties.

Filing of Complaint: A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the day when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

Mediation: Within three 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.

#### Written Decision

1. Option1: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the school's investigation and decision within 60 days of the school's receipt of the complaint.
2. Option2: Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the school's investigation and decision. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board. The board may consider the matter at its next regular Board meeting or at a special Board meeting. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be

final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the schools initial receipt of the complaint or within a period that has been specified in a written agreement with the complainant.

The school's decision shall be in writing and sent to the complainant. The decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

Appeals to the California Department of Education □ If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision. The written appeal may be sent to:

California Department of Education Office of Equal Opportunity 1430 N Street Suite 4206  
Sacramento, California 95814

Civil Law Remedies: A complainant may pursue available civil law remedies outside of the Charter School'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 discrimination complaints arising under state law, however, a complainant must wait until 60 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 the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## ELEMENT 7 – RACIAL AND ETHNIC BALANCE

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher

- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**Means to Achieve Racial and Ethnic Balance**

In order to achieve racial and ethnic balance – 70/30 or 60/40 – which reflects that of LAUSD, ECR K-8 will use the following means: taking out advertisements in newspapers such as La Opinión, San Fernando Valley Business Journal, The Daily News, The Los Angeles Times, and The Acorn; radio stations such as 670AM KIRN, 90.3 Radio Nueva Vida, and KNX 1070; supermarkets including, but not limited to Ralph’s, Jons, Pavilions, Haggen, Whole Foods, Sprouts and Trader Joes; preschools such as Woodland Hills Private School, Pinecrest, Montessori Schools, Temple Aliyah, Creative Children Preschool, Boulevard Preschool and Canoga Park Preschool. The Charter School will have orientation and introductory meetings on new campuses and on existing campuses. ECR K-8 will host town hall meetings in various neighborhoods, such as: Reseda, Winnetka, Woodland Hills, Canoga Park, West Hills,

Chatsworth, Topanga, Warner Center and Calabasas. ECR K-8 will obtain demographic data from the census in order to promote diversity. Word of mouth publicity will be an important method to publicize the Charter School. Furthermore, social media will be utilized to reach a wider audience.

Community engagement will be a vital component to achieve racial and ethnic balance. Fliers will be distributed at early childhood centers, previously mentioned supermarkets and community centers, including but not limited to churches, mosques, gurdawaras and temples of various denominations. Town hall meetings will be held at the aforementioned community centers, neighborhoods and at ECRCHS among other locations. There will be website and marquee announcements (in multiple languages, such as Spanish and Farsi) announcing meeting sessions and furthering a school culture of acceptance (by making community aware of our mission vision and beliefs).

The surrounding neighborhoods have a large population of school-aged children from which to draw. Table 20 (Los Angeles Times, 2015a; Los Angeles Times, 2015b; Los Angeles Times, 2015c) reflects the potential pool of students according to demographic data from the Los Angeles Times:

Neighborhood	Ages		Total number of students
	10 years of age or less	11-18 years old	
Canoga Park	10,336	5,747	16,083
West Hills	5,806	4,259	10,065
Woodland Hills	7,178	4,821	11,999
Totals	23,320	14,827	38,147

Table 20: Demographic Data for Neighborhoods in and around the Highlander Elementary Campus



## **ELEMENT 8 – ADMISSION REQUIREMENTS**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **Admission Requirements**

### **Overview**

ECR K-8 will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter

School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

## **Student Recruitment**

The Charter School will reach out to communities with high proportions of socio-economically disadvantaged students, using the same means indicated in Element 7 (i.e. community outreach, town hall meetings, etc.). Furthermore, the Charter School will employ the following methods to recruit students with a history of low academic performance, socio-economically disadvantaged students and students with disabilities: contact PTA at various elementary schools throughout the western San Fernando Valley (e.g. Canoga Park, Winnetka, Reseda, West Hills and Woodland Hills), meet with administrators at local elementary schools and discuss ways to pass information along to students and families of fifth graders. ECR K-8 will not discriminate against students with a history of low academic performance, those who hail from socio-economically disadvantaged home lives or students with disabilities.

## **Lottery Preferences and Procedures**

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Beginning in Year 2, admission preferences in the event of a public random drawing shall be given to the following students in the following order:

1. Existing students
2. 1500 foot radius around Highlander
3. Former Attendance Boundary of Highlander Elementary School
4. Siblings of students enrolled in an ECRA charter school
5. Children of ECRA employees, not to exceed 10%
6. Other applicants

- a. Students who reside in the following zip codes: 91303, 91304, 91306 and 91335 receive 3:1 preference
- b. Students who are within the District and are eligible to receive Free or Reduced Price Meals receive 3:1 preference
- c. All other District residents 2:1
- d. All other applicants 1:1

These preferences provide students in the immediate area with a “neighborhood” school where they can walk to campus and take part in their community. Having siblings of students currently enrolled in ECRA schools and for students of ECRA employees help ensure buy-in and pride in the educational community. For students in zip codes mentioned, they comprise more than 30% of students enrolled at ECRCHS and providing them with the skills and knowledge required to flourish at ECRCHS would represent a realistic opportunity to succeed. The same thinking applies to FRPM students, namely, by providing them with the skills to excel at ECRCHS, they will stand on equal footing with those students who reside within ECRCHS’s attendance boundary.

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School’s discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall have the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Families do not have to be present to participate in the lottery drawing.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year. An uninterested third party will conduct said lottery. Students whose names are drawn in the lottery will be notified through email, phone calls and letters to the address on file. After all families have been notified, not to exceed one month after the lottery drawing, the charter school will begin the enrollment process. The enrollment period will last approximately one month.

If spots remain open as a result of families not having enrolled during this time, the Charter School will begin to notify students from the wait list. The Charter School will notify families as their number on the wait list rises to the top. Communication will take the form of email, phone

calls and letters to the address on file. Families will be given a reasonable length of time (not to exceed one month) to respond. Should there be no response from these families, students will be placed back at the end of the wait list.

## ELEMENT 9 – FINANCIAL AUDITS

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)***

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### **Independent Financial Audits**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

ECRA will select a Board approved, independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

ECRA’s CBO will be responsible for working with the auditor and ensuring that the annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the ECRA Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURE**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:



- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Discipline Foundation Policy**

The Charter School espouses a policy of positive reinforcement, intervention and social and emotional support to elicit positive behavior from students. All measures will be taken to find alternatives to suspension, especially when behavior issues are related to low academic achievement and attendance related concerns through intervention. The guidance counselor, middle school advisory and parental communication will help prevent suspensions and other disciplinary actions. Professional development for faculty and staff will include strategies to encourage responsible student behavior and make punitive measures unnecessary.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the

noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments meet legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. 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 the 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 school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

## **Grounds for Suspension and Expulsion of Students**

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

### **Enumerated Offenses**

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

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

- for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess

the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.



- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation and transmission originated on or off the 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:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four

ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Charter School Director or the Charter School Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Charter School Director or designee.

The conference may be omitted if the Charter School Director 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 a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials 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.

### **3. 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 Charter School Director or Charter School Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the

Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

### **In-School Suspension**

When applicable, in-school suspensions will be implemented. The Charter School believes that having students complete their work in a constructive setting with a certificated teacher (when available) and not be subjected to academic loss is preferable to students being suspended from school and missing academic work. In-school suspension will be authorized and implemented as the primary disciplinary response. The School Director or the School Director's designee will initiate in-school suspensions. These will take place in an appropriate location (i.e. guidance counselor's office, School Director's office, or other designated location).

### **Expulsion Procedure**

#### **Authority to Expel**

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Charter School Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any 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 the Charter School's Board, which will make the final determination.

#### **Expulsion 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 Charter School Director or designee determines that the student 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 FERPA) unless the student makes a written request for a public hearing three (3) days prior to the 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 or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School 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 that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the

testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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. This record will be made available to any and all parties involved in the proceeding.



## **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

## **Written Notice to Expel**

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

## **Disciplinary Records**

The Charter School shall maintain records of all student suspensions, expulsions and proceedings thereof at the Charter School. Such records shall be made available to the authorizer and parents/students upon request.

## **Right to Appeal**

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

## **Expelled Pupils/Alternative Education**

Pupils 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. The Charter School shall 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. Rehabilitation, reinstatement and readmission to the Charter School will be considered by the Administrative Panel responsible for the initial expulsion.

**Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. 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 IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. 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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School 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.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School 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 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School 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 Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

## **ELEMENT 11 – RETIREMENT SYSTEMS**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

### **Mandatory Benefits for all Full-time Staff Members**

The Charter School will provide mandatory benefits in accordance to the law. These include:

- Workers’ Compensation Insurance (to be provided by an A-rated Company)
- Unemployment Insurance
- Medicare
- Social Security if applicable

The Charter School shall continue participation in each retirement system under the auspices of ECRA for the duration of the Charter School’s existence. ECRA’s Operations division (see Organizational Chart, Figure 6 in Element 4) will maintain responsibility for ensuring the appropriate arrangements for all retirement systems.

### **CalSTRS**

All full-time, certificated employees of the Charter School will participate in STRS. Full time is defined for certificated as number of hours per working day, which is 6 hours. Employees will contribute the required employee percentage and the Charter School will contribute the employer’s portion. All withholdings from employees and from the Charter School 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.

### **CalPERS**

All non-certificated, full time employees of ECR K-8 will participate in the Public Employees’ Retirement System (“PERS”) and social security. Employees and ECR K-8 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. ECR K-8 is requiring full time status for PERS contributions.

### **Social Security**

All part time employees will participate in social security.

### **PARS**

If eligible and economically feasible, ECRCHS will participate in the Public Agency Retirement System (“PARS”) for non-PERS/STRS eligible part-time employees.

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

No student may be required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.



## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

***“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)***

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## ELEMENT 14 – DISPUTE RESOLUTION

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

El Camino Real K-8 Charter School at Highlander  
c/o Charter School Director  
23834 Highlander Road  
West Hills, CA 91307

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
  
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## **ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

***“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)***

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

## **ELEMENT 16 – CLOSURE PROCEDURES**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)*

### **REVOCAION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:



1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if

applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which CharterSchool will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## Additional Provisions

### **FACILITIES**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.



- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.



**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

**Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to

licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When

30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

### **Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

### **Budget and Financial Reporting**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).*

The budget, in Tab 8, contains the following:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

**Facilities**

*Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).*

El Camino Real K-8 Charter School at Highlander will be located at the site of the former Highlander Elementary School, located at 23834 Highlander Road, West Hills, CA 91307. ECRA representatives have met with several vendors, firms, and architects that provide low cost, prefabricated school buildings that qualify for LEED/CHPS certification, provide high indoor air quality, abundant natural light, architecturally appealing facilities, and K-8 appropriate buildings.

These include two presentations:

- American Modular Systems and their Gen 7 line of Zero Net Energy buildings
- Swift Lee Office and their Zero Net Energy (“ZNE”) design that won LAUSD’s competition for a componentized facility

And two tours:

- Project Frog’s K-8 building in Santa Ana (El Sol Charter)
- Growth Point Structures’ installation at Oak Park High School, also a Zero Net Energy building

Additionally, two architecture firms – WLC Architects, Inc. and Berliner and Associates – presented options for new facilities to a group of ECRA’s academic and business office personnel. Berliner and Associates also provided information on renovating buildings currently on site. Furthermore, the lead petitioner has also spoken to an architect with Cunningham Group Architecture, Inc.

Members of ECRA will continue to review potential solutions, including, but not limited to, visiting other facilities, such as the project under construction in Yuba City that employs Swift Lee’s ZNE facility.

**Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

### **Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Charter School will secure administrative services including, but not limited to, financial management, personnel, and instructional program development either through ECRA, its own staff and/or through an appropriately qualified third-party contractor.



## **IMPACT ON CHARTER AUTHORIZER**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

The Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **Conclusion**

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2017 through June 30, 2022 with a planning year running from July 1, 2016 to June 30, 2017.

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## Assurances and Affirmations

El Camino Real K-8 Charter School at Highlander (also referred to herein as “ECR K-8” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL reflects terms that have been mandated by LAUSD and are specific to LAUSD as the authorizer. The DRL should be highlighted in gray

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within each element or section. The language contained in this charter is to be deemed complete and shall control in the event that any inconsistency should exist between any provision contained within the body of the charter and the DRL contained in the addendum or the provisions of any addendum hereto.

## **Element 1 – The Educational Program**

*“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

## **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

## **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

### **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

### **ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes

nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- **Norm day**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires the District to develop an integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools will provide the District with data necessary to populate MiSiS, as required by the MCD, beginning August 1, 2014. In the event that the District elects to customize MiSiS for charter school use,

and upon appropriate training for charter school staff, charter schools will be provided the option to implement MiSiS as a primary or supplemental student information system.

**Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Element 4 – Governance**

*“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)*

**GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.



Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**



Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

**Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)*

**EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

***“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)***

## **HEALTH, SAFETY AND EMERGENCY PLAN**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon

request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the

Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

## **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Element 8 – Admission Requirements**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## Element 9 – Annual Financial Audits

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## Element 10 – Suspension and Expulsion Procedures

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and



School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions



for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the

governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

[NOTE: No District Required Language is being provided for inclusion in this element.]

## **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

## **Element 13 – Rights of District Employees**

*“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## **Element 14 – Mandatory Dispute Resolution**

***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)***

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

El Camino Real K-8 Charter School at Highlander  
c/o Charter School Director  
23834 Highlander Rd  
West Hills, CA 91307  
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
  
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

### **Element 15 – Exclusive Public School Employer**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)*

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

### **Element 16 – Charter School Closure Procedures**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of

Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related

procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment



Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each

grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available

for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
3. Make final federal tax payments (employee taxes, etc.)
4. File its final withholding tax return (Treasury Form 165).
5. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the

conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
  
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
  
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (iii)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  
  - (iv)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
  
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  
  - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real



property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.



**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own

expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and

assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

# Cover Sheet

## May Check Register

**Section:** III. Financial  
**Item:** J. May Check Register  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** MAY 2015.CHECK REGISTER.ECR.pdf

Object Code	Effective Date	Check Number	Vendor Name	Transaction Description	Check Amount
9120	5/6/2015	1003972	AMERICAN/ FOOTHILL	THE KINGS COURIER NEWSPAPER VOL. 45	691.60
9120	5/6/2015	1003973	AVID CENTER	AVID MEMBERSHIP FEES	4,194.00
9120	5/6/2015	1003973	AVID CENTER	AVID MEMBERSHIP FEES	(519.00)
9120	5/6/2015	1003974	BROOKS TRANSPORTATION	FIELD TRIP - WILL GEER THEATRE &	2,890.00
9120	5/6/2015	1003974	BROOKS TRANSPORTATION INC	FIELD TRIP - SANTA BARBARA ZOO & THEODORE PAYNE FOUNDATION	965.00
9120	5/6/2015	1003974	BROOKS TRANSPORTATION INC	FIELD TRIP - ATRIUM HOTEL	450.00
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(6) PRACTICE PANTS	139.61
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(130) WEB BELTS	130.36
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(200) MOUTH GUARDS	89.60
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(20) FOOTBALLS	1,414.85
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(20) ARMBANDS	162.04
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(4) POLO SHIRTS	122.98
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(70) T-SHIRTS	1,851.34
9120	5/6/2015	1003976	DAVID CHAE	05/15/15 - PAYROLL - D. CHAE	1,876.57
9120	5/6/2015	1003977	MELISSA CHARTERS	REIM: PER DIEM, HOTEL & MILEAGE - FHA-HERO STATE LEADERSHIP	737.76
9120	5/6/2015	1003978	CHARLES DEANGELUS	REIM: MALLETT HOLDERS, DRUM HEADS, RIM	768.82
9120	5/6/2015	1003979	FLINN SCIENTIFIC INC	LAB SUPPLIES - ETHYLENE GLYCOL, POSTER, CD-ROM	23.60
9120	5/6/2015	1003980	GOPHER	LACROSSE PACK, BATS, BASEBALLS, RACQUETS, HOCKEY SET	2,187.40
9120	5/6/2015	1003980	GOPHER	SOFTBALLS & BATS	119.55
9120	5/6/2015	1003981	JUSTIN GRAHAM	REIM: MILEAGE - TENNIS TOURNAMENT	125.12
9120	5/6/2015	1003982	ANITA GRUEN	05/15/15 - PAYROLL - A. GRUEN	1,022.18
9120	5/6/2015	1003983	MATTHEW HARBOURT	05/15/15 - PAYROLL - M. HARBOURT	154.04
9120	5/6/2015	1003984	HEALY AWARDS, INC.	FOOTBALL HELMET STICKERS	119.39
9120	5/6/2015	1003985	HERFF JONES, INC	CORD	133.30
9120	5/6/2015	1003986	ODALIS HERNANDEZ	05/15/15 - PAYROLL - O. HERNANDEZ	100.73
9120	5/6/2015	1003987	INGRAHAM TROPHIES &	CIF LA CITY SECTION MEDALS - GIRLS	64.69
9120	5/6/2015	1003988	SHERYL KOLKER	05/15/15 - PAYROLL - S. KOLKER	918.99
9120	5/6/2015	1003989	ZACK KRAUSE	ROBOTICS SUPPLIES	185.44
9120	5/6/2015	1003990	LOS ANGELES UNIFIED	LASP SERVICES - BASKETBALL & SOCCER	768.30
9120	5/6/2015	1003991	ANGEL LERMA	REIM: FOOD - LATINO LITERACY MEETING	71.89
9120	5/6/2015	1003992	LOS ANGELES UNIFIED	GENERATOR ENGINE PERMIT & EMISSION	451.57
9120	5/6/2015	1003993	THE MARKERBOARD PEOPLE	DRY ERASE BOARDS, MARKERS & ERASERS	251.10
9120	5/6/2015	1003994	MAXIM STAFFING SOLUTIONS	04/07-04/10/15 - SPECIAL ED CONSULTANT	1,085.00
9120	5/6/2015	1003995	MUTUAL OF OMAHA	05/15 - LIFE INSURANCE PREMIUM - ALX7	2,101.78
9120	5/6/2015	1003996	GAIL NETTELS	05/15/15 - PAYROLL - G. NETTELS	2,165.94
9120	5/6/2015	1003997	ONTRACK AND FIELD, INC	TAPE MEASURE & NEEDLE SPIKES	94.26
9120	5/6/2015	1003998	JUN REICHL	05/15/15 - PAYROLL - J. REICHL	512.17
9120	5/6/2015	1003999	LINDA ROBBINS	05/15/15 - PAYROLL - L. ROBBINS	589.87
9120	5/6/2015	1004000	STAPLES ADVANTAGE	OFFICE SUPPLIES - PAPER	113.31



9120	5/6/2015	1004001	CHEYANNE TRAN	REIM: MILEAGE - DRUMLINE COMPETITION	91.08
9120	5/6/2015	1004002	USLIFE INS CO OF NY	04/15 - SUPPLEMENTAL LIFE INSURANCE PREMIUM	620.36
9120	5/6/2015	1004003	VISTA PAINT	CUSTODIAL SUPPLIES - PAINT	369.20
9120	5/6/2015	1004004	WESTLAKE HIGH SCHOOL	GIRLS VOLLEYBALL TOURNAMENT -	400.00
9120	5/6/2015	1004005	BRIAN WILSON	05/15/15 - PAYROLL - B. WILSON	593.48
9120	5/12/2015	1004006	ADVANCED OFFICE	03/23-04/22/15 - COPIER OVERAGE	152.74
9120	5/12/2015	1004006	ADVANCED OFFICE	03/27-04/27/15 - COPIER OVERAGE	159.30
9120	5/12/2015	1004007	APPERSON	MAINTENANCE FEE	159.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION	FIELD TRIP - LA ZOO	350.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	3,045.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION	FIELD TRIP - HACIENDA HEIGHTS COMMUNITY	750.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION INC	FIELD TRIP - WESTLAKE HIGH SCHOOL	435.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	1,675.00
9120	5/12/2015	1004009	BUDDY'S ALL STARS	(35) NIKE POLO SHIRTS, (39) CAPS, (21) DRI-FIT	2,726.01
9120	5/12/2015	1004009	BUDDY'S ALL STARS	(20) FOOTBALL SHORTS	560.93
9120	5/12/2015	1004009	BUDDY'S ALL STARS	(58) GIRLS SOCCER T-SHIRTS	426.58
9120	5/12/2015	1004010	CARTRICHARGE	OFFICE SUPPLIES - (2) TONER & (1) DRUM	315.99
9120	5/12/2015	1004011	CALIFORNIA CREDIT UNION	CREDIT CARD ENDING 6095	209.95
9120	5/12/2015	1004012	CALIFORNIA CREDIT UNION	CREDIT CARD ENDING 5881	237.73
9120	5/12/2015	1004013	COLLEGE BOARD	FY14-15 - COLLEGE BOARD MEMBERSHIP FEE	325.00
9120	5/12/2015	1004014	THE CRUZ CENTER	04/15 - PHYSICAL THERAPY	1,045.00
9120	5/12/2015	1004015	FOLLETT SCHOOL SOLUTIONS	EDUCATIONAL MATERIALS - (11) LIBRARY BOOKS	243.99
9120	5/12/2015	1004016	GOLF CARS - LA	GOLF CART REPAIR	1,133.27
9120	5/12/2015	1004016	GOLF CARS - LA	GOLF CART REPAIR	673.11
9120	5/12/2015	1004017	ALAN GRANT	04/15 - ROBOTICS SUPERVISION	50.00
9120	5/12/2015	1004018	TED HAINES	REIM: SPRING PLAY - COSTUME SET	450.40
9120	5/12/2015	1004019	THE HELP GROUP - NORTH HILLS PREP SCHOOL	03/15 - COACHING & CASE MANAGEMENT - J. TIFFANI	3,438.20
9120	5/12/2015	1004019	THE HELP GROUP - NORTH	03/15 - COACHING & CASE MANAGEMENT - R.	3,456.29
9120	5/12/2015	1004020	HERFF JONES, INC	COLOR CORDS	2,441.97
9120	5/12/2015	1004020	HERFF JONES, INC	COLOR CORDS	748.99
9120	5/12/2015	1004020	HERFF JONES, INC	CREDIT: TRANSPORTATION & HANDLING (1721313)	(392.77)
9120	5/12/2015	1004021	HESS AND ASSOCIATES, INC	Q3/FY14-15 - STRS/PERS REPORTING	1,867.50
9120	5/12/2015	1004022	INSPIRE COMMUNICATION, INC	01/15 - THERAPY SERVICES	1,402.50
9120	5/12/2015	1004022	INSPIRE COMMUNICATION, INC	04/15 - THERAPY SERVICES	2,550.00
9120	5/12/2015	1004023	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 04/12/15	7,488.25
9120	5/12/2015	1004023	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 04/19/15	9,890.88
9120	5/12/2015	1004023	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 04/26/15	12,737.41
9120	5/12/2015	1004024	MCGRAW-HILL SCHOOL	(106) GEOLOGY & GEOGRAPHY TEXTBOOKS	9,968.14
9120	5/12/2015	1004025	OFFICEXPRESS	OFFICE SUPPLIES - DOC COVER, CERTIFICATE, CERTIFICATE HOLDER	103.21
9120	5/12/2015	1004025	OFFICEXPRESS	OFFICE SUPPLIES - FOLDERS, MARKERS, HIGHLIGHTERS, PENS	110.74
9120	5/12/2015	1004026	ONEWAY MANUFACTURING	START & STOP BUTTONS - ONDRIVE	47.30
9120	5/12/2015	1004027	PACIFIC CHARTER SCHOOL DEVELOPMENT	04/15 - FEASIBILITY STUDY	5,500.00

9120	5/12/2015	1004028	PROCOPIO, CORY,	03/15 - LEGAL SERVICES	608.40
9120	5/12/2015	1004029	SAMANTHA SERRANO	REFUND: YEARBOOK OVERCHARGE	10.00
9120	5/12/2015	1004030	SMART & FINAL	CLASSROOM SUPPLIES - COOKING SUPPLIES	449.24
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER	342.19
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TAPES, RUBBERBAND,	2,664.94
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - GLUE STICKS	187.97
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - PENS	119.79
9120	5/12/2015	1004032	STAPLES ADVANTAGE	CUSTODIAL SUPPLIES - WASTE BASKET	126.35
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER	257.77
9120	5/12/2015	1004032	STAPLES ADVANTAGE	(1) MESH CHAIR	203.87
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - PAPER	337.85
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TAPES	177.62
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - BINDER	2.82
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER, CALCULATOR	102.14
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - POST-ITS, WIPES, FILE	33.39
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - DESK STAPLERS	63.06
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - STAPLES, TISSUES	17.21
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - CARTRIDGE	124.58
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - SHEETS, BINDERS	457.10
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - POST-IT, STAPLERS, PENS, HIGHLIGHTER	288.29
9120	5/12/2015	1004033	STUDENT TRANSPORTATION OF AMERICA	04/15 - SPECIAL ED TRANSPORTATION	4,760.00
9120	5/12/2015	1004034	VISTA PAINT	CUSTODIAL SUPPLIES - SANDPAPER, STEEL WOOL	49.93
9120	5/12/2015	1004034	VISTA PAINT	CUSTODIAL SUPPLIES - TAPES, SPRAY SHIELD	184.44
9120	5/12/2015	1004034	VISTA PAINT	CUSTODIAL SUPPLIES - PAINT, CANVAS DROPCLOTH	51.03
9120	5/13/2015	1004035	THE VILLAGE NATION	ASSESSMENT OF SCHOOL SITE &	12,500.00
9120	5/18/2015	1004036	KELLI BLUMBERG	REIM: REGISTRATION - FAR WEST ATHLETIC TRAINING ASSOCIATION	175.00
9120	5/18/2015	1004037	ERIC CHOI	REIM: GOLF BALLS	67.50
9120	5/18/2015	1004038	ZASHA ENDRES	REIM: MARIACHI & BALLOONS - 5 DE MAYO CELEBRATION	384.16
9120	5/18/2015	1004039	PATRICIA ESTRIN	REIM: PER DIEM, FEE, TRANSPORTATION & BAGGAGE - NFFTY	397.20
9120	5/18/2015	1004040	VICTORIA FALGIEN	REIM: REGISTRATION - FAR WEST ATHLETIC TRAINING ASSOCIATION	175.00
9120	5/18/2015	1004041	CAROLINE JONES	REIM: GRADUATION CORDS	144.00
9120	5/18/2015	1004042	STEVE KINGERY	REIM: HIP NUMBERS	57.05
9120	5/18/2015	1004043	CAMERON MAURY	REIM: PER DIEM, HOTEL, MILEAGE & FEE - SPEECH & DEBATE CHAMP	599.54
9120	5/18/2015	1004044	ROSALINDA MONTAGUE	REIM: LAB SUPPLIES FOR CLASS	113.95
9120	5/18/2015	1004045	LORI PRATT	REIM: FOOD - AVID AWARDS NIGHT	923.67
9120	5/18/2015	1004046	WENDY TREUHAF	REIM: FOOD - COP BEHAVIOR SUPPORT	87.27
9120	5/18/2015	1004046	WENDY TREUHAF	REIM: FOOD - ADMINISTRATIVE ASSISTANT LUNCHEON	89.71
9120	5/18/2015	1004047	ADVANCED OFFICE AUTOMATION, INC.	OFFICE SUPPLIES - TONER	15.00
9120	5/18/2015	1004048	AMERICAN HERITAGE LIFE INSURANCE COMPANY	03/15 - SUPPLEMENTAL HEALTH INSURANCE PREMIUM	1,542.54
9120	5/18/2015	1004048	AMERICAN HERITAGE LIFE INSURANCE COMPANY	04/15 - SUPPLEMENTAL HEALTH INSURANCE PREMIUM	1,542.54
9120	5/18/2015	1004049	BROOKS TRANSPORTATION INC	FIELD TRIP - CHAMINADE HIGH SCHOOL	350.00

9120	5/18/2015	1004049	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	2,805.00
9120	5/18/2015	1004050	CANON SOLUTIONS AMERICA	05/01-07/31/15 - MAINTENANCE SERVICE	514.80
9120	5/18/2015	1004051	CANON FINANCIAL SERVICES, INC.	06/01-08/31/15 - COPIER LEASE - ACCT# 200-5030160-000	3,981.42
9120	5/18/2015	1004052	CHARLES SCHWAB & CO., INC.	MISTAKE PAYMENT SENT TO PENSERVE FROM J. WAI 403B	700.00
9120	5/18/2015	1004052	CHARLES SCHWAB & CO., INC.	MISTAKE PAYMENT SENT TO PENSERV FROM E. WILSON 403B	750.00
9120	5/18/2015	1004053	COVANTIA, LLC	04/15 - SOFTWARE DEVELOPMENT &	4,800.00
9120	5/18/2015	1004054	EMPLOYMENT	Q1/15 - SEF LEC#942-0005-2	123.01
9120	5/18/2015	1004055	F.A.C.T.	04/15 - BEHAVIORAL THERAPY	5,569.35
9120	5/18/2015	1004056	FEDEX	SHIPPING	26.03
9120	5/18/2015	1004057	FLINN SCIENTIFIC INC	LAB SUPPLIES - CHEMISTRY	318.07
9120	5/18/2015	1004058	GARVEY EQUIPMENT COMPANY	STRING TRIMMER, HAND BLOWER, LAWNMOWER CHAIN	624.57
9120	5/18/2015	1004059	HARLAND TECHNOLOGY	SCANTRON SOFTWARE LICENSE	144.00
9120	5/18/2015	1004059	HARLAND TECHNOLOGY SERVICES	SCANTRON SCORE SCANNER	491.00
9120	5/18/2015	1004060	IGOR VIVCHARENCHO	REIM: ROBOT PARTS - MOTOR, LCD DISPLAY,	229.44
9120	5/18/2015	1004061	IPARADIGMS, LLC	07/01/15-06/30/16 - TURNITIN LICENSE	9,915.00
9120	5/18/2015	1004062	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 05/03/15	11,038.02
9120	5/18/2015	1004063	MAXIM STAFFING SOLUTIONS	04/13-04/17/15 - SPECIAL ED CONSULTANT	1,260.00
9120	5/18/2015	1004064	MID VALLEY FLOWERS	FLOWERS - GRADUATION	1,384.30
9120	5/18/2015	1004065	MIKE BROWN	GRANDSTAND RENTAL FOR GRADUATION	22,000.00
9120	5/18/2015	1004066	MPS	(90) PSYCHOLOGY TEXTBOOKS AND STUDY GUIDES	14,504.40
9120	5/18/2015	1004067	NETTIME SOLUTIONS	BIOMETRIC TIMECLOCKS SUBSCRIPTION,	2,200.00
9120	5/18/2015	1004068	OFFICEXPRESS	AWARD CERTIFICATES AND COVERS	160.77
9120	5/18/2015	1004069	PITNEYBOWES	POSTAGE METER REFILL	520.99
9120	5/18/2015	1004070	REVOLUTION FOODS, INC.	04/15 - CAFETERIA MEALS	42,207.39
9120	5/18/2015	1004071	WESPAC PLAN SERVICES,	QUARTERLY RECORDKEEPING FEES	200.00
9120	5/18/2015	1004072	YEARBOOKS @ THE BEACH	YEARBOOK CAMP - REGISTRATION FEE	3,115.00
9120	5/19/2015	1004073	US BANK PARS -	02/15 - PARS	1,354.82
9120	5/19/2015	1004073	US BANK PARS -	03/15 - PARS	1,318.12
9120	5/19/2015	1004073	US BANK PARS -	04/15 - PARS	986.50
9120	5/20/2015	2119	AMY CARTER	FSA REIMBURSEMENT - AMY CARTER	395.83
9120	5/21/2015	1004074	EXED	MANAGEMENT CONTRACT FEE, PAYCHEX FEE	14,930.88
9120	5/22/2015	2122	SYLVIA YI	FSA REIMBURSEMENT - SYLVIA YI	416.66
9120	5/26/2015	1004075	ERIC CHOI	REIM: TEE TIMES	417.00
9120	5/26/2015	1004076	JEFF CRAIG	REIM: STUDENT MATERIALS - PLATES & TAPE	143.86
9120	5/26/2015	1004077	TERRENCE FISCHER	REIM: MILEAGE - 05/06-05/23/15 - WRESTLING TOURNAMENT	324.90
9120	5/26/2015	1004078	STEPHANIE FRANKLIN	REIM: ACADEMIC DECATHALON STUDY MATERIALS	2,086.78
9120	5/26/2015	1004079	JULIE SABBAAH	REIM: MILEAGE, REGISTRATION & PER DIEM - WRITING SKILLS CONF	278.96
9120	5/26/2015	1004080	SUE SCHUSTER	REIM: TRANSPORT, LODGING, MILEAGE, PER DIEM - ROBOTICS COMP	2,312.03
9120	5/26/2015	1004081	CHEYANNE TRAN	REIM: STUDENT MATERIALS - ALMONDS,	30.00
9120	5/26/2015	2120	JESSICA CHUNG	FSA REIMBURSEMENT - JESSICA CHUNG	145.00
9120	5/27/2015	1004082	AMERICAN EXPRESS	CARD ENDING - 31000	22,663.80
9120	5/28/2015	1004083	AMERICAN EXPRESS	CARD ENDING - 31004	11,832.48
9120	5/28/2015	1004084	ADVANCED OFFICE	04/12-05/12/15 - COPIER OVERAGE	146.33
9120	5/28/2015	1004085	AMERICAN/ FOOTHILL PUBLISHING CO.,	THE KINGS COURIER NEWSPAPER VOL. 45 ISSUE 12	775.40
9120	5/28/2015	1004086	AVID CENTER	AVID MEMBERSHIP FEES & WEEKLY	4,094.00

9120	5/28/2015	1004087	BENEFIT AND RISK MANAGEMENT SERVICES	06/15 - FSA ADMIN FEES	161.00
9120	5/28/2015	1004088	JOSEPH BOURBONNAIS	REFUND - BIOLOGY FLEX BOOK	25.00
9120	5/28/2015	1004089	BROOKS TRANSPORTATION INC	FIELD TRIP - DISNEYLAND	650.00
9120	5/28/2015	1004090	CHANG RUTHENBERG &	04/16-04/17/15 - LEGAL SERVICES	555.00
9120	5/28/2015	1004090	CHANG RUTHENBERG & LONG PC	04/07-04/21/15 - LEGAL SERVICES	1,665.00
9120	5/28/2015	1004091	CHARTERLIFE	06/15 - HEALTH BENEFITS	260,049.49
9120	5/28/2015	1004092	LANCE DELGADO	04/03-04/30/15 - WEEKDAY REHERSALS &	1,690.00
9120	5/28/2015	1004093	DEPARTMENT OF JUSTICE	04/15 - FINGERPRINT APPS	96.00
9120	5/28/2015	1004094	EDTEC INC.	04/15 - BUSINESS & FINANCIAL CONSULTING	3,955.00
9120	5/28/2015	1004095	HERFF JONES, INC	CUSTOM STOLES	1,133.69
9120	5/28/2015	1004096	TARA KIM	03/03-03/24/15 - OCCUPATIONAL THERAPY	287.50
9120	5/28/2015	1004096	TARA KIM	04/21/15 - OCCUPATIONAL THERAPY SERVICES	172.50
9120	5/28/2015	1004097	MAXIM STAFFING	04/27-05/01/15 - SPECIAL ED CONSULTANT	1,356.25
9120	5/28/2015	1004098	MARSHALL MAYOTTE	REIM: COMPUTER, MILEAGE, PARKING AND LODGING	8,017.46
9120	5/28/2015	1004099	MBAF	MIRA COSTA SPRING PERCUSSION FESTIVAL -	100.00
9120	5/28/2015	1004100	LAW OFFICES OF YOUNG,	04/15 - LEGAL SERVICES	6,395.32
9120	5/28/2015	1004101	NATIONAL EDUCATIONAL	(5) BASS DRUM COVERS	219.00
9120	5/28/2015	1004101	NATIONAL EDUCATIONAL	(4) BASS DRUM CARRIERS, STANDS & CASES	3,768.50
9120	5/28/2015	1004101	NATIONAL EDUCATIONAL MUSIC COMPANY	BASS DRUM CARRIER, STAND & CASE	933.66
9120	5/28/2015	1004102	OFFICEXPRESS	OFFICE SUPPLIES - STAPLES	34.44
9120	5/28/2015	1004102	OFFICEXPRESS	OFFICE SUPPLIES - PAPER, ERASERS, TAPE,	1,216.17
9120	5/28/2015	1004102	OFFICEXPRESS	OFFICE SUPPLIES - PENS, PAPER, AIR	3,358.89
9120	5/28/2015	1004103	PSAT/NMSQT	PSAT TESTING MATERIALS	50.00
9120	5/28/2015	1004104	JULES SELTZER	04/15 - STORAGE	480.00
9120	5/28/2015	1004104	JULES SELTZER	FURNITURE - CHAIRS, TABLES, DRAWERS,	11,296.47
9120	5/28/2015	1004105	STAPLES ADVANTAGE	SHARPIES & TONER	155.25
9120	5/28/2015	1004105	STAPLES ADVANTAGE	(80) USB FLASH DRIVES	431.64
9120	5/28/2015	1004106	CHRISTOPHER TRUITT	04/13-5/11/15 - DRUMLINE REHEARSALS	480.00
9120	5/28/2015	1004107	YOLVA VELA	FOOD - ELAC LATINO LITERACY MEETING	223.92
9120	5/28/2015	1004108	VISTA PAINT	CUSTODIAL SUPPLIES - PAINT, GLOVES,	515.93
9120	5/28/2015	2118	MICHELE GREENE	FSA REIMBURSEMENT - MICHELE GREENE	329.94
9120	5/28/2015	2121	MICHELE GREENE	FSA REIMBURSEMENT - MICHELE GREENE	416.66
9120	5/29/2015	1003487	GARY BRUCE GOLD	REIM: MILEAGE - STUDENT MOTIVATION CONFERENCE	(49.62)
9120	5/29/2015	1004109	EL CAMINO REAL CHARTER	PETTY CASH FOR MAINTENANCE DEPT	500.00
Total 9120					643,571.96
9121	5/15/2015	1718	MID VALLEY FLOWERS	FLOWER ARRANGEMENTS	724.85
9121	5/28/2015	1719	STONEFIRE GRILL	SENIOR RECOGNITION DINNER	1,415.91
Total 9121					2,140.76
9508	5/12/2015	STD02/28/15-1	ALASKA AIRLINES, INC.	CC: 31018 - AIRFARE FOR BUSINESS MEETING	510.60
9508	5/12/2015	STD02/28/15-10	AMAZON	CC: 31026 - MARKERS & PENS	36.40
9508	5/12/2015	STD02/28/15-11	AMAZON	CC: 31026 - PENS	24.88
9508	5/12/2015	STD02/28/15-12	AMAZON	CC: 31026 - PENS	11.79
9508	5/12/2015	STD02/28/15-13	AMAZON	CC: 31026 - KEY IDENTIFIERS	43.01
9508	5/12/2015	STD02/28/15-14	AMAZON	CC: 31026 - (114) THE GREAT GATSBY	1,118.34
9508	5/12/2015	STD02/28/15-15	AMAZON	CC: 31026 - DVD PLAYER	30.51
9508	5/12/2015	STD02/28/15-16	AMAZON	CC: 31026 - (6) THE GREAT GATSBY	58.86
9508	5/12/2015	STD02/28/15-17	AMECI PIZZA AND PASTA	CC: 31034 - FOOD FOR WOODCHIP DAY	1,110.75

9508	5/12/2015	STD02/28/15-18	AMERICAN AIRLINES	CC: 31018 - FLIGHT - LV TO FTWORTH TEXAS TO ALBUQUERQUE	1,137.94
9508	5/12/2015	STD02/28/15-19	BILINGUAL FOUNDATION OF THE ARTS	CC: 31026 - FIELD TRIP - BARNSDALL GALLERY THEATRE	1,075.00
9508	5/12/2015	STD02/28/15-2	AMAZON	CC: 31026 - AWS SERVICES	702.26
9508	5/12/2015	STD02/28/15-20	BUILDINGASIGN.COM	CC: 31026 - BANNER	119.07
9508	5/12/2015	STD02/28/15-21	CALIFORNIA SCIENCE	CC: 31026 - FIELD TRIP - CALIFORNIA SCIENCE	864.50
9508	5/12/2015	STD02/28/15-22	CUSTOMINK	CC: 31026 - (40) SHIRTS	674.80
9508	5/12/2015	STD02/28/15-23	D&S MARKETING SYSTEMS,	CC: 31026 - (20) AP COMPUTER SCIENCE	369.00
9508	5/12/2015	STD02/28/15-24	DROPBOX INC	CC: 31018 - DROPBOX ANNUAL FEE	91.59
9508	5/12/2015	STD02/28/15-25	EDJOIN	CC: 31026 - EDJOIN ANNUAL FEE	600.00
9508	5/12/2015	STD02/28/15-26	EPSON STORE	CC: 31026 - REPLACEMENT PROJECTOR	812.05
9508	5/12/2015	STD02/28/15-27	FILMFREEWAY	CC: 31026 - PROJECT SUBMISSION	50.00
9508	5/12/2015	STD02/28/15-28	HARD ROCK CAFE	CC: 31026 - FOOD - BUSINESS MEETING	46.44
9508	5/12/2015	STD02/28/15-29	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	CC: 31026 - INSTRUCTIONAL MATERIALS FOR PSYCHOLOGIST	380.93
9508	5/12/2015	STD02/28/15-3	AMAZON	CC: 31026 - COFFEEMAKER	279.95
9508	5/12/2015	STD02/28/15-30	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	CC: 31026 - SPECIAL ED TESTING MATERIALS WJIV	902.01
9508	5/12/2015	STD02/28/15-31	HP HOME STORE	CC: 31026 - (1) PRINTER	380.51
9508	5/12/2015	STD02/28/15-32	JONES SCHOOL SUPPLY	CC: 31026 - (36) RIBBONS, (36) MEDALS	94.03
9508	5/12/2015	STD02/28/15-33	LARSEN'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	287.75
9508	5/12/2015	STD02/28/15-34	LOWE'S	CC: 31026 - (1) REFRIGERATOR	519.93
9508	5/12/2015	STD02/28/15-35	MAILCHIMP	CC: 31026 - MAILCHIMP MONTHLY USER FEE	75.00
9508	5/12/2015	STD02/28/15-36	MASTRO'S OCEAN CLUB	CC: 31018 - FOOD - BUSINESS MEETING	354.30
9508	5/12/2015	STD02/28/15-37	MASTRO'S STEAK HOUSE	CC: 31018 - FOOD - BUSINESS MEETING	287.20
9508	5/12/2015	STD02/28/15-38	MCCALLA COMPANY	CC: 31026 - (48) TRASHCAN, (20) DUSTPANS,	2,279.42
9508	5/12/2015	STD02/28/15-39	MCGRAW-HILL SCHOOL	CC: 31026 - ALEKS 5-MONTH USER FEE	687.50
9508	5/12/2015	STD02/28/15-4	AMAZON	CC: 31026 - WATER FILTERS	23.80
9508	5/12/2015	STD02/28/15-40	MOLLY HAWKINS HOUSE	CC: 31026 - (3) INK	51.75
9508	5/12/2015	STD02/28/15-41	MONTY'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	643.82
9508	5/12/2015	STD02/28/15-42	MY DOOR SIGN	CC: 31026 - (3) NAMEPLATES	29.85
9508	5/12/2015	STD02/28/15-43	NASCO MODESTO	CC: 31026 - LAB SUPPLIES - THERMOMETERS, BALANCES, VIALS	5,888.35
9508	5/12/2015	STD02/28/15-44	PAYPAL	CC: 31026 - GUN SAFETY TRAINING	1,250.00
9508	5/12/2015	STD02/28/15-45	PITNEYBOWES	CC: 31026 - POSTAGE	49.03
9508	5/12/2015	STD02/28/15-46	PREMIER EXHIBITIONS	CC: 31026 - FIELD TRIP - BUENA PARK - CREDIT	(84.00)
9508	5/12/2015	STD02/28/15-47	R & K IMPORTS	CC: 31026 - DRAMA COSTUMES	121.75
9508	5/12/2015	STD02/28/15-48	REAL VOLLEYBALL	CC: 31034 - (2) BALL CARTS, (2) CLIPBOARDS, (2) SCOREBOOKS	370.86
9508	5/12/2015	STD02/28/15-49	ROSETTA STONE	CC: 31026 - (4) ENGLISH (AMERICAN) LVL 1-5 CD	1,303.64
9508	5/12/2015	STD02/28/15-5	AMAZON	CC: 31926 - SPOONS & CUPS	34.47
9508	5/12/2015	STD02/28/15-50	MARRIOTT HOTEL	CC: 31026 - HOTEL - ANITA GRUEX	1,873.56
9508	5/12/2015	STD02/28/15-51	SCHOOL OUTFITTERS	CC: 31026 - SHELF & (20) FOLDING TABLES	1,863.15
9508	5/12/2015	STD02/28/15-52	SOUTHWEST AIRLINES	CC: 31026 - FLIGHT - ROBOTICS TOURNAMENT	3,608.80
9508	5/12/2015	STD02/28/15-53	TIME WARNER CABLE	CC: 31026 - 02/06-03/05/15 - INTERNET	294.98
9508	5/12/2015	STD02/28/15-54	UNITED AIRLINES	CC: 31018 - FLIGHT - LAX TO CORPUS CRISTIE	547.10
9508	5/12/2015	STD02/28/15-55	WORLDWIDE TICKETS & LABELS INC.	CC: 31026 - DIY COMPUTIK GENERAL ADMISSION TICKETS	250.00
9508	5/12/2015	STD02/28/15-6	AMAZON	(2) LIBRARY BOOK TRUCKS	688.86
9508	5/12/2015	STD02/28/15-7	AMAZON	CC: 31026 - SCANNER	457.79
9508	5/12/2015	STD02/28/15-8	AMAZON	CC: 31026 - FLOOR MAT	207.00
9508	5/12/2015	STD02/28/15-9	DICK BLICK ART MATERIALS	CC: 31026 - (3) INK	47.34

9508	5/12/2015	STD03/30/15	INTUIT QUICKBOOKS	CC: 31012 - QUICKBOOKS ONLINE	54.95
9508	5/12/2015	STD03/30/15-2	UCLA EXTENSION	CC: 31012 - UCLA EXTENSION ENROLLMENT - ONYI CHIMA	471.20
9508	5/12/2015	STD03/30/15-3	UCLA EXTENSION	CC: 31012 - UCLA EXTENSION ENROLLMENT - JENNY DOO	479.20
9508	5/12/2015	STD03/30/15-4	HOOTSUITE	CC: 31012 - HOOTSUITE PRO MONTHLY USER	9.99
9508	5/12/2015	STD03/30/15-5	SURVEYMONKEY	CC: 31012 - SURVEYMONKEY MONTHLY USER FEE	26.00
9508	5/12/2015	STD03/30/15-6	UCLA EXTENSION	CC: 31012 - UCLA EXTENSION ENROLLMENT REFUND - ONYI CHIMA	(471.20)
9508	5/12/2015	STD03/30/15-7	WEBEX	CC: 31012 - WEBEX MONTHLY USER FEE	280.00
9508	5/12/2015	STD03/30/15-8	JULES SELTZER	CC: 31012 - FURNITURE	2,253.60
9508	5/12/2015	STD04/28/15 - 5881	WOODLAND WARNER FLOWERS	CC: 5881 - FLOWER ARRANGEMENT	75.25
9508	5/12/2015	STD04/28/15 - 5881-2	ARROWHEAD DIRECT	CC: 5881 - WATER FOR OFFICE	162.48
9508	5/12/2015	STD04/28/15 - 6095	VERIZON	CC: 6095 - 2GB WIRELESS PLAN	30.00
9508	5/12/2015	STD04/28/15 - 6095-2	LEAGUELINEUP.COM	CC: 6095 - RENEWAL FEE - LEAGUE LINEUP	149.95
9508	5/12/2015	STD04/28/15 - 6095-3	VERIZON	CC: 6095 - 2G WIRELESS PLAN	30.00
9508	5/19/2015	STD10/28/14 - 6095-1	SOUTHERN CALIFORNIA PERCUSSION ALLIANCE	SCPA - REGISTRATION FEE	1,200.00
9508	5/19/2015	STD10/28/14 - 6095-2	VERIZON	4G IPAD PLAN	30.00
9508	5/19/2015	STD10/28/14 - 6095-3	PICTURE PERFECT GRAPHICS	JERSEYS FRAMED FOR OFFICE	748.50
9508	5/19/2015	STD10/28/14 - 6095-4	THEODORE PAYNE FOUNDATION	FIELD TRIP - THEODORE PAYNE FOUNDATION	175.00
9508	5/19/2015	STD10/28/14 - 6095-5	BUREAU OF EDUCATION & RESEARCH, INC.	MOTIVATING THE UNMOTIVATED - REGISTRATION	2,508.00
9508	5/19/2015	STD10/28/14 - 6095-6	VERIZON	4G IPAD PLAN	30.00
9508	5/19/2015	STD10/28/14 - 6095-7	CALIFORNIA CREDIT UNION	CC: 6095 - LATE FEE	7.00
9508	5/27/2015	STD04/29/15-1	INTUIT QUICKBOOKS	CC: 31012 - QUICKBOOKS ONLINE	54.95
9508	5/27/2015	STD04/29/15-2	HOOTSUITE	CC: 31012 - HOOTSUITE PRO MONTHLY USER	9.99
9508	5/27/2015	STD04/29/15-3	JULES SELTZER	CC: 31012 - FURNITURE	11,297.00
9508	5/27/2015	STD04/29/15-4	SURVEYMONKEY	CC: 31012 - SURVEY MONKEY MONTHLY USER FEE	26.00
9508	5/27/2015	STD04/29/15-5	SYMPPLICITY	CC: 31012 - ONESTOP JOB POSTING FEE	110.00
9508	5/27/2015	STD04/29/15-6	WEBEX	CC: 31012 - WEBEX MONTHLY USER FEE	89.08
9508	5/27/2015	STD04/29/15-7	DROPBOX INC	CC: 31012 - DROPBOX PREMIUM SERVICE	165.41
9508	5/27/2015	STD04/29/15-8	FACEBOOK	CC: 31012 - FACEBOOK - ADVERTISEMENT PAYMENT	50.05
9508	5/27/2015	STD04/29/15-9	TWITTER	CC: 31012 - TWITTER - ADVERTISEMENT PAYMENT	30.00
Total 9508					55,620.62
Report Total					701,333.34

# Cover Sheet

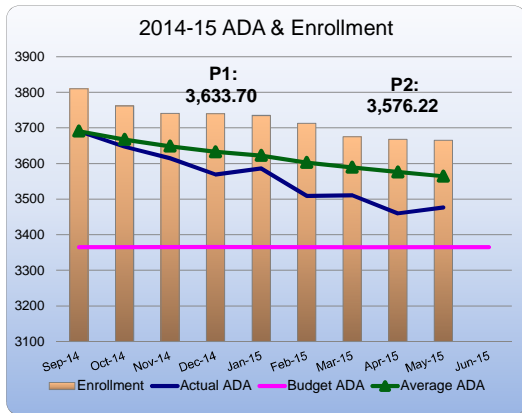
## Business Update

**Section:** III. Financial  
**Item:** K. Business Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 06-2015 ECR Board Report.pdf



**Key Performance Indicators**

ADA vs. Budget ● Cash on Hand ●  
 Net Income / (Loss) ● Year End Cash ●



**KEY POINTS**

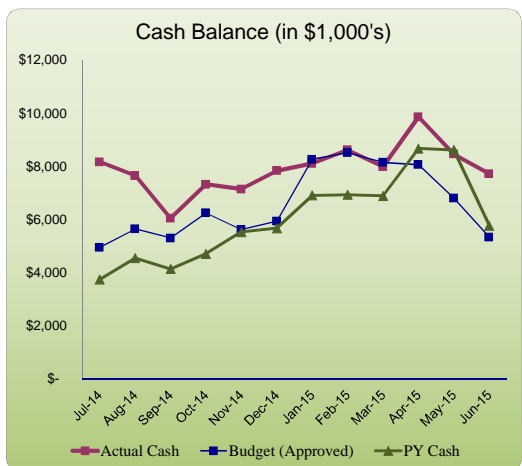
**Year-End June 30, 2015 Forecast**

- o ECRCHS has a 21% cash reserve at year-end. Not including cash held in investments and amount due to Student Group and Grantor Government.
- o A Debt Equity Ratio (ratio of total debt to equity/net assets) of less than 1 demonstrates fiscal soundness and prudence. ECRCHS has zero current debt and is forecasted to have zero current and long term debt at fiscal year-end.
- o CALPADS Fall 1 Certified Unduplicated FRPM / EL / Foster Youth Count: 772 and includes 692 FRPM, 105 EL, 4 Foster Youth

ADA Analysis					
Category	Month 9	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2
Enrollment	3,665	3,668	3,542	126	3,593
ADA %	95.0%	95.0%	95.0%	0.0%	97.8%
Average ADA	3,576.23	3,576.23	3,364.90	211.33	3,515.00

Revenue & Expenses per ADA		
Category	Budget	Forecast
Revenue	8,970	9,385
Revenue w/o Fundraising	8,970	9,342
Expense	8,195	8,333

INCOME STATEMENT	FY 14-15 YTD			FY 14-15 Forecast				FY 13-14 Actual		FY 12-13 Actual		
	Actual YTD	Budget YTD	Variance B/(W)	Total Actual	% of Total	Total Budget	% of Total	Variance B/(W)	13-14	% of Total	12-13	% of Total
LCFF	27,031,178	25,432,102	1,599,076	27,031,181	81%	25,432,102	84%	1,599,079	23,391,747	79%	21,682,801	77%
Federal Revenue	1,189,428	1,055,699	133,729	1,189,428	4%	1,055,699	3%	133,729	1,023,882	3%	1,195,625	4%
State Revenue	3,593,647	3,298,081	295,566	3,593,620	11%	3,298,081	11%	295,539	2,825,973	10%	4,627,649	16%
Other Local Revenue	1,594,556	398,675	1,195,881	1,594,574	5%	398,675	1%	1,195,899	2,114,414	7%	711,057	3%
Grants/Fundraising	154,930	0	154,930	154,930	0%	0	0%	154,930	222,685	1%	13,900	0%
<b>TOTAL REVENUE</b>	<b>33,563,739</b>	<b>30,184,557</b>	<b>3,379,181</b>	<b>33,563,733</b>		<b>30,184,557</b>		<b>3,379,175</b>	<b>29,578,700</b>		<b>28,231,032</b>	
Certificated Salaries	13,176,974	12,784,299	(392,676)	13,176,974	44%	12,784,299	46%	(392,676)	12,826,523	49%	12,338,025	49%
Classified Salaries	2,937,020	2,877,882	(59,138)	2,937,020	10%	2,877,882	10%	(59,138)	2,986,997	11%	2,464,664	10%
Benefits	6,171,052	5,325,889	(845,163)	6,171,052	21%	5,325,889	19%	(845,163)	4,808,555	18%	4,524,939	18%
Student Supplies	2,578,308	2,335,432	(242,876)	2,578,308	9%	2,335,432	8%	(242,876)	1,848,379	7%	1,846,556	7%
Operating Expenses	4,412,694	3,851,506	(561,187)	4,412,694	15%	3,851,507	14%	(561,187)	3,416,427	13%	3,475,684	14%
Other	524,192	400,787	(123,404)	524,192	2%	400,788	1%	(123,404)	391,655	1%	299,420	1%
<b>TOTAL EXPENSES</b>	<b>29,800,240</b>	<b>27,575,796</b>	<b>(2,224,444)</b>	<b>29,800,240</b>		<b>27,575,796</b>		<b>(2,224,444)</b>	<b>26,278,537</b>		<b>24,949,287</b>	
<b>INCOME / (LOSS)</b>	<b>3,763,499</b>	<b>2,608,762</b>	<b>1,154,737</b>	<b>3,763,493</b>		<b>2,608,761</b>		<b>1,154,732</b>	<b>3,300,164</b>		<b>3,281,745</b>	



Y/E Cash Balance		
Projected	Budget	Variance
7,728,492	5,343,829	2,384,663

Balance Sheet	6/30/2014	5/31/2015	6/30/2015	6/30/2015 Actual	Notes
<b>Assets</b>					
Cash	5,777,172	8,467,387	7,728,492	7,728,492	
Accounts Receivable	4,195,965	(0)	3,113,904	3,113,904	
Due From Others	12,256	17,057	38,665	38,665	
Other Assets	2,156,385	5,059,344	5,688,616	5,688,616	
Net Fixed Assets	618,117	952,786	999,942	999,942	
<b>Total Assets</b>	<b>12,759,895</b>	<b>14,496,574</b>	<b>17,569,620</b>	<b>17,569,620</b>	
<b>Liabilities</b>					
A/P & Payroll	351,208	22,629	1,495,190	1,495,190	
Due to Others	1,211,063	901,728	1,323,637	1,323,637	
Deferred Revenue	1,192,629	616,805	982,305	982,305	
Total Debt	0	0	0	0	
<b>Total Liabilities</b>	<b>2,754,901</b>	<b>1,541,162</b>	<b>3,801,132</b>	<b>3,801,132</b>	
<b>Equity</b>					
Beginning Fund Bal.	6,704,831	10,004,995	10,004,995	10,004,995	
Net Income/(Loss)	3,300,164	2,950,417	3,763,493	3,763,493	
<b>Total Equity</b>	<b>10,004,995</b>	<b>12,955,412</b>	<b>13,768,488</b>	<b>13,768,488</b>	
<b>Total Liabilities &amp; Equity</b>	<b>12,759,895</b>	<b>14,496,574</b>	<b>17,569,620</b>	<b>17,569,620</b>	

Available Line of Credit	4,500,000	4,500,000	4,500,000	4,500,000	
Days Cash on Hand	81	97	95	95	> 45 days is good
Cash Reserve %	22%	32%	26%	26%	





## El Camino Real Charter High School Financial Analysis June 2015

### Net Income

The FY14-15 net-income result is \$3.7MM compared to \$2.6MM in the board approved budget.

### Balance Sheet

#### Assets

- The combined cash and investments is \$12.7MM
- \$5MM of cash is held in Charles Schwab investment accounts.
- \$230K of cash is held in Wells Fargo and California Credit Union Certificate of Deposit accounts.

#### Additional Asset Detail

- Accounts Receivable balance is \$3.1MM in government per pupil receivables.

### Liabilities

#### Liabilities Detail

- \$1.5MM in Accounts Payable balance, including payroll liabilities.
- \$589K in Due to ASB.
- \$734K in Due to Grantor, which represents a duplicate payment of the prior year Supplemental Block Grant and FY14-15 adjustments. This amount will be withheld from future apportionments.
- Debt balance is zero. ECR has no current or long term debt liabilities.

### Income Statement

#### Revenue

Actual revenue for FY14-15 is \$33MM, which is \$3.3MM or 10% over budgeted revenues of \$30MM.

**Object Code 8011-8096:** LCFF and In-Lieu of Property Taxes forecast is \$1.6MM above budget due to enrollment being 126 students higher than budget at the end of the P2 attendance period. Student attrition has slowed considerable compared to prior years. The Governor's 15-16 May revise included an increase to the current 13-14 fiscal year LCFF Gap Closure for a total 29.97% vs. 28% previously published.

**Object Code 8181:** Federal Special Education IDEA is \$53K above budget as a result of LAUSD increasing the per pupil rate.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*



**Object Code 8291:** Federal Title I is \$25K above budget as a result of FY14-15 FRL data.

**Object Code 8599:** Other State revenue is (\$131K) below budget, which is primarily a result of \$585K in prior-year Common Core Funding was deferred to 2014-15 vs. the original estimate of \$757K when the budget was developed.

**Object Code 8634:** Food Service sales are (\$30K) below budget. The food service and meal claim process should be reviewed and annually monitored to prevent potential waste or misuse.

**Object Code 8690:** All Other Local Revenue is \$957K above budget:

1. Foreign Exchange Student fees are \$480K higher than the \$300K budget assumption.
2. Student Store Sales and Facility Rental income was not budgeted.

### *Expenses*

Actual expenses for FY14-15 are \$29.8MM, which is \$2.2MM or 11% over budgeted expenditures of \$27.5MM.

**Object Code 1175:** Teacher – Stipends/Extra Duty is \$566K above budget.

**Object Code 2100:** Instructional Aide salaries is \$237K above budget.

**Object Code 2400:** Clerical/Technical/Office salaries is (\$116K) below budget.

**Object Code 2900:** Other Classified salaries is (\$109K) below budget.

**Object Code 3401:** Health benefits is \$50K above budget.

**Object Code 3601:** Worker’s Comp is (\$143K) below budget.

**Object Code 4110:** Textbooks is \$662K above budget. Common Core State Implementation funding was reallocated to cover these costs.

**Object Code 4210:** Other Books is \$101K above budget due to the purchase of an online SAT & ACT Prep Curriculum. Common Core State Implementation funding was reallocated to cover these costs.

**Object Code 4390:** Other Supplies is \$327K above budget.

**Object Code 5450:** General Insurance premiums were \$95K above budget.

**Object Code 5851:** Instructional Consultants is \$109K above budget.

**Object Code 5900:** Communications costs is \$31K above budget.

**Object Code 6900:** Depreciation Expense is \$106K above budget due to the increase in fixed assets in FY13-14 and current year capital expenditures totaling \$634K.

### **ADA**

Budgeted average ADA for FY14-15 is 3,364.90 based on an enrollment of 3,542 and a 95.0% attendance rate. The June 30, 2014, forecast assumes the reported P2 ADA.

P1 ADA 3,633.70

P2 ADA 3,576.22

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

Object Code	Effective Date	Check Number	Vendor Name	Transaction Description	Check Amount
9120	5/6/2015	1003972	AMERICAN/ FOOTHILL	THE KINGS COURIER NEWSPAPER VOL. 45	691.60
9120	5/6/2015	1003973	AVID CENTER	AVID MEMBERSHIP FEES	4,194.00
9120	5/6/2015	1003973	AVID CENTER	AVID MEMBERSHIP FEES	(519.00)
9120	5/6/2015	1003974	BROOKS TRANSPORTATION	FIELD TRIP - WILL GEER THEATRE &	2,890.00
9120	5/6/2015	1003974	BROOKS TRANSPORTATION INC	FIELD TRIP - SANTA BARBARA ZOO & THEODORE PAYNE FOUNDATION	965.00
9120	5/6/2015	1003974	BROOKS TRANSPORTATION INC	FIELD TRIP - ATRIUM HOTEL	450.00
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(6) PRACTICE PANTS	139.61
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(130) WEB BELTS	130.36
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(200) MOUTH GUARDS	89.60
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(20) FOOTBALLS	1,414.85
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(20) ARMBANDS	162.04
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(4) POLO SHIRTS	122.98
9120	5/6/2015	1003975	BUDDY'S ALL STARS	(70) T-SHIRTS	1,851.34
9120	5/6/2015	1003976	DAVID CHAE	05/15/15 - PAYROLL - D. CHAE	1,876.57
9120	5/6/2015	1003977	MELISSA CHARTERS	REIM: PER DIEM, HOTEL & MILEAGE - FHA-HERO STATE LEADERSHIP	737.76
9120	5/6/2015	1003978	CHARLES DEANGELUS	REIM: MALLETT HOLDERS, DRUM HEADS, RIM	768.82
9120	5/6/2015	1003979	FLINN SCIENTIFIC INC	LAB SUPPLIES - ETHYLENE GLYCOL, POSTER, CD-ROM	23.60
9120	5/6/2015	1003980	GOPHER	LACROSSE PACK, BATS, BASEBALLS, RACQUETS, HOCKEY SET	2,187.40
9120	5/6/2015	1003980	GOPHER	SOFTBALLS & BATS	119.55
9120	5/6/2015	1003981	JUSTIN GRAHAM	REIM: MILEAGE - TENNIS TOURNAMENT	125.12
9120	5/6/2015	1003982	ANITA GRUEN	05/15/15 - PAYROLL - A. GRUEN	1,022.18
9120	5/6/2015	1003983	MATTHEW HARBOURT	05/15/15 - PAYROLL - M. HARBOURT	154.04
9120	5/6/2015	1003984	HEALY AWARDS, INC.	FOOTBALL HELMET STICKERS	119.39
9120	5/6/2015	1003985	HERFF JONES, INC	CORD	133.30
9120	5/6/2015	1003986	ODALIS HERNANDEZ	05/15/15 - PAYROLL - O. HERNANDEZ	100.73
9120	5/6/2015	1003987	INGRAHAM TROPHIES &	CIF LA CITY SECTION MEDALS - GIRLS	64.69
9120	5/6/2015	1003988	SHERYL KOLKER	05/15/15 - PAYROLL - S. KOLKER	918.99
9120	5/6/2015	1003989	ZACK KRAUSE	ROBOTICS SUPPLIES	185.44
9120	5/6/2015	1003990	LOS ANGELES UNIFIED	LASP SERVICES - BASKETBALL & SOCCER	768.30
9120	5/6/2015	1003991	ANGEL LERMA	REIM: FOOD - LATINO LITERACY MEETING	71.89
9120	5/6/2015	1003992	LOS ANGELES UNIFIED	GENERATOR ENGINE PERMIT & EMISSION	451.57
9120	5/6/2015	1003993	THE MARKERBOARD PEOPLE	DRY ERASE BOARDS, MARKERS & ERASERS	251.10
9120	5/6/2015	1003994	MAXIM STAFFING SOLUTIONS	04/07-04/10/15 - SPECIAL ED CONSULTANT	1,085.00
9120	5/6/2015	1003995	MUTUAL OF OMAHA	05/15 - LIFE INSURANCE PREMIUM - ALX7	2,101.78
9120	5/6/2015	1003996	GAIL NETTELS	05/15/15 - PAYROLL - G. NETTELS	2,165.94
9120	5/6/2015	1003997	ONTRACK AND FIELD, INC	TAPE MEASURE & NEEDLE SPIKES	94.26
9120	5/6/2015	1003998	JUN REICHL	05/15/15 - PAYROLL - J. REICHL	512.17
9120	5/6/2015	1003999	LINDA ROBBINS	05/15/15 - PAYROLL - L. ROBBINS	589.87
9120	5/6/2015	1004000	STAPLES ADVANTAGE	OFFICE SUPPLIES - PAPER	113.31

9120	5/6/2015	1004001	CHEYANNE TRAN	REIM: MILEAGE - DRUMLINE COMPETITION	91.08
9120	5/6/2015	1004002	USLIFE INS CO OF NY	04/15 - SUPPLEMENTAL LIFE INSURANCE PREMIUM	620.36
9120	5/6/2015	1004003	VISTA PAINT	CUSTODIAL SUPPLIES - PAINT	369.20
9120	5/6/2015	1004004	WESTLAKE HIGH SCHOOL	GIRLS VOLLEYBALL TOURNAMENT -	400.00
9120	5/6/2015	1004005	BRIAN WILSON	05/15/15 - PAYROLL - B. WILSON	593.48
9120	5/12/2015	1004006	ADVANCED OFFICE	03/23-04/22/15 - COPIER OVERAGE	152.74
9120	5/12/2015	1004006	ADVANCED OFFICE	03/27-04/27/15 - COPIER OVERAGE	159.30
9120	5/12/2015	1004007	APPERSON	MAINTENANCE FEE	159.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION	FIELD TRIP - LA ZOO	350.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	3,045.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION	FIELD TRIP - HACIENDA HEIGHTS COMMUNITY	750.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION INC	FIELD TRIP - WESTLAKE HIGH SCHOOL	435.00
9120	5/12/2015	1004008	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	1,675.00
9120	5/12/2015	1004009	BUDDY'S ALL STARS	(35) NIKE POLO SHIRTS, (39) CAPS, (21) DRI-FIT	2,726.01
9120	5/12/2015	1004009	BUDDY'S ALL STARS	(20) FOOTBALL SHORTS	560.93
9120	5/12/2015	1004009	BUDDY'S ALL STARS	(58) GIRLS SOCCER T-SHIRTS	426.58
9120	5/12/2015	1004010	CARTRICHARGE	OFFICE SUPPLIES - (2) TONER & (1) DRUM	315.99
9120	5/12/2015	1004011	CALIFORNIA CREDIT UNION	CREDIT CARD ENDING 6095	209.95
9120	5/12/2015	1004012	CALIFORNIA CREDIT UNION	CREDIT CARD ENDING 5881	237.73
9120	5/12/2015	1004013	COLLEGE BOARD	FY14-15 - COLLEGE BOARD MEMBERSHIP FEE	325.00
9120	5/12/2015	1004014	THE CRUZ CENTER	04/15 - PHYSICAL THERAPY	1,045.00
9120	5/12/2015	1004015	FOLLETT SCHOOL SOLUTIONS	EDUCATIONAL MATERIALS - (11) LIBRARY BOOKS	243.99
9120	5/12/2015	1004016	GOLF CARS - LA	GOLF CART REPAIR	1,133.27
9120	5/12/2015	1004016	GOLF CARS - LA	GOLF CART REPAIR	673.11
9120	5/12/2015	1004017	ALAN GRANT	04/15 - ROBOTICS SUPERVISION	50.00
9120	5/12/2015	1004018	TED HAINES	REIM: SPRING PLAY - COSTUME SET	450.40
9120	5/12/2015	1004019	THE HELP GROUP - NORTH HILLS PREP SCHOOL	03/15 - COACHING & CASE MANAGEMENT - J. TIFFANI	3,438.20
9120	5/12/2015	1004019	THE HELP GROUP - NORTH	03/15 - COACHING & CASE MANAGEMENT - R.	3,456.29
9120	5/12/2015	1004020	HERFF JONES, INC	COLOR CORDS	2,441.97
9120	5/12/2015	1004020	HERFF JONES, INC	COLOR CORDS	748.99
9120	5/12/2015	1004020	HERFF JONES, INC	CREDIT: TRANSPORTATION & HANDLING (1721313)	(392.77)
9120	5/12/2015	1004021	HESS AND ASSOCIATES, INC	Q3/FY14-15 - STRS/PERS REPORTING	1,867.50
9120	5/12/2015	1004022	INSPIRE COMMUNICATION, INC	01/15 - THERAPY SERVICES	1,402.50
9120	5/12/2015	1004022	INSPIRE COMMUNICATION, INC	04/15 - THERAPY SERVICES	2,550.00
9120	5/12/2015	1004023	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 04/12/15	7,488.25
9120	5/12/2015	1004023	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 04/19/15	9,890.88
9120	5/12/2015	1004023	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 04/26/15	12,737.41
9120	5/12/2015	1004024	MCGRAW-HILL SCHOOL	(106) GEOLOGY & GEOGRAPHY TEXTBOOKS	9,968.14
9120	5/12/2015	1004025	OFFICEXPRESS	OFFICE SUPPLIES - DOC COVER, CERTIFICATE, CERTIFICATE HOLDER	103.21
9120	5/12/2015	1004025	OFFICEXPRESS	OFFICE SUPPLIES - FOLDERS, MARKERS, HIGHLIGHTERS, PENS	110.74
9120	5/12/2015	1004026	ONEWAY MANUFACTURING	START & STOP BUTTONS - ONDRIVE	47.30
9120	5/12/2015	1004027	PACIFIC CHARTER SCHOOL DEVELOPMENT	04/15 - FEASIBILITY STUDY	5,500.00

9120	5/12/2015	1004028	PROCOPIO, CORY,	03/15 - LEGAL SERVICES	608.40
9120	5/12/2015	1004029	SAMANTHA SERRANO	REFUND: YEARBOOK OVERCHARGE	10.00
9120	5/12/2015	1004030	SMART & FINAL	CLASSROOM SUPPLIES - COOKING SUPPLIES	449.24
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER	342.19
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TAPES, RUBBERBAND,	2,664.94
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - GLUE STICKS	187.97
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - PENS	119.79
9120	5/12/2015	1004032	STAPLES ADVANTAGE	CUSTODIAL SUPPLIES - WASTE BASKET	126.35
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER	257.77
9120	5/12/2015	1004032	STAPLES ADVANTAGE	(1) MESH CHAIR	203.87
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - PAPER	337.85
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TAPES	177.62
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - BINDER	2.82
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER, CALCULATOR	102.14
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - POST-ITS, WIPES, FILE	33.39
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - DESK STAPLERS	63.06
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - STAPLES, TISSUES	17.21
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - CARTRIDGE	124.58
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - SHEETS, BINDERS	457.10
9120	5/12/2015	1004032	STAPLES ADVANTAGE	OFFICE SUPPLIES - POST-IT, STAPLERS, PENS, HIGHLIGHTER	288.29
9120	5/12/2015	1004033	STUDENT TRANSPORTATION OF AMERICA	04/15 - SPECIAL ED TRANSPORTATION	4,760.00
9120	5/12/2015	1004034	VISTA PAINT	CUSTODIAL SUPPLIES - SANDPAPER, STEEL WOOL	49.93
9120	5/12/2015	1004034	VISTA PAINT	CUSTODIAL SUPPLIES - TAPES, SPRAY SHIELD	184.44
9120	5/12/2015	1004034	VISTA PAINT	CUSTODIAL SUPPLIES - PAINT, CANVAS DROPCLOTH	51.03
9120	5/13/2015	1004035	THE VILLAGE NATION	ASSESSMENT OF SCHOOL SITE &	12,500.00
9120	5/18/2015	1004036	KELLI BLUMBERG	REIM: REGISTRATION - FAR WEST ATHLETIC TRAINING ASSOCIATION	175.00
9120	5/18/2015	1004037	ERIC CHOI	REIM: GOLF BALLS	67.50
9120	5/18/2015	1004038	ZASHA ENDRES	REIM: MARIACHI & BALLOONS - 5 DE MAYO CELEBRATION	384.16
9120	5/18/2015	1004039	PATRICIA ESTRIN	REIM: PER DIEM, FEE, TRANSPORTATION & BAGGAGE - NFFTY	397.20
9120	5/18/2015	1004040	VICTORIA FALGIEN	REIM: REGISTRATION - FAR WEST ATHLETIC TRAINING ASSOCIATION	175.00
9120	5/18/2015	1004041	CAROLINE JONES	REIM: GRADUATION CORDS	144.00
9120	5/18/2015	1004042	STEVE KINGERY	REIM: HIP NUMBERS	57.05
9120	5/18/2015	1004043	CAMERON MAURY	REIM: PER DIEM, HOTEL, MILEAGE & FEE - SPEECH & DEBATE CHAMP	599.54
9120	5/18/2015	1004044	ROSALINDA MONTAGUE	REIM: LAB SUPPLIES FOR CLASS	113.95
9120	5/18/2015	1004045	LORI PRATT	REIM: FOOD - AVID AWARDS NIGHT	923.67
9120	5/18/2015	1004046	WENDY TREUHAF	REIM: FOOD - COP BEHAVIOR SUPPORT	87.27
9120	5/18/2015	1004046	WENDY TREUHAF	REIM: FOOD - ADMINISTRATIVE ASSISTANT LUNCHEON	89.71
9120	5/18/2015	1004047	ADVANCED OFFICE AUTOMATION, INC.	OFFICE SUPPLIES - TONER	15.00
9120	5/18/2015	1004048	AMERICAN HERITAGE LIFE INSURANCE COMPANY	03/15 - SUPPLEMENTAL HEALTH INSURANCE PREMIUM	1,542.54
9120	5/18/2015	1004048	AMERICAN HERITAGE LIFE INSURANCE COMPANY	04/15 - SUPPLEMENTAL HEALTH INSURANCE PREMIUM	1,542.54
9120	5/18/2015	1004049	BROOKS TRANSPORTATION INC	FIELD TRIP - CHAMINADE HIGH SCHOOL	350.00



9120	5/18/2015	1004049	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	2,805.00
9120	5/18/2015	1004050	CANON SOLUTIONS AMERICA	05/01-07/31/15 - MAINTENANCE SERVICE	514.80
9120	5/18/2015	1004051	CANON FINANCIAL SERVICES, INC.	06/01-08/31/15 - COPIER LEASE - ACCT# 200-5030160-000	3,981.42
9120	5/18/2015	1004052	CHARLES SCHWAB & CO., INC.	MISTAKE PAYMENT SENT TO PENSERVE FROM J. WAI 403B	700.00
9120	5/18/2015	1004052	CHARLES SCHWAB & CO., INC.	MISTAKE PAYMENT SENT TO PENSERV FROM E. WILSON 403B	750.00
9120	5/18/2015	1004053	COVANTIA, LLC	04/15 - SOFTWARE DEVELOPMENT &	4,800.00
9120	5/18/2015	1004054	EMPLOYMENT	Q1/15 - SEF LEC#942-0005-2	123.01
9120	5/18/2015	1004055	F.A.C.T.	04/15 - BEHAVIORAL THERAPY	5,569.35
9120	5/18/2015	1004056	FEDEX	SHIPPING	26.03
9120	5/18/2015	1004057	FLINN SCIENTIFIC INC	LAB SUPPLIES - CHEMISTRY	318.07
9120	5/18/2015	1004058	GARVEY EQUIPMENT COMPANY	STRING TRIMMER, HAND BLOWER, LAWNMOWER CHAIN	624.57
9120	5/18/2015	1004059	HARLAND TECHNOLOGY	SCANTRON SOFTWARE LICENSE	144.00
9120	5/18/2015	1004059	HARLAND TECHNOLOGY SERVICES	SCANTRON SCORE SCANNER	491.00
9120	5/18/2015	1004060	IGOR VIVCHARENCHO	REIM: ROBOT PARTS - MOTOR, LCD DISPLAY,	229.44
9120	5/18/2015	1004061	IPARADIGMS, LLC	07/01/15-06/30/16 - TURNITIN LICENSE	9,915.00
9120	5/18/2015	1004062	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 05/03/15	11,038.02
9120	5/18/2015	1004063	MAXIM STAFFING SOLUTIONS	04/13-04/17/15 - SPECIAL ED CONSULTANT	1,260.00
9120	5/18/2015	1004064	MID VALLEY FLOWERS	FLOWERS - GRADUATION	1,384.30
9120	5/18/2015	1004065	MIKE BROWN	GRANDSTAND RENTAL FOR GRADUATION	22,000.00
9120	5/18/2015	1004066	MPS	(90) PSYCHOLOGY TEXTBOOKS AND STUDY GUIDES	14,504.40
9120	5/18/2015	1004067	NETTIME SOLUTIONS	BIOMETRIC TIMECLOCKS SUBSCRIPTION,	2,200.00
9120	5/18/2015	1004068	OFFICEXPRESS	AWARD CERTIFICATES AND COVERS	160.77
9120	5/18/2015	1004069	PITNEYBOWES	POSTAGE METER REFILL	520.99
9120	5/18/2015	1004070	REVOLUTION FOODS, INC.	04/15 - CAFETERIA MEALS	42,207.39
9120	5/18/2015	1004071	WESPAC PLAN SERVICES,	QUARTERLY RECORDKEEPING FEES	200.00
9120	5/18/2015	1004072	YEARBOOKS @ THE BEACH	YEARBOOK CAMP - REGISTRATION FEE	3,115.00
9120	5/19/2015	1004073	US BANK PARS -	02/15 - PARS	1,354.82
9120	5/19/2015	1004073	US BANK PARS -	03/15 - PARS	1,318.12
9120	5/19/2015	1004073	US BANK PARS -	04/15 - PARS	986.50
9120	5/20/2015	2119	AMY CARTER	FSA REIMBURSEMENT - AMY CARTER	395.83
9120	5/21/2015	1004074	EXED	MANAGEMENT CONTRACT FEE, PAYCHEX FEE	14,930.88
9120	5/22/2015	2122	SYLVIA YI	FSA REIMBURSEMENT - SYLVIA YI	416.66
9120	5/26/2015	1004075	ERIC CHOI	REIM: TEE TIMES	417.00
9120	5/26/2015	1004076	JEFF CRAIG	REIM: STUDENT MATERIALS - PLATES & TAPE	143.86
9120	5/26/2015	1004077	TERRENCE FISCHER	REIM: MILEAGE - 05/06-05/23/15 - WRESTLING TOURNAMENT	324.90
9120	5/26/2015	1004078	STEPHANIE FRANKLIN	REIM: ACADEMIC DECATHALON STUDY MATERIALS	2,086.78
9120	5/26/2015	1004079	JULIE SABBAAH	REIM: MILEAGE, REGISTRATION & PER DIEM - WRITING SKILLS CONF	278.96
9120	5/26/2015	1004080	SUE SCHUSTER	REIM: TRANSPORT, LODGING, MILEAGE, PER DIEM - ROBOTICS COMP	2,312.03
9120	5/26/2015	1004081	CHEYANNE TRAN	REIM: STUDENT MATERIALS - ALMONDS,	30.00
9120	5/26/2015	2120	JESSICA CHUNG	FSA REIMBURSEMENT - JESSICA CHUNG	145.00
9120	5/27/2015	1004082	AMERICAN EXPRESS	CARD ENDING - 31000	22,663.80
9120	5/28/2015	1004083	AMERICAN EXPRESS	CARD ENDING - 31004	11,832.48
9120	5/28/2015	1004084	ADVANCED OFFICE	04/12-05/12/15 - COPIER OVERAGE	146.33
9120	5/28/2015	1004085	AMERICAN/ FOOTHILL PUBLISHING CO.,	THE KINGS COURIER NEWSPAPER VOL. 45 ISSUE 12	775.40
9120	5/28/2015	1004086	AVID CENTER	AVID MEMBERSHIP FEES & WEEKLY	4,094.00



9120	5/28/2015	1004087	BENEFIT AND RISK MANAGEMENT SERVICES	06/15 - FSA ADMIN FEES	161.00
9120	5/28/2015	1004088	JOSEPH BOURBONNAIS	REFUND - BIOLOGY FLEX BOOK	25.00
9120	5/28/2015	1004089	BROOKS TRANSPORTATION INC	FIELD TRIP - DISNEYLAND	650.00
9120	5/28/2015	1004090	CHANG RUTHENBERG &	04/16-04/17/15 - LEGAL SERVICES	555.00
9120	5/28/2015	1004090	CHANG RUTHENBERG & LONG PC	04/07-04/21/15 - LEGAL SERVICES	1,665.00
9120	5/28/2015	1004091	CHARTERLIFE	06/15 - HEALTH BENEFITS	260,049.49
9120	5/28/2015	1004092	LANCE DELGADO	04/03-04/30/15 - WEEKDAY REHERSALS &	1,690.00
9120	5/28/2015	1004093	DEPARTMENT OF JUSTICE	04/15 - FINGERPRINT APPS	96.00
9120	5/28/2015	1004094	EDTEC INC.	04/15 - BUSINESS & FINANCIAL CONSULTING	3,955.00
9120	5/28/2015	1004095	HERFF JONES, INC	CUSTOM STOLES	1,133.69
9120	5/28/2015	1004096	TARA KIM	03/03-03/24/15 - OCCUPATIONAL THERAPY	287.50
9120	5/28/2015	1004096	TARA KIM	04/21/15 - OCCUPATIONAL THERAPY SERVICES	172.50
9120	5/28/2015	1004097	MAXIM STAFFING	04/27-05/01/15 - SPECIAL ED CONSULTANT	1,356.25
9120	5/28/2015	1004098	MARSHALL MAYOTTE	REIM: COMPUTER, MILEAGE, PARKING AND LODGING	8,017.46
9120	5/28/2015	1004099	MBAF	MIRA COSTA SPRING PERCUSSION FESTIVAL -	100.00
9120	5/28/2015	1004100	LAW OFFICES OF YOUNG,	04/15 - LEGAL SERVICES	6,395.32
9120	5/28/2015	1004101	NATIONAL EDUCATIONAL	(5) BASS DRUM COVERS	219.00
9120	5/28/2015	1004101	NATIONAL EDUCATIONAL	(4) BASS DRUM CARRIERS, STANDS & CASES	3,768.50
9120	5/28/2015	1004101	NATIONAL EDUCATIONAL MUSIC COMPANY	BASS DRUM CARRIER, STAND & CASE	933.66
9120	5/28/2015	1004102	OFFICEXPRESS	OFFICE SUPPLIES - STAPLES	34.44
9120	5/28/2015	1004102	OFFICEXPRESS	OFFICE SUPPLIES - PAPER, ERASERS, TAPE,	1,216.17
9120	5/28/2015	1004102	OFFICEXPRESS	OFFICE SUPPLIES - PENS, PAPER, AIR	3,358.89
9120	5/28/2015	1004103	PSAT/NMSQT	PSAT TESTING MATERIALS	50.00
9120	5/28/2015	1004104	JULES SELTZER	04/15 - STORAGE	480.00
9120	5/28/2015	1004104	JULES SELTZER	FURNITURE - CHAIRS, TABLES, DRAWERS,	11,296.47
9120	5/28/2015	1004105	STAPLES ADVANTAGE	SHARPIES & TONER	155.25
9120	5/28/2015	1004105	STAPLES ADVANTAGE	(80) USB FLASH DRIVES	431.64
9120	5/28/2015	1004106	CHRISTOPHER TRUITT	04/13-5/11/15 - DRUMLINE REHEARSALS	480.00
9120	5/28/2015	1004107	YOLVA VELA	FOOD - ELAC LATINO LITERACY MEETING	223.92
9120	5/28/2015	1004108	VISTA PAINT	CUSTODIAL SUPPLIES - PAINT, GLOVES,	515.93
9120	5/28/2015	2118	MICHELE GREENE	FSA REIMBURSEMENT - MICHELE GREENE	329.94
9120	5/28/2015	2121	MICHELE GREENE	FSA REIMBURSEMENT - MICHELE GREENE	416.66
9120	5/29/2015	1003487	GARY BRUCE GOLD	REIM: MILEAGE - STUDENT MOTIVATION CONFERENCE	(49.62)
9120	5/29/2015	1004109	EL CAMINO REAL CHARTER	PETTY CASH FOR MAINTENANCE DEPT	500.00
Total 9120					643,571.96
9121	5/15/2015	1718	MID VALLEY FLOWERS	FLOWER ARRANGEMENTS	724.85
9121	5/28/2015	1719	STONEFIRE GRILL	SENIOR RECOGNITION DINNER	1,415.91
Total 9121					2,140.76
9508	5/12/2015	STD02/28/15-1	ALASKA AIRLINES, INC.	CC: 31018 - AIRFARE FOR BUSINESS MEETING	510.60
9508	5/12/2015	STD02/28/15-10	AMAZON	CC: 31026 - MARKERS & PENS	36.40
9508	5/12/2015	STD02/28/15-11	AMAZON	CC: 31026 - PENS	24.88
9508	5/12/2015	STD02/28/15-12	AMAZON	CC: 31026 - PENS	11.79
9508	5/12/2015	STD02/28/15-13	AMAZON	CC: 31026 - KEY IDENTIFIERS	43.01
9508	5/12/2015	STD02/28/15-14	AMAZON	CC: 31026 - (114) THE GREAT GATSBY	1,118.34
9508	5/12/2015	STD02/28/15-15	AMAZON	CC: 31026 - DVD PLAYER	30.51
9508	5/12/2015	STD02/28/15-16	AMAZON	CC: 31026 - (6) THE GREAT GATSBY	58.86
9508	5/12/2015	STD02/28/15-17	AMECI PIZZA AND PASTA	CC: 31034 - FOOD FOR WOODCHIP DAY	1,110.75

9508	5/12/2015	STD02/28/15-18	AMERICAN AIRLINES	CC: 31018 - FLIGHT - LV TO FTWORTH TEXAS TO ALBUQUERQUE	1,137.94
9508	5/12/2015	STD02/28/15-19	BILINGUAL FOUNDATION OF THE ARTS	CC: 31026 - FIELD TRIP - BARNSDALL GALLERY THEATRE	1,075.00
9508	5/12/2015	STD02/28/15-2	AMAZON	CC: 31026 - AWS SERVICES	702.26
9508	5/12/2015	STD02/28/15-20	BUILDINGASIGN.COM	CC: 31026 - BANNER	119.07
9508	5/12/2015	STD02/28/15-21	CALIFORNIA SCIENCE	CC: 31026 - FIELD TRIP - CALIFORNIA SCIENCE	864.50
9508	5/12/2015	STD02/28/15-22	CUSTOMINK	CC: 31026 - (40) SHIRTS	674.80
9508	5/12/2015	STD02/28/15-23	D&S MARKETING SYSTEMS,	CC: 31026 - (20) AP COMPUTER SCIENCE	369.00
9508	5/12/2015	STD02/28/15-24	DROPBOX INC	CC: 31018 - DROPBOX ANNUAL FEE	91.59
9508	5/12/2015	STD02/28/15-25	EDJOIN	CC: 31026 - EDJOIN ANNUAL FEE	600.00
9508	5/12/2015	STD02/28/15-26	EPSON STORE	CC: 31026 - REPLACEMENT PROJECTOR	812.05
9508	5/12/2015	STD02/28/15-27	FILMFREEWAY	CC: 31026 - PROJECT SUBMISSION	50.00
9508	5/12/2015	STD02/28/15-28	HARD ROCK CAFE	CC: 31026 - FOOD - BUSINESS MEETING	46.44
9508	5/12/2015	STD02/28/15-29	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	CC: 31026 - INSTRUCTIONAL MATERIALS FOR PSYCHOLOGIST	380.93
9508	5/12/2015	STD02/28/15-3	AMAZON	CC: 31026 - COFFEEMAKER	279.95
9508	5/12/2015	STD02/28/15-30	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	CC: 31026 - SPECIAL ED TESTING MATERIALS WJIV	902.01
9508	5/12/2015	STD02/28/15-31	HP HOME STORE	CC: 31026 - (1) PRINTER	380.51
9508	5/12/2015	STD02/28/15-32	JONES SCHOOL SUPPLY	CC: 31026 - (36) RIBBONS, (36) MEDALS	94.03
9508	5/12/2015	STD02/28/15-33	LARSEN'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	287.75
9508	5/12/2015	STD02/28/15-34	LOWE'S	CC: 31026 - (1) REFRIGERATOR	519.93
9508	5/12/2015	STD02/28/15-35	MAILCHIMP	CC: 31026 - MAILCHIMP MONTHLY USER FEE	75.00
9508	5/12/2015	STD02/28/15-36	MASTRO'S OCEAN CLUB	CC: 31018 - FOOD - BUSINESS MEETING	354.30
9508	5/12/2015	STD02/28/15-37	MASTRO'S STEAK HOUSE	CC: 31018 - FOOD - BUSINESS MEETING	287.20
9508	5/12/2015	STD02/28/15-38	MCCALLA COMPANY	CC: 31026 - (48) TRASHCAN, (20) DUSTPANS,	2,279.42
9508	5/12/2015	STD02/28/15-39	MCGRAW-HILL SCHOOL	CC: 31026 - ALEKS 5-MONTH USER FEE	687.50
9508	5/12/2015	STD02/28/15-4	AMAZON	CC: 31026 - WATER FILTERS	23.80
9508	5/12/2015	STD02/28/15-40	MOLLY HAWKINS HOUSE	CC: 31026 - (3) INK	51.75
9508	5/12/2015	STD02/28/15-41	MONTY'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	643.82
9508	5/12/2015	STD02/28/15-42	MY DOOR SIGN	CC: 31026 - (3) NAMEPLATES	29.85
9508	5/12/2015	STD02/28/15-43	NASCO MODESTO	CC: 31026 - LAB SUPPLIES - THERMOMETERS, BALANCES, VIALS	5,888.35
9508	5/12/2015	STD02/28/15-44	PAYPAL	CC: 31026 - GUN SAFETY TRAINING	1,250.00
9508	5/12/2015	STD02/28/15-45	PITNEYBOWES	CC: 31026 - POSTAGE	49.03
9508	5/12/2015	STD02/28/15-46	PREMIER EXHIBITIONS	CC: 31026 - FIELD TRIP - BUENA PARK - CREDIT	(84.00)
9508	5/12/2015	STD02/28/15-47	R & K IMPORTS	CC: 31026 - DRAMA COSTUMES	121.75
9508	5/12/2015	STD02/28/15-48	REAL VOLLEYBALL	CC: 31034 - (2) BALL CARTS, (2) CLIPBOARDS, (2) SCOREBOOKS	370.86
9508	5/12/2015	STD02/28/15-49	ROSETTA STONE	CC: 31026 - (4) ENGLISH (AMERICAN) LVL 1-5 CD	1,303.64
9508	5/12/2015	STD02/28/15-5	AMAZON	CC: 31926 - SPOONS & CUPS	34.47
9508	5/12/2015	STD02/28/15-50	MARRIOTT HOTEL	CC: 31026 - HOTEL - ANITA GRUEX	1,873.56
9508	5/12/2015	STD02/28/15-51	SCHOOL OUTFITTERS	CC: 31026 - SHELF & (20) FOLDING TABLES	1,863.15
9508	5/12/2015	STD02/28/15-52	SOUTHWEST AIRLINES	CC: 31026 - FLIGHT - ROBOTICS TOURNAMENT	3,608.80
9508	5/12/2015	STD02/28/15-53	TIME WARNER CABLE	CC: 31026 - 02/06-03/05/15 - INTERNET	294.98
9508	5/12/2015	STD02/28/15-54	UNITED AIRLINES	CC: 31018 - FLIGHT - LAX TO CORPUS CRISTIE	547.10
9508	5/12/2015	STD02/28/15-55	WORLDWIDE TICKETS & LABELS INC.	CC: 31026 - DIY COMPUTIK GENERAL ADMISSION TICKETS	250.00
9508	5/12/2015	STD02/28/15-6	AMAZON	(2) LIBRARY BOOK TRUCKS	688.86
9508	5/12/2015	STD02/28/15-7	AMAZON	CC: 31026 - SCANNER	457.79
9508	5/12/2015	STD02/28/15-8	AMAZON	CC: 31026 - FLOOR MAT	207.00
9508	5/12/2015	STD02/28/15-9	DICK BLICK ART MATERIALS	CC: 31026 - (3) INK	47.34

9508	5/12/2015	STD03/30/15	INTUIT QUICKBOOKS	CC: 31012 - QUICKBOOKS ONLINE	54.95
9508	5/12/2015	STD03/30/15-2	UCLA EXTENSION	CC: 31012 - UCLA EXTENSION ENROLLMENT - ONYI CHIMA	471.20
9508	5/12/2015	STD03/30/15-3	UCLA EXTENSION	CC: 31012 - UCLA EXTENSION ENROLLMENT - JENNY DOO	479.20
9508	5/12/2015	STD03/30/15-4	HOOTSUITE	CC: 31012 - HOOTSUITE PRO MONTHLY USER	9.99
9508	5/12/2015	STD03/30/15-5	SURVEYMONKEY	CC: 31012 - SURVEYMONKEY MONTHLY USER FEE	26.00
9508	5/12/2015	STD03/30/15-6	UCLA EXTENSION	CC: 31012 - UCLA EXTENSION ENROLLMENT REFUND - ONYI CHIMA	(471.20)
9508	5/12/2015	STD03/30/15-7	WEBEX	CC: 31012 - WEBEX MONTHLY USER FEE	280.00
9508	5/12/2015	STD03/30/15-8	JULES SELTZER	CC: 31012 - FURNITURE	2,253.60
9508	5/12/2015	STD04/28/15 - 5881	WOODLAND WARNER FLOWERS	CC: 5881 - FLOWER ARRANGEMENT	75.25
9508	5/12/2015	STD04/28/15 - 5881-2	ARROWHEAD DIRECT	CC: 5881 - WATER FOR OFFICE	162.48
9508	5/12/2015	STD04/28/15 - 6095	VERIZON	CC: 6095 - 2GB WIRELESS PLAN	30.00
9508	5/12/2015	STD04/28/15 - 6095-2	LEAGUELINEUP.COM	CC: 6095 - RENEWAL FEE - LEAGUE LINEUP	149.95
9508	5/12/2015	STD04/28/15 - 6095-3	VERIZON	CC: 6095 - 2G WIRELESS PLAN	30.00
9508	5/19/2015	STD10/28/14 - 6095-1	SOUTHERN CALIFORNIA PERCUSSION ALLIANCE	SCPA - REGISTRATION FEE	1,200.00
9508	5/19/2015	STD10/28/14 - 6095-2	VERIZON	4G IPAD PLAN	30.00
9508	5/19/2015	STD10/28/14 - 6095-3	PICTURE PERFECT GRAPHICS	JERSEYS FRAMED FOR OFFICE	748.50
9508	5/19/2015	STD10/28/14 - 6095-4	THEODORE PAYNE FOUNDATION	FIELD TRIP - THEODORE PAYNE FOUNDATION	175.00
9508	5/19/2015	STD10/28/14 - 6095-5	BUREAU OF EDUCATION & RESEARCH, INC.	MOTIVATING THE UNMOTIVATED - REGISTRATION	2,508.00
9508	5/19/2015	STD10/28/14 - 6095-6	VERIZON	4G IPAD PLAN	30.00
9508	5/19/2015	STD10/28/14 - 6095-7	CALIFORNIA CREDIT UNION	CC: 6095 - LATE FEE	7.00
9508	5/27/2015	STD04/29/15-1	INTUIT QUICKBOOKS	CC: 31012 - QUICKBOOKS ONLINE	54.95
9508	5/27/2015	STD04/29/15-2	HOOTSUITE	CC: 31012 - HOOTSUITE PRO MONTHLY USER	9.99
9508	5/27/2015	STD04/29/15-3	JULES SELTZER	CC: 31012 - FURNITURE	11,297.00
9508	5/27/2015	STD04/29/15-4	SURVEYMONKEY	CC: 31012 - SURVEY MONKEY MONTHLY USER FEE	26.00
9508	5/27/2015	STD04/29/15-5	SYMPPLICITY	CC: 31012 - ONESTOP JOB POSTING FEE	110.00
9508	5/27/2015	STD04/29/15-6	WEBEX	CC: 31012 - WEBEX MONTHLY USER FEE	89.08
9508	5/27/2015	STD04/29/15-7	DROPBOX INC	CC: 31012 - DROPBOX PREMIUM SERVICE	165.41
9508	5/27/2015	STD04/29/15-8	FACEBOOK	CC: 31012 - FACEBOOK - ADVERTISEMENT PAYMENT	50.05
9508	5/27/2015	STD04/29/15-9	TWITTER	CC: 31012 - TWITTER - ADVERTISEMENT PAYMENT	30.00
<b>Total 9508</b>					<b>55,620.62</b>
<b>Report Total</b>					<b>701,333.34</b>

Object Code	Effective Date	Check Number	Vendor Name	Transaction Description	Check Amount
9120	6/2/2015	1004110	BROOKS TRANSPORTATION INC	FIELD TRIP - MIRA COSTA HIGH SCHOOL	385.00
9120	6/2/2015	1004110	BROOKS TRANSPORTATION INC	FIELD TRIP - UNIVERSAL STUDIOS	585.00
9120	6/2/2015	1004111	BUDDY'S ALL STARS	(3) BODY SLED VINYL COVERS	595.89
9120	6/2/2015	1004112	COMPUCLAIM	03/15 - LEA BILLING	114.17
9120	6/2/2015	1004113	COUNTY OF LOS ANGELES	07/01-12/31/14 - FOOD SAFETY INSPECTIONS	155.00
9120	6/2/2015	1004114	LANCE DELGADO	05/15 - WEEKDAY REHEARSALS & SATURDAY COMPETITIONS	1,012.50
9120	6/2/2015	1004115	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 05/10/15	8,578.40
9120	6/2/2015	1004115	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 05/17/15	14,131.96
9120	6/2/2015	1004116	MAXIM STAFFING SOLUTIONS	05/04-05/08/15 - SPECIAL ED CONSULTANT	1,365.00
9120	6/2/2015	1004117	MUTUAL OF OMAHA	06/15 - LIFE INSURANCE PREMIUM - ALX7	2,069.19
9120	6/2/2015	1004118	OFFICEXPRESS	OFFICE SUPPLIES - PENS, STAPLER, TAPES, TOWEL	471.28
9120	6/2/2015	1004118	OFFICEXPRESS	OFFICE SUPPLIES - ENVELOPES, MARKERS, PAPERS	321.63
9120	6/2/2015	1004119	ONEWAY MANUFACTURING	E-STOP BUTTON - ONDRIVE	23.45
9120	6/2/2015	1004120	PUBLIC AGENCY RETIREMENT SERVICES	03/15 - PARS ADMIN FEES	306.00
9120	6/2/2015	1004121	PITNEYBOWES	POSTAGE METER REFILL, LATE FEE	550.98
9120	6/2/2015	1004122	PROCOPIO, CORY, HARGREAVES & SAVITCH LLP	04/15 - LEGAL SERVICES	1,358.08
9120	6/2/2015	1004123	STAPLES ADVANTAGE	OFFICE SUPPLIES - PENS, PAPER, ERASER, SCISSORS, CRAYOLAS	813.65
9120	6/2/2015	1004123	STAPLES ADVANTAGE	OFFICE SUPPLIES - COMPOSITION BOOKS, HEAVY DUTY BINDERS	52.19
9120	6/2/2015	1004123	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER, LARGE POST-ITS	636.40
9120	6/2/2015	1004123	STAPLES ADVANTAGE	OFFICE SUPPLIES - TAPES	34.40
9120	6/2/2015	1004123	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER, DRUM CARTRIDGE	187.58
9120	6/2/2015	1004123	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER, TAPES	250.39
9120	6/2/2015	1004124	TAFT CHARTER HS STUDENT BODY	WEST VALLEY LEAGUE SWIM FINALS	679.16
9120	6/2/2015	1004125	VERIZON	04/08-05/07/15 - ADMIN PHONES & IPADS - ACCT#942030146	1,848.25
9120	6/10/2015	1004126	MICHAEL CONSOLETTI	REIM: AWARD NIGHT DINNER AND SERVERS	3,506.00
9120	6/10/2015	1004126	MICHAEL CONSOLETTI	REIM: PLAQUES, TROPHIES, MEDALS, AWARDS DECORATIONS	910.38
9120	6/10/2015	1004126	MICHAEL CONSOLETTI	REIM: NAME TAGS	126.85
9120	6/10/2015	1004126	MICHAEL CONSOLETTI	REIM: COMPETITION SHIRTS	687.66
9120	6/10/2015	1004126	MICHAEL CONSOLETTI	REIM: AMERICAN FLAGS	236.50
9120	6/10/2015	1004127	JEFF CRAIG	REIM: CABLES, BATTERIES, POWER CORDS, CHANNEL LOCK PLIERS	72.02
9120	6/10/2015	1004127	JEFF CRAIG	REIM: MICROPHONES, CORDS, MIC STANDS, CORDLESS MICS	922.62
9120	6/10/2015	1004128	CATHERINE DAVIS	REIM: ART & DESIGN ACADEMY SEWING SUPPLIES	615.81
9120	6/10/2015	1004129	JINAL FEIGE	REIM: CLASSROOM MATERIALS - SCIENCE LAB SUPPLIES	93.18
9120	6/10/2015	1004130	STEPHANIE FRANKLIN	REIM: FOOD - ACADECA BANQUET	370.39
9120	6/10/2015	1004131	BARRIE GOLD	REIM: MILEAGE - STUDENT MOTIVATION CONFERENCE	49.62
9120	6/10/2015	1004132	MATTHEW HARBOURT	REIM: CLASSROOM MATERIALS - FRAMES, MARKERS, PENS, CLAY	285.96
9120	6/10/2015	1004133	CAROLINE JONES	REIM: GRADUATION CORDS	48.00
9120	6/10/2015	1004134	CAMERON MAURY	REIM: NATIONAL TOURNAMENT - REGISTRATION AND T-SHIRTS	631.00
9120	6/10/2015	1004135	KIMBERLY MESSADIEH	REIM: MEMORY CARDS, BATTERY CHARGER, MICROPHONE	121.83
9120	6/10/2015	1004136	GAIL NETTELS	REIM: FOOD - WRITERS WORKSHOP PERFORMANCE	97.39

9120	6/10/2015	1004137	KATHLEEN NICHOLSON	REIM: CAMERA FOR GRAPHIC ARTS	490.48
9120	6/10/2015	1004138	DUC QUACH	REIM: AIRFARE - CCSA, REG FEE - SSCAL	888.59
9120	6/10/2015	1004139	JENNIFER ROSENTHAL	REIM: SANTA BARBARA ZOO - ADMISSION FEE	546.00
9120	6/10/2015	1004140	WENDY TREUHAF	REIM: USC SUMMER 2015 TUITION	1,400.00
9120	6/10/2015	1004141	ADRIANA WIGODSKY	REIM: OFFICE SUPPLIES - FILE FOLDERS, PENS, WIPEOUTS	89.79
9120	6/10/2015	1004141	ADRIANA WIGODSKY	REIM: (3) TAP CARDS AND LOST CARD FEE	77.00
9120	6/10/2015	1004141	ADRIANA WIGODSKY	REIM: MEETING SUPPLIES	308.41
9120	6/10/2015	1004142	AP EXAMS	FY14-15 - AP EXAM FEES	110,870.00
9120	6/10/2015	1004143	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	1,585.00
9120	6/10/2015	1004143	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	1,260.00
9120	6/10/2015	1004143	BROOKS TRANSPORTATION INC	FIELD TRIP - ATHLETICS TRANSPORTATION	1,185.00
9120	6/10/2015	1004144	COVANTIA, LLC	05/15 - SOFTWARE DEVELOPMENT & INTEGRATION GATEWAY	4,800.00
9120	6/10/2015	1004145	BILL FERRELL CO.	EVENT STAGE & INSTALLATION	1,100.00
9120	6/10/2015	1004146	PEDRO MONTANEZ	04/15 - DRILL TEAM COACHING	650.00
9120	6/10/2015	1004147	NATIONAL SCHOLASTIC PRESS ASSOCIATION	1-YR BROADCAST MEMBERSHIP RENEWAL	189.00
9120	6/10/2015	1004148	REVOLUTION FOODS, INC.	05/15 - CAFETERIA MEALS	43,690.76
9120	6/10/2015	1004149	SUSAN SHIN CONSULTING	03/15-05/15 - CONSULTING FEES	2,200.00
9120	6/10/2015	1004150	SMART & FINAL	CLASSROOM MATERIALS - COOKING SUPPLIES	834.67
9120	6/10/2015	2123	AMY CARTER	FSA REIMBURSEMENT - AMY CARTER	395.83
9120	6/10/2015	2125	MICHELE GREENE	FSA REIMBURSEMENT - MICHELE GREENE	1,602.06
9120	6/16/2015	1004151	ERIC CHOI	REIM: MILEAGE - GOLF MATCHES, PRACTICE, FINALS	315.17
9120	6/16/2015	1004152	EXED	06/15 - MANAGEMENT CONTRACT FEE, PAYCHEX HR ONLINE FEE	14,980.38
9120	6/16/2015	1004153	MICHELE GREENE	REIM: MILEAGE & REGISTRATION - AP WORKSHOP	270.49
9120	6/16/2015	1004154	YVONNE HALSKI	REIM: MILEAGE - CHARTER RENEWAL & UNIVERSAL STUDIOS	87.59
9120	6/16/2015	1004155	MELANIE HORTON	REIM: MILEAGE, REGISTRATION - CCSA MEETING, SSC WORKSHOP	689.26
9120	6/16/2015	1004156	DAVID HUSSEY	REIM: MILEAGE	764.75
9120	6/16/2015	1004157	WENDY TREUHAF	REIM: MILEAGE - OFFICE OF EDU & CDP COORDINATING COUNCIL MTG	54.56
9120	6/16/2015	1004158	SETAREH BAHRI	06/30/15 - PAYROLL - S. BAHRI	28.96
9120	6/16/2015	1004159	ROB BOYLE	06/30/15 - PAYROLL - R. BOYLE	271.20
9120	6/16/2015	1004160	RAMON DIAZ	06/30/15 - PAYROLL - R. DIAZ	365.06
9120	6/16/2015	1004161	SUSAN FREITAG	06/30/15 - PAYROLL - S. FREITAG	180.80
9120	6/16/2015	1004162	MATTHEW HARBOURT	06/30/15 - PAYROLL - M. HARBOURT	248.60
9120	6/16/2015	1004163	HOLLY KIAMANESH	06/30/15 - PAYROLL - H. KIAMANESH	158.20
9120	6/16/2015	1004164	JASON KINSELLA	06/30/15 - PAYROLL - J. KINSELLA	206.66
9120	6/16/2015	1004165	DEVON KNADLE	06/30/15 - PAYROLL - D. KNADLE	271.20
9120	6/16/2015	1004166	HEATHER KNIGHT	06/30/15 - PAYROLL - H. KNIGHT	180.80
9120	6/16/2015	1004167	HEIDI MAURY	06/30/15 - PAYROLL - H. MAURY	158.20
9120	6/16/2015	1004168	MELINDA OWEN	06/30/15 - PAYROLL - M. OWEN	248.60
9120	6/16/2015	1004169	JENNIFER ROSENTHAL	06/30/15 - PAYROLL - J. ROSENTHAL	225.99
9120	6/16/2015	1004170	VITA GALVAN-ROTH	06/30/15 - PAYROLL - V. GALVAN-ROTH	248.60
9120	6/16/2015	1004171	JASON SABOLIC	06/30/15 - PAYROLL - J. SABOLIC	135.59
9120	6/16/2015	1004172	DEAN SODEK	06/30/15 - PAYROLL - D. SODEK	271.20
9120	6/16/2015	1004173	SAMANTHA SPENCER	06/30/15 - PAYROLL - S. SPENCER	248.60
9120	6/16/2015	1004174	BRIAN WILSON	06/30/15 - PAYROLL - B. WILSON	522.26
9120	6/16/2015	1004175	AMERICAN/ FOOTHILL PUBLISHING CO.,	THE KING COURIER NEWSPAPER VOL. 45, ISSUE 13	1,084.00
9120	6/16/2015	1004176	AMERICAN SCHOLASTIC MATHEMATICS ASSOCIATION	FY15-16 ASMA HIGH SCHOOL DIVISION - ENTRY FEE	80.00
9120	6/16/2015	1004177	SHAWN BRENNAN	01/30/15 - PLUMBING REPAIRS	198.50
9120	6/16/2015	1004177	SHAWN BRENNAN	01/17/15 - PLUMBING REPAIRS	202.60
9120	6/16/2015	1004177	SHAWN BRENNAN	02/03/15 - PLUMBING REPAIRS	104.00
9120	6/16/2015	1004177	SHAWN BRENNAN	02/07/15 - PLUMBING REPAIRS	415.20

9120	6/16/2015	1004177	SHAWN BRENNAN	02/11/15 - PLUMBING REPAIRS	138.30
9120	6/16/2015	1004177	SHAWN BRENNAN	02/24/15 - PLUMBING REPAIRS	1,443.00
9120	6/16/2015	1004177	SHAWN BRENNAN	04/17/15 - PLUMBING REPAIRS	848.76
9120	6/16/2015	1004177	SHAWN BRENNAN	05/01/15 - PLUMBING REPAIRS	2,183.50
9120	6/16/2015	1004177	SHAWN BRENNAN	05/27/15 - PLUMBING REPAIRS	181.00
9120	6/16/2015	1004178	CALIFORNIA MATHEMATICS LEAGUE	MATH COMPETITION ENTRY FEE	90.00
9120	6/16/2015	1004179	CHANG RUTHENBERG & LONG PC	05/05-05/06/15 - LEGAL SERVICES	499.50
9120	6/16/2015	1004179	CHANG RUTHENBERG & LONG PC	04/28-05/06/15 - LEGAL SERVICES	943.50
9120	6/16/2015	1004180	FLEETWOOD FERNANDEZ	05/15 - ARCHITECTURAL SERVICES	847.50
9120	6/16/2015	1004181	ALAN GRANT	05/15 - ROBOTICS SUPERVISION	250.00
9120	6/16/2015	1004182	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	FOREIGN LANGUAGE TEXTBOOKS	173,228.25
9120	6/16/2015	1004182	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	FOREIGN LANGUAGE TEXTBOOKS	265,616.65
9120	6/16/2015	1004183	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 05/31/15	5,297.32
9120	6/16/2015	1004184	TAYLOR MONTELLO	REFUND: TEXTBOOK FINES	75.00
9120	6/16/2015	1004185	NEWMAN AARONSON VANAMAN	S. PENUELA VS LAUSD OAH#2015040887	6,250.00
9120	6/16/2015	1004186	NATIONAL SCHOLASTIC PRESS ASSOCIATION	1-YR BROADCAST MEMBERSHIP RENEWAL	69.00
9120	6/16/2015	1004187	AUDREY SEARS	REFUND: TEXTBOOK FINES	37.00
9120	6/16/2015	1004188	JULES SELTZER ASSOCIATES	CHAIRS, TABLES	10,415.00
9120	6/16/2015	1004189	REGIONAL TAP SERVICE CENTER	(1) METRO 30 DAY PASS	24.00
9120	6/16/2015	1004190	TRANSIT SYSTEMS UNLIMITED, INC	FIELD TRIP - 05/30/15 - DODGER STADIUM	671.25
9120	6/16/2015	1004191	ZEITGEIST FILMS	MANUFACTURED LANDSCAPES DVD	250.00
9120	6/16/2015	2126	SYLVIA YI	FSA REIMBURSEMENT - SYLVIA YI	416.66
9120	6/17/2015	1004164	JASON KINSELLA	06/30/15 - PAYROLL - J. KINSELLA	(206.66)
9120	6/17/2015	1004164	JASON KINSELLA	06/30/15 - PAYROLL - J. KINSELLA	203.40
9120	6/19/2015	1004192	AMERICAN HERITAGE LIFE INSURANCE COMPANY	05/15 - SUPPLEMENTAL HEALTH INSURANCE PREMIUM	1,542.54
9120	6/19/2015	1004193	F.A.C.T.	05/15 - BEHAVIORAL THERAPY	6,114.19
9120	6/19/2015	1004194	THE HELP GROUP - NORTH HILLS PREP SCHOOL	04/15 - COACHING & CASE MANAGEMENT	3,094.38
9120	6/19/2015	1004194	THE HELP GROUP - NORTH HILLS PREP SCHOOL	04/15 - COACHING & CASE MANAGEMENT	3,092.47
9120	6/19/2015	1004195	INSPIRE COMMUNICATION, INC	05/15 - THERAPY SERVICES	6,162.50
9120	6/19/2015	1004196	JOSTENS	(35) CHAMPIONSHIP RINGS	13,154.76
9120	6/19/2015	1004197	TARA KIM	05/05-06/02/15 - OCCUPATIONAL THERAPY SERVICES	460.00
9120	6/19/2015	1004198	LOS ANGELES UNIFIED SCHOOL DISTRICT	11/12/14-02/13/15 - DEAF & HARD OF HEARING PROGRAM	562.37
9120	6/19/2015	1004199	JACK LEIBEL	GRADUATION TICKETS & PROGRAMS, LETTERMAN CERTIFICATES	1,221.00
9120	6/19/2015	1004200	MAXIM STAFFING SOLUTIONS	04/20-04/24/15 - SPECIAL ED CONSULTANT	1,356.25
9120	6/19/2015	1004200	MAXIM STAFFING SOLUTIONS	05/11-05/15/15 - SPECIAL ED CONSULTANT	1,356.25
9120	6/19/2015	1004201	MIKE THE PRINTER, INC	OFFICE SUPPLIES - BUSINESS CARDS	70.30
9120	6/19/2015	1004201	MIKE THE PRINTER, INC	SCHOLAR ATHLETE AWARDS	380.03
9120	6/19/2015	1004202	MPS	(102) ENVIRONMENTAL SCIENCE TEXTBOOKS	13,260.00
9120	6/19/2015	1004203	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	05/15 - LEGAL SERVICES	10,237.40
9120	6/19/2015	1004204	PACIFIC CHARTER SCHOOL DEVELOPMENT	05/15 - FEASIBILITY STUDY	5,500.00
9120	6/19/2015	1004205	THE SHREDDERS	04/15 - DOCUMENT DESTRUCTION SERVICE	84.00
9120	6/19/2015	1004205	THE SHREDDERS	05/15 - DOCUMENT DESTRUCTION SERVICE	45.00



9120	6/19/2015	1004206	STUDENT TRANSPORTATION OF AMERICA	05/15 - SPECIAL ED TRANSPORTATION OF AMERICA	1,680.00
9120	6/19/2015	1004206	STUDENT TRANSPORTATION OF AMERICA	06/15 - SPECIAL ED TRANSPORTATION OF AMERICA	280.00
9120	6/19/2015	1004207	TURF TEAM INC.	03/15-05/15 - SPORTS FIELD MAINTENANCE & SPRINKLERS	8,510.00
9120	6/19/2015	1004208	US BANK PARS - #6746022400	05/15 - PARS	1,092.00
9120	6/22/2015	1004209	AMERICAN EXPRESS	CARD ENDING - 31000	30,233.21
9120	6/22/2015	1004210	AMERICAN EXPRESS	CARD ENDING - 31004	17,062.72
9120	6/22/2015	2128	SAMANTHA SPENCER	FSA REIMBURSEMENT - SAMANTHA SPENCER	420.00
9120	6/23/2015	1004211	ADVANCED OFFICE AUTOMATION, INC.	04/27-05/27/15 - COPIER OVERAGE	155.64
9120	6/23/2015	1004211	ADVANCED OFFICE AUTOMATION, INC.	05/12-06/12/15 - COPIER OVERAGE	73.18
9120	6/23/2015	1004212	AGILE SPORTS TECHNOLOGIES	ONLINE VIDEO EDITING/ANALYSIS & DIAGRAMMING TOOLS	1,799.00
9120	6/23/2015	1004213	THE AMGRAPH GROUP	2015 & 2016 CITY OF LA BANNER PERMIT FEES	888.00
9120	6/23/2015	1004214	DEAN BENNETT	REIM: MILEAGE - ATHLETICS SUPERVISION	224.83
9120	6/23/2015	1004215	BUDDY'S ALL STARS	(2) HELMETS	42.70
9120	6/23/2015	1004216	CANON SOLUTIONS AMERICA	06/01-08/31/15 - MAINTENANCE SERVICE	736.98
9120	6/23/2015	1004217	CANON FINANCIAL SERVICES, INC.	07/01-09/30/15 - COPIER LEASE - ACCT # 200-5030095-000	6,523.34
9120	6/23/2015	1004218	CHATSWORTH HS STUDENT BODY	SHARE ON WEST VALLEY LEAGUE TRACK & FIELD EXPENSES	558.30
9120	6/23/2015	1004219	WILLIAM H CURRY	04/05-05/12/15 - PAINTING LABOR	3,720.00
9120	6/23/2015	1004220	DENY SPORTS	(50) CHAMPIONSHIP HATS & (104) T-SHIRTS	1,466.63
9120	6/23/2015	1004221	DEPARTMENT OF JUSTICE	05/15 - FINGERPRINT APPS	32.00
9120	6/23/2015	1004222	EAGLE SOFTWARE	AERIES MAINTENANCE & SUPPORT, ASP HOSTING SERVICES	12,390.00
9120	6/23/2015	1004223	EAGLE ROCK HIGH SCHOOL STUDENT BODY	02/18/15 - GIRLS WATERPOLO PLAYOFF - SPLIT OFFICIAL FEE	70.00
9120	6/23/2015	1004224	EDTEC INC.	05/15 - BUSINESS & FINANCIAL CONSULTING EXPENSES	3,150.00
9120	6/23/2015	1004225	FEDEX	SHIPPING	109.63
9120	6/23/2015	1004226	INGRAHAM TROPHIES & GIFTS	(9) CIF LA CITY SECTION MEDALS	59.46
9120	6/23/2015	1004227	KQ MANAGEMENT INC.	CHARTER RENEWAL CONSULTING SERVICES	2,500.00
9120	6/23/2015	1004228	MAXIM STAFFING SOLUTIONS	05/19-05/22/15 - SPECIAL ED CONSULTANT	1,085.00
9120	6/23/2015	1004229	MERIT OIL COMPANY	CUSTODIAL SUPPLIES - GASOLINE	586.17
9120	6/23/2015	1004230	OFFICEXPRESS	OFFICE SUPPLIES - PAPER	441.29
9120	6/23/2015	1004230	OFFICEXPRESS	OFFICE SUPPLIES - FOLDERS	43.15
9120	6/23/2015	1004231	ONEWAY MANUFACTURING	E-STOP BUTTON - ONDRIVE	23.45
9120	6/23/2015	1004233	STAPLES ADVANTAGE	CHAIR	203.87
9120	6/23/2015	1004233	STAPLES ADVANTAGE	(3) HAND SANITIZER & (2) TONER	154.52
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (3) TONER	173.19
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (10) LABELS	86.00
9120	6/23/2015	1004233	STAPLES ADVANTAGE	TONER & (30) CERTIFICATES	262.01
9120	6/23/2015	1004233	STAPLES ADVANTAGE	(5) CERTIFICATES	34.17
9120	6/23/2015	1004233	STAPLES ADVANTAGE	(50) CERTIFICATE HOLDER	489.96
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (4) TONER	394.96
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (20) CRATES	161.10
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (10) BINDERS & (2) TONER	339.71
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - TONER	183.20
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (2) STAPLES	11.10
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (30) STORAGE BOXES	269.78
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (3) STAPLES	12.82
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - (11) PENS	138.24
9120	6/23/2015	1004233	STAPLES ADVANTAGE	OFFICE SUPPLIES - ENVELOPES	239.79



9120	6/23/2015	1004234	UNUM LIFE INSURANCE COMPANY OF AMERICA	06/15 - PREMIUM LIFE INSURANCE	3,728.22
9120	6/23/2015	1004235	VISTA PAINT	CUSTODIAL SUPPLIES - TAPE, POLE, FRAME, BUCKET, PAINT	353.55
9120	6/23/2015	1004235	VISTA PAINT	CUSTODIAL SUPPLIES - GRAFFITI REMOVER	44.69
9120	6/23/2015	1004235	VISTA PAINT	CUSTODIAL SUPPLIES - PAINT, BRUSH & TAPE	250.73
9120	6/23/2015	1004235	VISTA PAINT	CUSTODIAL SUPPLIES - COVER, FRAME, GLOVES, BRUSHES	169.15
9120	6/23/2015	1004235	VISTA PAINT	CUSTODIAL SUPPLIES - TAPE & PAINT	340.61
9120	6/25/2015	1004236	PCM-G	(300) SURFACE PRO 3	163,419.00
9120	6/25/2015	1004236	PCM-G	(11) ADJUSTABLE CARTS FOR MINI LAPTOPS	15,838.80
9120	6/25/2015	1004236	PCM-G	(18) SURFACE PRO 3	16,233.98
9120	6/25/2015	1004236	PCM-G	(55) SURFACE PRO 3	29,960.16
9120	6/26/2015	1004237	BENEFIT AND RISK MANAGEMENT SERVICES	07/15 - FSA ADMIN FEES	154.00
9120	6/26/2015	1004238	BUDDY'S ALL STARS	(32) GRADUATION SECURITY/SUPERVISION SHIRTS	252.34
9120	6/26/2015	1004239	CHARTERSAFE	07/15 - GENERAL INSURANCE & WORKERS' COMPENSATION	354,305.00
9120	6/26/2015	1004240	CHARTERLIFE	07/15 - HEALTH BENEFITS	285,933.20
9120	6/26/2015	1004241	CATHERINE DAVIS	REIM: ART & DESIGN ACADEMY SEWING SUPPLIES	479.20
9120	6/26/2015	1004242	TERRENCE FISCHER	REIM: MILEAGE - DODGER STADIUM CHOIR & CHOIR NY TRIP	43.13
9120	6/26/2015	1004243	GOLF CARS - LA	GOLF CART REPAIR	225.45
9120	6/26/2015	1004243	GOLF CARS - LA	GOLF CART REPAIR	3,049.10
9120	6/26/2015	1004244	OFFICEXPRESS	OFFICE SUPPLIES - INDEX CARDS	25.76
9120	6/26/2015	1004245	PUBLIC AGENCY RETIREMENT SERVICES	04/15 - PARS ADMIN FEES	306.00
9120	6/26/2015	1004246	PROCOPIO, CORY, HARGREAVES & SAVITCH LLP	05/15 - LEGAL SERVICES	4,427.80
9120	6/26/2015	1004246	PROCOPIO, CORY, HARGREAVES & SAVITCH LLP	06/15 - LEGAL SERVICES	7,030.40
9120	6/26/2015	1004247	DEAN SODEK	REIM: BOTTLES, CDS & COVERS, POSTERS, HONORS CORDS, BOOKS	2,658.31
9120	6/26/2015	1004248	STAPLES ADVANTAGE	OFFICE SUPPLIES - PRINTER INK CARTRIDGE	73.02
9120	6/26/2015	1004248	STAPLES ADVANTAGE	OFFICE SUPPLIES - BOXES	225.76
9120	6/26/2015	1004248	STAPLES ADVANTAGE	OFFICE SUPPLIES - LASER DISKETTE REMOVER	307.25
9120	6/26/2015	1004248	STAPLES ADVANTAGE	(1) PRINTER	108.99
9120	6/26/2015	1004248	STAPLES ADVANTAGE	OFFICE SUPPLIES - PRINTER INK CARTRIDGE	32.69
9120	6/26/2015	1004249	UNUM LIFE INSURANCE COMPANY OF AMERICA	07/15 - PREMIUM LIFE INSURANCE	4,046.72
9120	6/26/2015	1004250	VERIZON	05/08-07/07/15 - ADMIN PHONES & IPADS - ACCT#942030146	1,857.56
9120	6/30/2015	1003808	THE POSITIVE RESULTS CORPORATION	TEEN DATING VIOLENCE AWARENESS PRESENTATION	(500.00)
9120	6/30/2015	1004092	LANCE DELGADO	04/03-04/30/15 - WEEKDAY REHERSALS & SATURDAY COMPETITIONS	(1,690.00)
9120	6/30/2015	1004251	ADVANCED OFFICE AUTOMATION, INC.	05/22-06/22/15 - RENEWAL COST & REPRO LINE COST PER COPY	103.42
9120	6/30/2015	1004252	BEXEL	SOUND SYSTEM RENTAL FOR GRADUATION	4,900.00
9120	6/30/2015	1004253	BUDDY'S ALL STARS	(46) GIRLS SOCCER UNIFORMS	902.52
9120	6/30/2015	1004253	BUDDY'S ALL STARS	(35) T-SHIRTS W/ LOGO	736.70
9120	6/30/2015	1004253	BUDDY'S ALL STARS	(35) T-SHIRTS W/ LOGO	688.70
9120	6/30/2015	1004253	BUDDY'S ALL STARS	(1) BOYS TENNIS JACKET	81.04
9120	6/30/2015	1004253	BUDDY'S ALL STARS	(3) BOYS TENNIS POLO SHIRTS	131.71
9120	6/30/2015	1004253	BUDDY'S ALL STARS	(25) SECURITY STAFF SHIRTS	370.71
9120	6/30/2015	1004254	CHILD AND FAMILY GUIDANCE CENTER	04/15 - SPECIAL ED SERVICES	2,494.48
9120	6/30/2015	1004255	THE CRUZ CENTER	05/15 - PHYSICAL THERAPY	1,320.00
9120	6/30/2015	1004256	EDUCATIONAL TESTING SERVICE	06/15 - CASHEE SPECIAL SERVICES	100.00
9120	6/30/2015	1004257	HERFF JONES, INC	WU BOYS BASKETBALL RING FOR COACH	452.36

9120	6/30/2015	1004258	IMPACT APPLICATIONS INC.	IMPACT SOFTWARE 1YR SUBSCRIPTION & (2) ITAT TRAINING BUNDLES	1,500.00
9120	6/30/2015	1004259	KELLY SERVICES	SUSTITUTES - WEEK ENDING 05/24/15	7,835.41
9120	6/30/2015	1004259	KELLY SERVICES	SUBSTITUTES - WEEK ENDING 06/07/15	2,200.88
9120	6/30/2015	1004260	LOS ANGELES UNIFIED SCHOOL DISTRICT	05/28/15 - LASP SERVICES - COMMUNITY MEETING	656.48
9120	6/30/2015	1004261	MAXIM STAFFING SOLUTIONS	05/26-05/29/15 - SPECIAL ED CONSULTANT	997.50
9120	6/30/2015	1004262	MPS	(800) CHEMISTRY TEXTBOOKS, TEACHER'S ED, CATALOG	84,048.00
9120	6/30/2015	1004263	JULES SELTZER ASSOCIATES	05/15 - STORAGE	<u>480.00</u>
Total 9120					1,882,947.32
9121	6/2/2015	1720	ACE PARTY RENTS	CHAIR RENTAL	3,500.00
9121	6/3/2015	1721	ANDREW DELGADO	REIM: GRADUATION TICKET DISTRIBUTION	166.86
9121	6/15/2015	1722	ULISES MEDINA	06/30/15 - PAYROLL - MEDINA, ULISES	28.90
9121	6/19/2015	1724	FAR WEST PLYWOOD COMPANY	LUMBER - WOOD SHOP	2,622.90
9121	6/30/2015	1723	MOISES VELA	06/30/15 - PAYROLL - VELA, MOISES	228.18
9121	6/30/2015	1725	PEGGY VALENTINE	06/30/15 - PAYROLL - M. VALENTINE	<u>4,014.58</u>
Total 9121					10,561.42
9508	6/1/2015	STD03/29/15-1	TRAVEL AGENCY SERVICE	CC: 31018 - TRAVEL AGENCY FEE	40.00
9508	6/1/2015	STD03/29/15-10	CITY OF SACRAMENTO	CC: 31018 - PARKING - CHARTER CONFERENCE	15.00
9508	6/1/2015	STD03/29/15-11	MACY'S	CC: 31018 - FEHTE EXPENDITURE - REIMBURSED	225.67
9508	6/1/2015	STD03/29/15-12	UNION 76 GAS	CC: 31018 - GAS - CHARTER CONFERENCE	24.28
9508	6/1/2015	STD03/29/15-13	SOUTHWEST AIRLINES	CC: 31018 - FLIGHT - BURBANK TO DALLAS	157.89
9508	6/1/2015	STD03/29/15-14	HERTZ CAR RENTAL	CC: 31018 - TRANSPORTATION - CHARTER CONFERENCE	210.50
9508	6/1/2015	STD03/29/15-15	AMERICAN CAB	CC: 31018 - TRANSPORTATION - CHARTER CONFERENCE	39.60
9508	6/1/2015	STD03/29/15-16	MARRIOTT HOTEL	CC: 31018 - HOTEL - ACA DECA NATIONAL COMPETITION	695.84
9508	6/1/2015	STD03/29/15-17	ESQUIRE GRILL	CC: 31018 - FOOD - CHARTER CONFERENCE BUSINESS MEETING	75.47
9508	6/1/2015	STD03/29/15-18	ELLA	CC: 31018 - FOOD - ACA DECA COMPETITION	66.25
9508	6/1/2015	STD03/29/15-19	AMERICAN CAB	CC: TRANSPORTATION - ACA DECA COMPETITION	41.25
9508	6/1/2015	STD03/29/15-2	SOUTHWEST AIRLINES	CC: 31018 - FLIGHT - BURBANK TO SAN ANTONIO	412.20
9508	6/1/2015	STD03/29/15-20	THE CITIZEN HOTEL	CC: 31018 - HOTEL - ACA DECA COMPETITION	1,846.77
9508	6/1/2015	STD03/29/15-21	GRANGE BAR	CC: 31018 - FOOD - ACA DECA COMPETITION	27.79
9508	6/1/2015	STD03/29/15-22	BOB HOPE AIRPORT	CC: 31018 - PARKING - CHARTER CONF & ACA DECA COMPETITION	138.00
9508	6/1/2015	STD03/29/15-23	TAXIPASS	CC: 31018 - TRANSPORTATION - ACA DECA COMPETITION	45.30
9508	6/1/2015	STD03/29/15-24	MONTY'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	397.62
9508	6/1/2015	STD03/29/15-26	PIZZA ROCK RESTAURANT	CC: 31018 - FOOD - CHARTER CONFERENCE	18.02
9508	6/1/2015	STD03/29/15-27	AMAZON	CC: 31026 - AWS SERVICES	699.54
9508	6/1/2015	STD03/29/15-28	AMAZON	CC: 31026 - (2) EPSON POWERLITE 97 LCD PROJECTORS	1,039.98
9508	6/1/2015	STD03/29/15-29	MODERN OFFICE	CC: 31026 - (12) STOOLS	948.00
9508	6/1/2015	STD03/29/15-3	CA DEL SOLE RESTAURANT	CC: 31018 - FOOD - BUSINESS MEETING	102.02
9508	6/1/2015	STD03/29/15-30	SOUTHWEST AIRLINES	CC: 31026 - FLIGHT - ACA DECA COMPETITION	4,319.70
9508	6/1/2015	STD03/29/15-31	SOUTHWEST AIRLINES	CC: 31026 - REFUND - CHARTER CONFERENCE	<u>(86.50)</u>
9508	6/1/2015	STD03/29/15-32	DICK BLICK ART MATERIALS	CC: 31026 - WATERCOLORS, BRUSH CANISTERS, TRAYS	1,091.79
9508	6/1/2015	STD03/29/15-33	AMAZON	CC: 31026 - CARRYING CASE FOR PROJECTOR	49.03
9508	6/1/2015	STD03/29/15-34	WOODWORKS LTD	CC: 31026 - LUMBER - WOOD SHOP	16.95
9508	6/1/2015	STD03/29/15-35	PAYPAL	CC: 31026 - PAYPAL PAYMENT	100.00

9508	6/1/2015	STD03/29/15-36	DELTA AIRLINES	CC: 31026 - FLIGHT - CEA TRUST	159.20
9508	6/1/2015	STD03/29/15-37	AMAZON	CC: 31026 - (2) DODGEBALLS, (2) KICKBALLS, (1) SPORTS DISKS	113.01
9508	6/1/2015	STD03/29/15-38	DAN'S SUPER SUBS INC.	CC: 31026 - FOOD - ATHELETICS	270.41
9508	6/1/2015	STD03/29/15-39	AMAZON	CC: 31026 - (10) A RAISIN IN THE SUN, (10) THE HUNGER GAMES	863.03
9508	6/1/2015	STD03/29/15-4	US AIRWAYS INC	CC: 31018 - FLIGHT - GREENSBORO TO LAX	885.96
9508	6/1/2015	STD03/29/15-40	ROBOTICS EDUCATION & COMPETITION FOUNDATION	CC: 31026 - VEX ROBOTICS COMPETITION - TICKETS	1,975.00
9508	6/1/2015	STD03/29/15-41	MAILCHIMP	CC: 31026 - MAILCHIMP MONTHLY USER FEE	75.00
9508	6/1/2015	STD03/29/15-42	FAST DEER BUS CHARTER INC.	CC: 31026 - TRANSPORTATION - ATHELETIC TOURNAMENTS	2,002.99
9508	6/1/2015	STD03/29/15-43	VEX ROBOTICS	CC: 31026 - ALUMINUM BARS, CABLES, STEEL WASHERS	628.78
9508	6/1/2015	STD03/29/15-44	SCANTRON CORPORATION	CC: 31026 - SCANTRONS	1,171.80
9508	6/1/2015	STD03/29/15-45	AMAZON	CC: 31026 - PODIUM	216.90
9508	6/1/2015	STD03/29/15-46	AMAZON	CC: 31026 - CABLES	81.55
9508	6/1/2015	STD03/29/15-47	TIME WARNER CABLE	CC: 31026 - INTERNET	376.27
9508	6/1/2015	STD03/29/15-48	THE FIREHOUSE	CC: 31026 - FOOD - CHARTER CONFERENCE	85.78
9508	6/1/2015	STD03/29/15-49	P.F. CHANG'S CHINA BISTRO	CC: 31026 - FOOD - CHARTER CONFERENCE	100.98
9508	6/1/2015	STD03/29/15-5	MARRIOTT HOTEL	CC: 31018 - HOTEL - GREENSBORO-HIGH POINT MARRIOTT AIRPORT	261.68
9508	6/1/2015	STD03/29/15-50	CITY OF SACRAMENTO	CC: 31026 - PARKING - CHARTER CONF & ACA DECA COMPETITION	19.75
9508	6/1/2015	STD03/29/15-51	PREMIER EXHIBITIONS	CC: 31026 - FIELD TRIP - BUENA PARK	425.00
9508	6/1/2015	STD03/29/15-52	AMAZON	CC: 31026 - PROMOTIONAL CREDIT	(10.32)
9508	6/1/2015	STD03/29/15-53	THE OLD SPAGHETTI FACTORY	CC: 31026 - FOOD - CHARTER CONFERENCE	55.25
9508	6/1/2015	STD03/29/15-54	SHERATON GRAND HOTEL	CC: 31026 - HOTEL - ACA DECA COMPETITION	697.40
9508	6/1/2015	STD03/29/15-55	ELLA	CC: 31026 - FOOD - CHARTER CONFERENCE	110.49
9508	6/1/2015	STD03/29/15-56	NASCO MODESTO	CC: 31026 - MUFFIN PANS, SPOON SETS, FRYPANS, DVDS	2,580.58
9508	6/1/2015	STD03/29/15-57	THE CITIZEN HOTEL	CC: 31026 - HOTEL - CHARTER CONFERENCE	2,841.50
9508	6/1/2015	STD03/29/15-58	JOE'S CRAB SHACK	CC: 31026 - FOOD - CHARTER CONFERENCE	132.95
9508	6/1/2015	STD03/29/15-59	PITNEYBOWES	CC: 31026 - POSTAGE	49.03
9508	6/1/2015	STD03/29/15-6	MONTY'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	265.35
9508	6/1/2015	STD03/29/15-60	SHELL GAS	CC: 31026 - GAS - CHARTER CONF & ACA DECA COMPETITION	40.99
9508	6/1/2015	STD03/29/15-61	SMART SIGN	CC: 31026 - NAMEPLATES	22.94
9508	6/1/2015	STD03/29/15-62	HOLIDAY INN	CC: 31026 - HOTEL - ACA DECA COMPETITION	4,829.73
9508	6/1/2015	STD03/29/15-63	BOB HOPE AIRPORT	CC: 31026 - PARKING - CHARTER CONF & ACA DECA COMPETITION	217.00
9508	6/1/2015	STD03/29/15-64	EPSON STORE	CC: 31026 - EPSON REPLACEMENT PROJECTOR LAMP	325.91
9508	6/1/2015	STD03/29/15-65	AMAZON	CC: 31026 - RECEIPT PRINTERS, CASH DRAWERS, BOOKS, DVDS	2,511.42
9508	6/1/2015	STD03/29/15-66	WOODLAND HILLS PRINTING	CC: 31026 - POSTERS	145.52
9508	6/1/2015	STD03/29/15-67	GO TO MY PC	CC: 31026 - MEMBERSHIP FEE	118.90
9508	6/1/2015	STD03/29/15-7	SOUTHWEST AIRLINES	CC: 31018 - FLIGHT - BURBANK TO DALLAS EXCHANGE	87.80
9508	6/1/2015	STD03/29/15-8	THE FIREHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	834.94
9508	6/1/2015	STD03/29/15-9	CHOPS STEAK HOUSE	CC: 31018 - FOOD - BUSINESS MEETING	486.95
9508	6/17/2015	0602166884	CRUCIAL.COM	CC: 31026 - RAM UPGRADES	143.84
9508	6/17/2015	10181724	PEARSON EDUCATION	CC: 31026 - KTEA-3 SUBSCRIPTION AND SCORE REPORT	35.00
9508	6/17/2015	10191033	PEARSON EDUCATION	CC: 31026 - BASC-2 TRS-A CE ENG	81.94
9508	6/17/2015	102-9242400-	AMAZON	CC: 31026 - (1) DVD PLAYER	188.74
9508	6/17/2015	1037799	TROPITONE	CC: 31026 - FURNITURE - (3) UMBRELLA - TEACHER'S CAFETERIA	1,855.32
9508	6/17/2015	112-2193979-	AMAZON	CC: 31026 - CHARGERS & USB CABLES	81.70
9508	6/17/2015	112-2193979-	AMAZON	CC: 31026 - USB CABLES	16.34
9508	6/17/2015	112-2193979-	AMAZON	CC: 31026 - TRAVEL CHARGERS	67.15
9508	6/17/2015	112-2416684-	AMAZON	CC: 31026 - DVD TAPE	33.76
9508	6/17/2015	112-3198226-	AMAZON	CC: 31026 - SURFACE PRO 3 POWER SUPPLY	47.99

9508	6/17/2015	112-3308977-	AMAZON	CC: 31026 - DVD TAPE REFUND	(38.76)
9508	6/17/2015	112-3650527-	AMAZON	CC: 31026 - DVD PLAYER	112.26
9508	6/17/2015	112-5975726-	AMAZON	CC: 31026 - (1) BALT FLOOR LECTERN OAK	249.60
9508	6/17/2015	112-5975726-	AMAZON	CC: 31026 - (1) BALT FLOOR LECTERN OAK	249.60
9508	6/17/2015	112-6279264-	AMAZON	CC: 31026 - READING BOOKS	494.10
9508	6/17/2015	112-6610663-4123440	AMAZON	CC: 31026 - RIBBONS FOR SENIOR AWARDS NIGHT	49.49
9508	6/17/2015	112-6930942-	AMAZON	CC: 31026 - READING BOOKS REFUNDS	(31.03)
9508	6/17/2015	112-8681331-	AMAZON	CC: 31026 - READING BOOKS	19.37
9508	6/17/2015	112-8681331-	AMAZON	CC: 31026 - READING BOOKS	11.66
9508	6/17/2015	112-9072156-8800256	AMAZON	CC: 31026 - DESK ORGANIZERS	55.41
9508	6/17/2015	112-9083986-	AMAZON	CC: 31026 - ETHERNET CABLE RETURNS	(39.90)
9508	6/17/2015	114-0323316-	AMAZON	CC: 31026 - (1) PRINTER	279.99
9508	6/17/2015	114-1801679-	AMAZON	CC: 31026 - PENS	5.79
9508	6/17/2015	114-1801679-	AMAZON	CC: 31026 - PENS	11.42
9508	6/17/2015	114-1801679-	AMAZON	CC: 31026 - PENS	5.13
9508	6/17/2015	114-2330757-	AMAZON	CC: 31026 - NETWORK CABLE	8.45
9508	6/17/2015	114-2671154-	AMAZON	CC: 31026 - (2) HD USB CAMERA	204.92
9508	6/17/2015	114-2671154-2269863-	AMAZON	CC: 31026 - (2) WIRELESS NETWORK PCS FOR STUDENT STORE	348.78
9508	6/17/2015	114-3990645-	AMAZON	CC: 31026 - (1) DVD PLAYER	188.57
9508	6/17/2015	114-8547336-	AMAZON	CC: 31026 - (1) PRINTER	679.95
9508	6/17/2015	114-8767133-	AMAZON	CC: 31026 - SKATEBOARD RACK LOCKS	64.45
9508	6/17/2015	114-8820608-	AMAZON	CC: 31026 - (1) CHAIR	94.99
9508	6/17/2015	122-1714865-	AMAZON	CC: 31026 - ETHERNET CABLE	19.95
9508	6/17/2015	1424320	SCANTRON CORPORATION	CC: 31026 - SCANTRONS	1,022.99
9508	6/17/2015	150422-223009-9129	ACTIVITY BASED SUPPLIES	CC: 31026 - ACTIVITY BASED SUPPLIES: WOODSHOP SUPPLIES	849.22
9508	6/17/2015	2295567	PRO-ED	CC: 31026 - SAED-2 RATING SCALE	55.00
9508	6/17/2015	2976812-00	SCHOOL HEALTH CORPORATION	CC: 31026 - FIRST AID KITS	340.81
9508	6/17/2015	31182	CYFE INC	CC: 31026 - BUSINESS SOFTWARE ANNUAL MEMBERSHIP	168.00
9508	6/17/2015	3123459	SCANTRON CORPORATION	CC: 31026 - SCANTRONS	162.70
9508	6/17/2015	39540	NASCO MODESTO	CC: 31026 - COOKWARE, BOWL, FRY PANS, SPOONS, STOVE TOPS	757.59
9508	6/17/2015	40640	NASCO MODESTO	CC: 31026 - WOODEN SPOONS, STOVE TOP, FRY PANS	66.32
9508	6/17/2015	42702	NASCO MODESTO	CC: 31026 - GRILL SEARING STOVE TOP	47.00
9508	6/17/2015	47803	NASCO MODESTO	CC: 31026 - SKILLET & GRIDDLE SQUARE	445.88
9508	6/17/2015	51913552	AMAZON	CC: 31026 - AWS SERVICES	789.84
9508	6/17/2015	90211927	GRIZZLY INDUSTRIAL	CC: 31026 - BANDSAW BLADES WOODSHOP	271.54
9508	6/17/2015	D0082223569	EPSON STORE	CC: 31026 - (3) DOCUMENT CAMERAS	1,827.93
9508	6/17/2015	MC06376889	MAILCHIMP	CC: 31026 - EMAIL SUBSCRIPTION	75.00
9508	6/17/2015	MHDJSXX584	ITUNES MUSIC USA	CC: 31026 - 1-YR ICLLOUD STORAGE	10.99
9508	6/17/2015	STD03/29/15	BONEYARD BISTRO	CC: 31000 - FOOD - BUSINESS	172.69
9508	6/17/2015	STD03/29/15-42	FAST DEER BUS CHARTER INC.	CC: 31026 - CREDIT - TRANSPORTATION - ATHELETIC TOURNAMENTS	(520.21)
9508	6/17/2015	STD03/30/15-1	AMAZON	CC: 31026 - READING BOOKS	31.03
9508	6/17/2015	STD03/30/15-10	AMAZON	CC: 31026 - DVD TAPES	38.76
9508	6/17/2015	STD03/30/15-9	AMAZON	CC: 31026 - ETHERNET CABLES	39.90
9508	6/17/2015	STD03/31/15	WPS PUBLISHING	CC: 31026 - CAS2 MATERIALS	287.76
9508	6/17/2015	STD04/01/15	MONTY'S STEAKHOUSE	CC: 31000 - FOOD - BUSINESS	196.59
9508	6/17/2015	STD04/02/15	MONTY'S STEAKHOUSE	CC: 31000 - FOOD - BUSINESS	169.97
9508	6/17/2015	STD04/07/15	AMAZON	CC: 31026 - KEY HOLDER RETURN	(12.50)
9508	6/17/2015	STD04/09/15	AMAZON	CC: 31026 - (80) BOOKS - THE GREAT GASBY	591.20
9508	6/17/2015	STD04/09/15-2	DOMAIN PEOPLE	CC: 31034 - 2-YR DOMAIN	52.21
9508	6/17/2015	STD04/12/15	AMERICAN AIRLINES	CC: 31026 - FLIGHT - NATIONAL CHARTER CONFERENCE	242.60
9508	6/17/2015	STD04/12/15-2	DELTA AIRLINES	CC: 31026 - FLIGHT - NATIONAL CHARTER CONFERENCE	244.10
9508	6/17/2015	STD04/12/15-3	DELTA AIRLINES	CC: 31026 - FLIGHT - NATIONAL CHARTER CONFERENCE	69.00
9508	6/17/2015	STD04/13/15	EPSON STORE	CC: 31026 - (3) PROJECTORS AND (1) REPLACEMENT LAMP	1,903.14
9508	6/17/2015	STD04/14/15	TRAVEL AGENCY SERVICE	CC: 31000 - FLIGHT - SAN ANTONIO	40.00

9508	6/17/2015	STD04/14/15-2	MONTY'S STEAKHOUSE	CC: 31000 - FOOD - BUSINESS	145.26
9508	6/17/2015	STD04/14/15-3	TIME WARNER CABLE	CC: 31026 - 04/06-05/05/15 - INTERNET	194.99
9508	6/17/2015	STD04/14/15-4	TIME WARNER CABLE	CC: 31026 - 04/06-05/05/15 - INTERNET	139.99
9508	6/17/2015	STD04/14/15-5	AMAZON	CC: 31026 - READING BOOK RETURNS	(89.39)
9508	6/17/2015	STD04/14/15-6	AMAZON	CC: 31026 - READING BOOK RETURNS	(255.40)
9508	6/17/2015	STD04/14/15-7	AMAZON	CC: 31026 - READING BOOK RETURNS	(76.62)
9508	6/17/2015	STD04/14/15-8	AMAZON	CC: 31026 - READING BOOK RETURNS	(89.39)
9508	6/17/2015	STD04/14/15-9	AMAZON	CC: 31026 - READING BOOK RETURNS	(127.70)
9508	6/17/2015	STD04/15/15	LARSEN'S STEAKHOUSE	CC: 31000 - FOOD - BUSINESS	245.96
9508	6/17/2015	STD04/15/15-2	MONTY'S STEAKHOUSE	CC: 31000 - FOOD - BUSINESS	190.23
9508	6/17/2015	STD04/15/15-3	WPS PUBLISHING	CC: 31026 - CDI-2 QUIKSCORE TEACHER FORM	69.54
9508	6/17/2015	STD04/15/15-4	SOUTHWEST AIRLINES	CC: 31000 - TICKET PURCHASED - BURBANK TO LAS VEGAS	1,169.00
9508	6/17/2015	STD04/17/15	DELTA AIRLINES	CC: 31000 - TICKETS PURCHASED - LOS ANGELES - LOUISVILLE	1,185.60
9508	6/17/2015	STD04/17/15-2	MARRIOTT HOTEL	CC: 31000 - LODGING - D. FEHTE	304.27
9508	6/17/2015	STD04/17/15-3	EDDIE MERLOT'S	CC: 31000 - FOOD - BUSINESS	109.22
9508	6/17/2015	STD04/17/15-4	BOB HOPE AIRPORT	CC: 31000 - VALET	4.63
9508	6/17/2015	STD04/17/15-5	BOB HOPE AIRPORT	CC: 31000 - PARKING	23.00
9508	6/17/2015	STD04/17/15-6	AMAZON	CC: 31026 - LIGHTNING TO USB CAMERA APPLE	165.38
9508	6/17/2015	STD04/17/15-7	WOODLAND HILLS PRINTING	CC: 31026 - CEA POSTERS	48.51
9508	6/17/2015	STD04/18/15	WILLIAM LAMBERT	CC: 31000 - TRAVEL EXPENSE IN LOUISVILLE	23.00
9508	6/17/2015	STD04/19/15	DELTA AIRLINES	CC: 31000 - TICKETS PURCHASED - LOUISVILLE - LOS ANGELES	1,265.60
9508	6/17/2015	STD04/19/15-2	DELTA AIRLINES	CC: 31000 - TICKETS PURCHASED - LOUISVILLE TO LA	1,265.60
9508	6/17/2015	STD04/19/15-3	DELTA AIRLINES	CC: 31000 - TICKET REFUND - LOUISVILLE TO LA	(1,265.60)
9508	6/17/2015	STD04/19/15-4	SOUTHWEST AIRLINES	CC: 31000 - TICKET REFUND - BURBANK TO LAS VEGAS	(1,169.00)
9508	6/17/2015	STD04/19/15-5	O'SHEA'S	CC: 31000 - FOOD - SCHOOL BUSINESS	35.16
9508	6/17/2015	STD04/19/15-6	DOC CROW'S	CC: 31000 - FOOD - SCHOOL BUSINESS	67.12
9508	6/17/2015	STD04/19/15-7	READY CAB COMPANY	CC: 31000 - TRANSPORTATION EXPENSE	24.55
9508	6/17/2015	STD04/20/15	MARRIOTT HOTEL	CC: 31000 - LODGING - LOUISVILLE	920.20
9508	6/17/2015	STD04/20/15-2	STARBUCKS	CC: 31000 - FOOD - SCHOOL BUSINESS	2.86
9508	6/17/2015	STD04/20/15-3	LAX PARKING	CC: 31000 - PARKING	89.00
9508	6/17/2015	STD04/21/15	YELLOW CAB	CC: 31000 - TRANSPORTATION EXPENSE	25.00
9508	6/17/2015	STD04/21/15-2	YELLOW CAB	CC: 31000 - TRANSPORTATION EXPENSE	23.00
9508	6/17/2015	STD04/21/15-3	PITNEYBOWES	CC: 31026 - POSTAGE	59.92
9508	6/17/2015	STD04/22/15	PARTY CITY	CC: 31026 - LUNCHEON - STAFF APPRECIATION DAY	111.17
9508	6/17/2015	STD04/23/15	MONTY'S STEAKHOUSE	CC: 31000 - FOOD - BUSINESS MEETING	252.55
9508	6/17/2015	STD04/23/15-2	STONEFIRE GRILL	CC: 31026 - FOOD - BUSINESS MEETING	267.43
9508	6/17/2015	STD04/24/15	NOTHING BUNDT CAKES	CC: 31026 - FOOD - ADMINISTRATIVE ASSISTANT DAY	39.50
9508	6/17/2015	STD04/26/15	MINDMEISTER	CC: 31026 - MINDMEISTER PRO EDITION - 1-YR SUBSCRIPTION	198.00
9508	6/17/2015	STD04/27/15	PUBLIC SCHOOL 818	CC: 31000 - FOOD - BUSINESS MEETING	63.41
9508	6/17/2015	STD04/28/15	MAXWELL HOTEL	CC: 31026 - LODGING - NFFTY 2015 - P. ESTRIN	813.40
9508	6/17/2015	STD04/29/15	CRUCIAL.COM	CC: 31026 - RAM UPGRADES	71.92
9508	6/17/2015	U25173	AMAZON	CC: 31026 - (9) BICYCLE LOCKS	89.91
9508	6/22/2015	4TD03/28/15 - 5881-4	STONEFIRE GRILL	CC: 5881 - FOOD - STAFF MEETING	81.28
9508	6/22/2015	STD03/28/15 - 5881-1	WOODLAND WARNER FLOWERS	CC: 5881 - FLOWER ARRANGEMENT	116.90
9508	6/22/2015	STD03/28/15 - 5881-2	WOODLAND WARNER FLOWERS	CC: 5881 - FLOWER ARRANGEMENT	116.90
9508	6/22/2015	STD03/28/15 - 5881-3	WOODLAND WARNER FLOWERS	CC: 5881 - FLOWER ARRANGEMENT	69.90
9508	6/22/2015	STD03/28/15 - 5881-5	AMAZON	CC: 5881 - BATTERIES	74.20
9508	6/22/2015	STD03/28/15 - 5881-6	ARROWHEAD DIRECT	CC: 5881 - WATER FOR OFFICE	144.50

9508	6/22/2015	STD03/28/15 - 6095-1	VERIZON	CC: 6095 - 2GB WIRELESS PLAN	30.00
9508	6/22/2015	STD03/28/15 - 6095-2	VERIZON	CC: 6095 - 2GB WIRELESS PLAN	30.00
9508	6/22/2015	STD03/28/15 - 6095-3	EVERBIND	CC: 6095 - BOOKS - 1984	482.98
9508	6/22/2015	STD03/28/15 - 6095-4	ARCO AM/PM	CC: 6095 - GAS - CHARTER CONFERENCE	7.02
9508	6/22/2015	STD03/28/15 - 6095-5	DEMIDEC CORPORATION	CC: 6095 - COMPETITION COURSE STUDIES & EXAM UPGRADE	1,092.82
9508	6/26/2015	24491275	SURVEYMONKEY	CC: 31012 - SURVEY MONKEY MONTHLY USER FEE	26.00
9508	6/26/2015	STD05/02/15	INTUIT QUICKBOOKS	CC: 31012 - QUICKBOOKS ONLINE SUBSCRIPTION	54.95
9508	6/26/2015	STD05/02/15-2	NATIONAL ALLIANCE FOR PUBLIC CHARTER SCHOOLS	CC: 31012 - NCS CONFERENCE - REGISTRATION FEE	575.00
9508	6/26/2015	STD05/04/15	HOOTSUITE	CC: 31012 - HOOTSUITE PRO MONTHLY USER FEE	9.99
9508	6/26/2015	STD05/18/15	WEBEX	CC: 31012 - WEBEX MONTHLY USER FEE	289.96
9508	6/26/2015	STD05/19/15	JULES SELTZER ASSOCIATES	CC: 31012 - MATH DEPT ROOM FURNITURE - PROPOSAL #127410	10,415.00
9508	6/26/2015	STD05/21/15	JULES SELTZER ASSOCIATES	CC: 31012 - N. ZWICK'S ROOM PROPOSAL #127410	150.00
9508	6/26/2015	STD05/21/15-2	JULES SELTZER ASSOCIATES	CC: 31012 - COLLEGE OFFICE FURNITURE PROPOSAL #127410	236.91
9508	6/26/2015	STD05/22/15	CALIFORNIA NEWSPAPER	CC: 31012 - NEWSPAPER AD	1,095.00
9508	6/26/2015	STD05/29/15	FACEBOOK	CC: 31012 - ADVERTISEMENT PAYMENT	9.91
9508	6/26/2015	STD05/29/15-2	CALIFORNIA CHARTER SCHOOLS ASSOCIATION	CC: 31012 - CCSA CONFERENCE - REGISTRATION FEE	4,200.00
9508	6/29/2015	STD05/29/15-1	MONTY'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	527.93
9508	6/29/2015	STD05/29/15-10	V'S RESTAURANT	CC: 31018 - FOOD - BUSINESS MEETING	158.98
9508	6/29/2015	STD05/29/15-11	Maria's Italian Kitchen Woodland Hills	CC: 31018 - FOOD - BUSINESS MEETING	80.17
9508	6/29/2015	STD05/29/15-12	WOODLAND WARNER FLOWERS	CC: 31018 - FLOWER ARRANGEMENT	92.65
9508	6/29/2015	STD05/29/15-13	AMAZON	CC: 31026 - AWS, CHARGER, LABEL PROTECTORS, TONER, CABLE	1,819.63
9508	6/29/2015	STD05/29/15-14	NASCO MODESTO	CC: 31026 - SKILLETS & GRIDDLES - FOODS CLASS	521.36
9508	6/29/2015	STD05/29/15-15	EPSON STORE	CC: 31026 - REPLACEMENT PROJECTOR LAMPS	1,789.78
9508	6/29/2015	STD05/29/15-16	VEX ROBOTICS	CC: 31026 - GAME ELEMENT KIT	74.16
9508	6/29/2015	STD05/29/15-17	SOUTHWEST AIRLINES	CC: 31026 - FLIGHT - CHARTER CONFERENCE	249.00
9508	6/29/2015	STD05/29/15-18	PENN STATE INDUSTRIES	CC: 31026 - PEN MANDREL SAVERS	91.20
9508	6/29/2015	STD05/29/15-19	CAROLINA	CC: 31026 - BIOLOGY MATERIALS	1,178.01
9508	6/29/2015	STD05/29/15-2	COURTYARD SHERMAN OAKS	CC: 31018 - FEHTE EXPENDITURE - REIMBURSED	493.05
9508	6/29/2015	STD05/29/15-20	MARRIOTT WARNER CENTER	CC: 31026 - MARRIOTT HOTEL - TRAM LUNCHEON DEPOSIT	7,350.00
9508	6/29/2015	STD05/29/15-21	GRAINGER	CC: 31026 - DRILL SLEEVES & BATTERIES	144.70
9508	6/29/2015	STD05/29/15-22	SCANTRON CORPORATION	CC: 31026 - SCANTRONS	1,024.56
9508	6/29/2015	STD05/29/15-23	MAILCHIMP	CC: 31026 - MAILCHIMP MONTHLY USER FEE	75.00
9508	6/29/2015	STD05/29/15-24	DAVIS PUBLICATIONS INC.	CC: 31026 - (25) DISCOVER ART HISTORY TEXTBOOKS	3,235.15
9508	6/29/2015	STD05/29/15-25	TIME WARNER CABLE	CC: 31026 - 06/06-07/05/15 - INTERNET	334.98
9508	6/29/2015	STD05/29/15-26	ACE PARTY RENTS	CC: 31026 - CHAIR RENTAL - SENIOR AWARDS NIGHT	2,263.00
9508	6/29/2015	STD05/29/15-27	IN THE NEWS	CC: 31026 - PLAQUES - US NEWS WORLD REPORT	294.00
9508	6/29/2015	STD05/29/15-28	SCHOOL HEALTH CORPORATION	CC: 31026 - HOT PACKS	65.84
9508	6/29/2015	STD05/29/15-29	SHOP IN TODAY	CC: 31026 - TONER	104.95
9508	6/29/2015	STD05/29/15-3	SUSHI NISHI	CC: 31018 - FOOD - BUSINESS MEETING	131.18
9508	6/29/2015	STD05/29/15-30	PITNEYBOWES	CC: 31026 - POSTAGE	49.03
9508	6/29/2015	STD05/29/15-31	HEART SMART	CC: 31026 - AED BATTERY & ELECTRODE PADS	364.00



9508	6/29/2015	STD05/29/15-32	UNIVERSAL STUDIOS HOLLYWOOD	CC: 31026 - PARKING - PROM SUPERVISION	30.00
9508	6/29/2015	STD05/29/15-33	THE UPS STORE	CC: 31034 - SHIPPING	64.96
9508	6/29/2015	STD05/29/15-34	KEURIG	CC: 31042 - COFFEE - PRINCIPAL'S CONFERENCE ROOM	257.39
9508	6/29/2015	STD05/29/15-35	WOODLAND WARNER FLOWERS	CC: 31042 - FLOWER ARRANGEMENTS	196.15
9508	6/29/2015	STD05/29/15-36	AMAZON	CC: 31042 - GREETING CARD STOCK	35.88
9508	6/29/2015	STD05/29/15-37	ARROWHEAD DIRECT	CC: 31042 - WATER FOR OFFICE	198.44
9508	6/29/2015	STD05/29/15-38	STONEFIRE GRILL	CC: 31042 - FOOD - SPECIAL ED TRAINING	271.29
9508	6/29/2015	std05/29/15-39	PAVILIONS	CC: 31042 - FOOD - SPECIAL ED TRAINING	28.60
9508	6/29/2015	STD05/29/15-4	LARSEN'S STEAKHOUSE	CC: 31018 - FOOD - BUSINESS MEETING	584.09
9508	6/29/2015	STD05/29/15-40	PARTY CITY	CC: 31042 - SPECIAL ED TRAINING SUPPLIES	65.86
9508	6/29/2015	STD05/29/15-5	AIR LUFTHANSA	CC: 31018 - AIRFARE - EUROPE EXCHANGE PROGRAM	2,292.80
9508	6/29/2015	STD05/29/15-6	AUTO EUROPE	CC: 31018 - TRANSPORTATION - EUROPE EXCHANGE PROGRAM	859.24
9508	6/29/2015	STD05/29/15-7	TRAVEL AGENCY SERVICE	CC: 31018 - TRAVEL AGENCY FEE - EUROPE EXCHANGE PROGRAM	100.00
9508	6/29/2015	STD05/29/15-8	HAHN AIR	CC: 31018 - AIRFARE - EUROPE EXCHANGE PROGRAM	128.20
9508	6/29/2015	STD05/29/15-9	TRAVEL BOUND INC	CC: 31018 - LODGING - EUROPE EXCHANGE PROGRAM	<u>2,608.00</u>
Total 9508					<u>111,021.61</u>
Report Total					<u>2,004,530.35</u>